

### Key Stage Three Italian Curriculum Outline

The majority of pupils will take up a second language in year 8 and continue with it into year 9, as well as studying French. In year 8 we focus right from the outset on communicating at sentence level as well as on structures, building on their knowledge of language acquisition gained in year 7 French. We aim to embed a deeper knowledge of core communicative functions coupled with an understanding of, and ability to use, grammatical structures including present and future tenses which allow for more autonomous use of language. Key skills such as listening, reading, memorisation, translation, coping with complex texts and unfamiliar language as well as developing fluency in speaking and writing about a variety of topics are regularly developed and consolidated in lessons/homework. This will provide a strong foundation for the continuation into year 9 and the GCSE course should pupils continue with Italian at KS4.

The content of our curriculum provides learners with the ability to talk about themselves as well as others and the world around them. Through the teaching of MFL, pupils are taught to accept and embrace other languages and cultures.

#### Year 8 Curriculum

<b>Timeline</b>	<b>Content and assessments</b>	<b>Skills/ Keywords</b>
Term 1	<b>Introducing yourself:</b> Greetings Giving personal information including name, age, where you live, birthday, siblings and pets <b>Assessment:</b> listening & reading and translation from Italian to English	<ul style="list-style-type: none"><li>● Emphasis on listening, repeating and practising in pairs to establish the core pronunciation rules</li><li>● Understanding that Italian is phonetic and has regular and consistent spelling rules you can easily apply</li><li>● Develop basic vocabulary including use of the definite/indefinite article, learn numbers up to 50</li><li>● Using the present tense of verbs in the first person</li></ul>

Term 2	<p><b>School:</b> describing your timetable, giving simple opinions</p> <p><b>Assessment:</b> listening &amp; reading</p>	<ul style="list-style-type: none"> <li>● Learning to tell the time and talk about your timetable</li> <li>● Saying what subjects you like or don't like</li> <li>● Comparing schools in Italy and the UK and looking at cultural differences</li> <li>● Embedding the use of high frequency verbs for expressing opinions</li> </ul>
Term 3	<p><b>Saying who is in your family.</b> Describing yourself, as well as family members' personality and physical attributes</p> <p><b>Assessment:</b> speaking</p>	<ul style="list-style-type: none"> <li>● Develop knowledge of vocabulary for descriptions. Using the possessive adjective for 'my'</li> <li>● Raising awareness around adjective agreements. Introducing the use of 'che' (who/which) to extend sentences</li> <li>● Using different parts of ESSERE and AVERE</li> </ul>
Term 4	<p>Talking about your hobbies and saying how often you do them</p> <p><b>Assessment:</b> listening &amp; reading</p>	<ul style="list-style-type: none"> <li>● Increase vocabulary for different hobbies Being able to use the present tense of ARE regular verbs in the first person</li> <li>● Being able to recognise and understand the other 5 persons of ARE verbs</li> <li>● Being able to use FARE and ANDARE irregular verbs in the first person</li> <li>● Understanding which sports are popular in Italy</li> <li>● Using a variety of time phrases</li> </ul>

Term 5	<p>Talking about where you live: Describing the location and your accommodation Saying what you do there</p> <p><b>Assessment:</b> End of year exam – Listening, reading &amp; writing</p>	<ul style="list-style-type: none"> <li>● Developing vocabulary for describing accommodation &amp; location.</li> <li>● Giving simple opinions and justifying them.</li> <li>● Developing a range of adjectives.</li> <li>● Introduce the verb VIVERE and how to form all persons of regular ERE verbs</li> </ul>
Term 6	<p>Food and drink: Saying what you eat and drink for different meals</p>	<ul style="list-style-type: none"> <li>● Building on current knowledge of food vocabulary</li> <li>● Introducing the future tense in the first person only for mangerò (I will eat) and berrò (I will drink) Saying 'vorrei' (I would like)</li> <li>● Looking at cultural differences in Italy and the UK surrounding food, diet and general eating habits</li> <li>● Using the word for 'some'</li> <li>● Introducing adjectives to describe food</li> </ul>
<p><b>* In addition to the skills listed above the following skills will be taught throughout each year 8 topic:</b></p> <ul style="list-style-type: none"> <li>● Understand and apply rules of pronunciation</li> <li>● Understand familiar language as well as work out the meaning of some unfamiliar language in context, to translate meaning into English and understand reading and listening texts</li> <li>● Translate phrases into Italian using both new and previously learnt language</li> <li>● Write accurately and in detail about the topics covered using both new and previously learnt language</li> </ul> <p><b>Assessment:</b> summative assessments every main term covering all 4 skills as well as the end of year exam.</p>		

**How to support your son:**

- Encourage your son to engage with his language-learning regularly - little and often is ideal
- Support with completion of homework in particular with learning vocabulary - cover the English to check understanding from Italian to English and then cover the Italian to see what has been retained (English to Italian) - test them!
- Ensure your son has the correct equipment - in particular his exercise book containing all necessary sentence builders for each topic, glue and green pen.

## Year 9 Curriculum

All pupils continue with Italian in Year 9 in addition to French. In Year 9 we continue to build on core communicative functions and grammatical structures including past and future tenses which allow for more autonomous use of language. This will provide a strong foundation for the GCSE course should pupils continue with Italian at KS4.

