



# SAINT JOHN WALL CATHOLIC SCHOOL

## *A Catholic School For All*



### Departmental Schemes of Work

**Curriculum Intent:** “To educate each and every unique child in our care to hear and respond to what God calls them to be”.

### KS4 Italian



# Languages Curriculum Intent

Mission Statement	School Curriculum Intent	Languages Curriculum Intent
<b>'To educate</b>	Our skilled teachers and support staff live out their vocation to serve and teach children and young people at Saint John Wall Catholic School	<i>Our Language team consists of three subject specialists, including a native speaker of both French and Spanish. The curriculum is planned collaboratively to deliver a scheme of work to aid recall and build on prior knowledge. Pupils' learning is deepened through a variety of tasks incorporating regular retrieval, scaffolding and modelling: "I do, we do, you do" approach (Rosenshine Principles). We regularly assess our learners and use this as an opportunity to reteach concepts and adapt our curriculum to meet the needs of our pupils. Our scheme of work also underpins the school's curriculum to deliver the EBacc alongside English, Maths, Science, History/Geography.</i>
<b>each and every</b>	We are 'A Catholic School For All' and we welcome pupils from each and every diverse background, faith and culture into the Saint John Wall community.	<i>The curriculum is devised to promote diversity and where appropriate, is linked to events that are take place throughout the year such as Black History month, women's history month, national careers week. The Catholic ethos is reinforced by the education of SJW values where tolerance and respect reinforce teaching with constant reference to cultural traditions and differences of our pupils. Pupils who speak a community language gain qualification in their home language where available and extend to gaining A Level as well as achieving the EBacc qualification.</i>
<b>unique child</b>	We value human dignity and recognise every child as a unique individual made in the image of God.	<i>At the heart of our teaching is to personalise the learning for pupils and relate topics to the local area where applicable. Native speakers are challenged with work aimed at the next phase of learning as appropriate to their needs. Literacy and reading are particularly developed so that pupils understand and make connections between their native language and the language that they are learning. Language acquisition of the new language is supported, particularly for EAL pupils and those with low reading ages, through phonics and retrieval practice.</i>
<b>in our care</b>	We provide high levels of care within a respectful and disciplined environment to safeguard children's wellbeing, welfare and safety.	<i>Staff follow the behaviour and safeguarding policies to ensure that all pupils are safe and cared for. We ensure positive attitudes in all lessons, pupils are encouraged to go beyond what is expected and pupils are rewarded with Star of the Week in every class, every week which creates a positive learning environment and motivates pupils to learn.</i>

<p><b>to hear</b></p>	<p>We instil SJW values and encourage spiritual, moral, social, cultural and emotional personal development so that our young people are open to hear God’s calling.</p>	<p><i>SMSCV is embedded in lessons so that pupils are empowered to demonstrate an open and welcoming approach to language learning. We develop cultural capital through extra-curricular, enrichment activities (such as restaurant experience for aspirational activity), and we encourage pupils to immerse themselves in the language outside the classroom via several media such as film, literature and music.</i></p>
<p><b>and respond</b></p>	<p>We foster our young people’s gifts and talents, so they are equipped with skills, knowledge and qualifications to create opportunities to be able to respond to God’s calling.</p>	<p><i>Fundamental communication skills such as productive and receptive skills, are promoted equally across the schemes of work. Reading, writing and speaking skills specifically increase competency in the target language. Knowledge of key vocabulary that can be put into practice in situations and the curriculum develops pupils’ mathematical skills, problem-solving skills and promotes the development of inference when reading.</i></p>
<p><b>to what God calls them to be’</b></p>	<p>Taking Jesus Christ as a role-model we help pupils understand what God calls them to be; informed and responsible citizens whose vocation in life contributes to peace, tolerance, justice and service in both our local community and wider society.</p>	<p><i>Our ultimate ambition for pupils is that they recognise and value a place for languages in their everyday lives. We want them to be aware and tolerant of different cultures and to be curious about the nuances of language – how and why these linguistic quirks occur.</i></p> <p><i>Our schemes of work throughout the curriculum journey, aims to provide the foundation for the next step of language learning and to make links to everyday life and the world of work. Pupils are prepared to continue with studies at A Level and would be confident to use their linguistic skills in a work setting if progressing to an apprenticeship and introduced to the concept that pupils may choose to complete further study in another country.</i></p> <p><i>Pupils are made aware of careers that use languages at the forefront of the work involved, such as translating, interpreting and language teaching and they are regularly informed of the relevance of languages in all careers and the options and opportunities that arise when an employee has developed their linguistic skills beyond the minimum in another language.</i></p>

**Year 10 Italian Scheme of Work Overview**

<b>Sequencing of topics</b>	Autumn term 1: Transition and Revision Autumn term 2: Identity & Culture Spring term 1: Identity & Culture / Current & Future Study	Spring term 2: Local Area and Global Issues Summer term 1: Celebrations Summer term 2: Revision & Assessment
<b>Calendared assessments</b>	Assessment 1: Autumn Term 1 Assessment 2: Spring 1 Assessment 3: Summer 2	
<b>Personal Development</b> <i>(Cross curricular, SJW Values, SMSCV, cultural capital)</i>	<p><b><u>Cultural Capital</u></b> Use of authentic listening materials as literacy starter activities: News in Slow Italian – authentic listening tasks from World events help students to develop their Cultural Capital.</p> <p><b><u>Cross Curricular</u></b> Geography – Two possible cross curricular links with looking at local/national areas of interest</p> <p><b><u>SJW Values</u></b> Appreciating the customs and cultures of other countries – Active &amp; Curious Freedom from insularity and the ability to foster relationships with those around them – Eloquence &amp; Truthful</p> <p><b><u>SMSCV</u></b> <b>Moral development:</b> Exploration of religious and non-religious festivals <b>Social development:</b> Discussion of relevant topics in group and pair scenarios Exploring personal relationships and family dynamics</p>	
<b>Progression model</b>	<p>What <b>knowledge</b> will pupils develop? <i>(See specification for detailed vocabulary specific to topics)</i></p> <p>Theme 1: Identity and culture</p> <p>Topic 3: Free-time activities Music. Cinema and TV. Food and eating out. Sport.</p> <p>Theme 3: Current and future study and employment including: Topic 1: My studies Topic 2: Life at school/college Topic 3: Education post-16 Topic 4: Jobs, career choices and ambitions</p>	<p>What <b>skills</b> will pupils develop? <i>(Including literacy &amp; Numeracy)</i></p> <ul style="list-style-type: none"> <li>- Listening – understand and respond to different types of spoken language in a variety of different authentic contexts and give and identify key messages recognising the difference in tenses.</li> <li>- Speaking – communicate and interact effectively in speech using and adapting the target language spontaneously to suit the purpose.</li> <li>- Reading – understand and respond to different types of written language in a variety of passages and be able to scan and draw inferences in context as well as translate a short passage into English.</li> <li>- Writing – communicate in writing in different authentic contexts presenting facts and ideas/opinions appropriately whilst manipulating language accurately.</li> </ul>
<b>Development homework</b>	<p><b><u>Tasks:</u></b> Research an Italian speaking tourist destination and create a poster with the aim to persuade people to visit. Use pictures and keywords to explain your ideas in a clear way.</p>	