

Beths Grammar School KS3 Italian Curriculum Map

Term	INTENT	IMPLEMENTATION	IMPACT
	<p>Substantive Knowledge This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.</p>	<p>Disciplinary Knowledge (Skills) This is the action taken within a particular topic in order to gain substantive knowledge.</p>	<p>Assessment opportunities What assessments will be used to measure student progress? Evidence of how well students have learned the intended content.</p>
<p>Autumn Term 1A Year 8L2</p>	<p><u>La mia famiglia ed io</u></p> <p>Students begin the year with an intensive introduction to Italian. They will be able to describe themselves and their families, give personal information such as talking about their birthdays and learn how to use words for colour and shape to describe images.</p>	<ul style="list-style-type: none"> • Greetings and classroom language • Introductions and descriptions - using essere • Alphabet, spellings, 0 to 100, age, birthday, colours, descriptions • Describing my family - avere, essere, genders, plurals, negative non, adjective endings • Describing my family - adjectival agreements, m/f • Present tense of common verbs - essere and avere - to be and to have 	<p>Speaking Q+A Translation both ways Reading Listening Memrise % Equally weighted</p> <p>Beths Working towards Scholar (<60%) Beths Scholar - strong competence (60%) Beths Super Scholar - excellent competence (80%)</p> <p>Awarding of Beths Scholar status is judged holistically taking into account starting point and KS3 target grades in addition to behaviour and homework completion.</p>
<p>Autumn Term 1B Year 8L2</p>	<p><u>Il tempo libero</u></p> <p>Students will build upon term 1 by further describing the activities they do, like to do, used to do and would like to do using structures that use the infinitive. Students extend their discussions on what they like to do. Students describe their pets to</p>	<ul style="list-style-type: none"> • What I do - using the 'I' form • What I do with a range of verbs and opinions - present tense and irregular verbs • What I used to do and would like to do - imperfect and implied future 	<p>Speaking - One Minute Presentation Creative Writing Task Memrise % (weighted 50/30/20%)</p> <p>Beths Working towards Scholar (<60%) Beths Scholar - strong competence (60%)</p>

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	<p>further consolidate descriptions and family life from the previous term.</p>	<ul style="list-style-type: none"> • Describing the sports I like to do - using a range of simple verbs • Describing more hobbies and activities • Describing more hobbies and activities, plus pets 	<p>Beths Super Scholar - excellent competence (80%)</p> <p>Awarding of Beths Scholar status is judged holistically taking into account starting point and KS3 target grades in addition to behaviour and homework completion.</p>
<p>Spring Term 2A Year 8L2</p>	<p><u>Casa Mia</u></p> <p>Students will describe their surroundings, where they live, their houses and rooms in their house. This combines with talking about what where they used to live and would like to live.</p>	<ul style="list-style-type: none"> • Describing types of dwelling and where they are situated - present tense of abitare • Describing using basic adjectives what my house is like • saying where I used to live and where I would like to live - using imperfect and implied future • furniture and position of - prepositional words • Describing my room - using contractions of prepositions + article • Description of my house and room - adjectives 	<p>Speaking - Phonics Translation both ways Reading Listening Memrise %Equally weighted</p> <p>Beths Working towards Scholar (<60%) Beths Scholar - strong competence (60%) Beths Super Scholar - excellent competence (80%)</p> <p>Awarding of Beths Scholar status is judged holistically taking into account starting point and KS3 target grades in addition to behaviour and homework completion.</p>
<p>Spring Term 2B Year 8L2</p>	<p><u>In città</u></p> <p>Students will describe their surrounding, where they live, their houses and towns. This combines with giving directions and how to get around town. Students are introduced to the past tense in Italian and will be to say what they did in town.</p>	<ul style="list-style-type: none"> • Location of where you live - town, countryside, suburbs • Places in a town - description of my town and where is • Directions - commands and getting around • Activities and opinions in town - using opinion with infinitives • Activities and opinions in town - using present tense • Past tense activities in town - passato prossimo and imperfect tense 	<p>Speaking - Photocard Creative Writing Task Memrise % (weighted 50/30/20%)</p> <p>Beths Working towards Scholar (<60%) Beths Scholar - strong competence (60%) Beths Super Scholar - excellent competence (80%)</p>

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<p>Summer Term 3A Year 8L2</p>	<p><u>La Routine diaria</u></p> <p>Students will learn how to describe preferences for holidays and past holiday experiences. They will develop the skills to deliver a presentation and answer questions related to holiday experiences.</p>	<ul style="list-style-type: none"> • Describing my routine for a full day using time frames and using the clock • Describing my and others' daily routines • Using modal verbs plus the infinitive • Conditional – vorrei + infinitive to say what I would like to do • Past tenses - what I did to help at home • Using a range of tenses narrate what I did, do and would like to do at home 	<p><u>Assessment Schedule - EOY Exam</u></p> <p>Reading & Listening Speaking - Answering to unexpected Questions Translation both ways Memrise %</p> <p>Beths Working towards Scholar (<60%) Beths Scholar - strong competence (60%) Beths Super Scholar - excellent competence (80%)</p>
<p>Summer Term 3B Year 8L2</p>	<p><u>Il Carnevale di Venezia</u></p> <p>Students study cultural characteristics of the Venetian world-famous carnival and complete a project on the characters, typical sights and sounds of the festival and traditions linked to Venice.</p>	<ul style="list-style-type: none"> • Discovering what are the roots of the Venetian Carneval. • Discovering the many characters and their stories. • Taking a virtual tour around Venice • Reading texts and materials with complex descriptions of the sights and sounds of Venice. • Writing a photo description of the town/famous landmarks 	<p><u>In class assessment:</u></p> <p>Memrise % Presentation and extended writing tasks</p> <p>Beths Working towards Scholar (<60%) Beths Scholar - strong competence (60%) Beths Super Scholar - excellent competence (80%)</p> <p>Awarding of Beths Scholar status is judged holistically taking into account starting point and KS3 target grades in addition to behaviour and homework completion.</p>