



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 Polish



Year 10 Polish Scheme of Work Overview

Sequencing of topics	Autumn term 1: Holiday: plans, preferences, experiences Autumn term 2: Home and Environment Spring term 1: Work and Education	Spring term 2: Work and Education- choosing the future carrier Summer term 1: Advantages and disadvantages of different jobs Summer term 2: Identity and Culture
Calendared assessments	Autumn Term 1 Spring Term 1 Summer Term 2	
Personal Development (Cross curricular, SJW Values, SMSCV, cultural capital)	<p>Curious and active- study and application of native language allows students to use academic language with confidence. Generous and grateful- regular opportunities for reflection following marking and assessments, as well as self and peer assessment of class tasks. Eloquent and intentional- participating in class discussion/presentations.</p> <p>Cross curricular: Grammatical terminology/ WOTW/GOSSIP tasks seen and used in different subjects, especially English is to reproduced to foster links between the two languages.</p> <p>SMSCV: <i>Spiritual development:</i> opportunities to reflect on religious beliefs, learning about different festivals and celebrations; encourage students to reflect on aspects of their lives, and the universality of human experience. <i>Moral development:</i> students encouraged to dismiss stereotypes and reflect more on what brings people together rather than separating them. <i>Social development:</i> students work to help each other and complete tasks such as dialogues; regular opportunities to develop communication and listening skills. <i>Vocational development:</i> students encouraged to link value of developing skills in native language with future career prospects.</p> <p>Cultural capital: Students are encouraged to develop academic language outside the classroom, via watching age appropriate films in Polish language and reading books in native language (they also have been given opportunity to read in Polish in the lessons).</p>	
Progression model	<p align="center">What knowledge will pupils develop? (Including key terminology)</p> <p>Vocabulary Tenses High frequency vocabulary Grammatical structures (imperatives, uninflected verbs: <i>trzeba, warty, mozna, nalezy</i>); comparative and superlative; conditional forms-affirmative and negatives: <i>jest lepiej/byloby lepiej</i>; personal pronouns, superlative degree of adjectives; describing a past events (actions and opinions); conjunction of the verbs with suffixes: <i>-bym, bys, -by, -bysmy, -byscie</i> Developing greater complexity in spoken and written accounts of past events or experience More complex sentences structures with subordinate clauses Revision of future tense to outline future plans Revision of future tense to outline future plans.</p>	<p align="center">What skills will pupils develop? (Including literacy & Numeracy)</p> <p>Verbs expressing commands, commitments, promises, wills (<i>musiec, chciec, moc, powinnien</i>). Impersonal forms of verbs e.g. <i>zrobiono, sprzatnieto</i> <i>Jesli</i> sentences revised for outlining consequences of actions Spojniki (connectives) Liczebniki (cardinal numbers) odpowiadaja na pytanie ile? Np. trzy, sto piecdziesiat, tysiac , dwiescie , million. Liczebniki zbiorowe (collective numbers)</p>
Development homework	<p>Examples include: Learn new vocabulary and practise grammatical structures using online quizzes: www.ortografika.pl ; www.learnpolishfeelgood.com ; www.mowicpopolsku.com 2. Do the survey in school about famous Polish scientist/writers/poets. Find out who is the most famous and why. Prepare short presentation based on the results.</p>	