The content of our curriculum continues to provide learners with the ability to talk about themselves as well as others and the world around them building upon vocabulary and structures learnt in year 8. Key skills such as listening, reading, memorisation, translation, coping with complex texts and unfamiliar language as well as developing fluency in speaking and writing about a variety of topics are regularly developed and consolidated in lessons/homework. We start GCSE content from Term 5 in year 9. This allows us the time to focus on learning topics and vocabulary as well as developing skills required to succeed in communication and understanding at a more complex level.

Through the teaching of MFL, pupils continue to be taught to accept and embrace other languages and cultures.

We start GCSE content after the exams in year 9. This allows us the time to focus on learning topics and vocabulary as well as developing skills required to succeed in communication and understanding at a more complex level.

<b>Timeline</b>	<b>Content and assessments</b>	<b>Skills/ Keywords</b>
Term 1	<p><b>What you wear on different occasions</b></p> <p>Revision of useful everyday classroom language. Saying what you wear for different occasions and expressing opinions</p> <p><b>Assessment:</b> Reading, listening and writing</p>	<ul style="list-style-type: none"><li>● Building core vocabulary on clothing and colours.</li><li>● Understanding when to use the infinitive and when to conjugate verbs</li><li>● Understanding the concept of the imperative to give or respond to instructions</li><li>● Revision and consolidation of the present tense and embedding of both the 'I' and 'we' form</li></ul>

		<ul style="list-style-type: none"> <li>Looking at cultural differences in the use of language, e.g. use of the polite form in Italian, the different 'formalities' in greetings and the use of 'permesso'</li> </ul>
Term 2	<p><b>Media and TV Expressing TV and film preferences.</b> Saying what's on the TV and when</p> <p>Arranging to meet up with a friend</p> <p><b>Assessment:</b> Reading and listening</p>	<ul style="list-style-type: none"> <li>Developing knowledge of vocabulary for TV programmes and film types</li> <li>Extending opinions by justifying them Introducing the modal verbs <i>volere, potere</i> and <i>dovere</i></li> <li>Using the 'tu' form to ask questions and making suggestions to meet up</li> <li>Telling the time in 24 hour clock and revision of numbers</li> <li>The present tense including some common irregular verbs. Embedding of ESSERE and AVERE in preparation for the perfect tense</li> </ul>
Term 3	<p><b>Birthdays and celebrations, now and in the past</b> Describing how you usually celebrate your birthday and how you celebrated it last year</p> <p><b>Assessment:</b> Speaking</p>	<ul style="list-style-type: none"> <li>Using the present tense to say what you usually do to celebrate using 'I' and 'we' forms</li> <li>Identify reflexive verbs in the present tense</li> <li>Understanding how to form and use the perfect tense</li> <li>Using the perfect tense to say what you did last year for your birthday</li> </ul>
Term 4	<p><b>Key celebration days in Italy and how you will celebrate your birthday in the future</b></p> <p>Using the future tense to describe a future party</p>	<ul style="list-style-type: none"> <li>Using the future tense to say how you will celebrate next year</li> </ul>

	<p><b>Assessment:</b> Reading &amp; listening</p>	<ul style="list-style-type: none"> <li>● Identifying key celebrations in Italy and some which we don't have in the UK e.g. onomastico (Saint's name day)</li> <li>● Pupils should be able to move between past, present and future tenses to talk about birthday celebrations</li> </ul>
<p>Term 5&amp;6</p>	<p><b>Begin the GCSE course</b></p> <p>Me, my family and friends and personal relationships</p> <p><b>Assessment:</b> End of year exam – reading, listening &amp; writing</p>	<ul style="list-style-type: none"> <li>● Consolidating pronunciation and spelling rules</li> <li>● Identifying and consolidating existing knowledge of cognates and word patterns/spelling patterns. Identifying and responding to key question words</li> <li>● Giving a range of personal information</li> <li>● Extending knowledge of family members</li> <li>● Developing knowledge of more complex phrases to talk about yourself, your family and friends</li> <li>● Using possessive adjectives to talk about your friends and family</li> <li>● Developing a larger range of adjectives to describe people</li> <li>● Looking at how some key expressions use ESSERE and AVERE in ways you would not expect</li> </ul>
	<p><b>*In addition to the skills listed above the following skills will be taught throughout each year 9 topic:</b></p> <ul style="list-style-type: none"> <li>● Understand and apply rules of pronunciation</li> </ul>	

- Understand familiar language as well as work out the meaning of some unfamiliar language in context, to translate meaning into English and understand reading and listening texts
- Translate phrases into Italian using both new and previously learnt language.
- Write accurately and in detail about the topics covered using both new and previously learnt language

**Assessment:** summative assessments every main term covering all 4 skills as well as the end of year exam

**How to support your son:**

- Encourage your son to engage with his language-learning regularly - little and often is ideal
- Support with completion of homework in particular with learning vocabulary - cover the English to check understanding from Italian to English and then cover the Italian to see what has been retained (English to Italian) - test them!
- Ensure your son has the correct equipment - in particular his exercise book containing all necessary sentence builders for each topic, glue and green pen
- Encourage your son to watch any age-appropriate Italian programmes with subtitles, cartoons or series available on YouTube, Netflix and Amazon Prime
- Encourage your son to listen to Italian music e.g. on Spotify or YouTube ideally with lyrics

