

CURRICULUM OVERVIEW 2022– 2023: Year -11 Mandarin (CC)



	Weeks 1 – 7	Weeks 8 – 15	Weeks 16 – 21	Weeks 22 – 26	Weeks 27 – 33	Weeks 34 – 40
	Autumn 1 Ass 1 deadline: WK 7 Mon 12.10.20	Autumn 2 Ass 2 deadline: WK 14 Mon 14.12.20 Assessment window: Week 11	Spring 3 Ass 3 deadline: WK 20 Mon 01.02.21	Spring 4 Ass 4 deadline: WK 25 Mon 15.03.21 Assessment window: Week 22	Summer 5 Ass 5 deadline: WK 32 Mon 17.05.21	Summer 6 Ass 6 deadline: WK 39 Mon 12.07.21 Assessment window: Week 37 and 38



<p>Year 8</p>	<p>Content: Same again: taking Chinese to the next level!</p> <p>The first weeks of the Autumn term are based around saying when your birthday is, as well as extending sentences..</p> <p>Key Vocabulary:</p> <p>生日 Birthday 上网 Surf the web</p> <p>Key Knowledge</p> <ul style="list-style-type: none"> • Can I say when my birthday is? • Proper use of the connectives 和 and 但 • Use of verbs 看 学 听 买 etc. <p>Curriculum links</p> <p>Students will begin using the connective ‘but’, revising ‘and’ (as well as reminding themselves when we can and can’t use it) and being introduced to hobby vocabulary (verbs and relevant nouns).</p> <p>Develop strategies for translating/understanding more complex sentences</p> <p>Cultural Capital</p> <p>Begin to compare the different ways FreChinese and English people spend their Freetime.</p> <p>Popular hobbies and how they vary from country to country</p> <p>Respect for other traditions</p> <p>Use of topic specific vocabulary and grammatical terminology</p>	<p>Content: When?! A tense introduction!</p> <p>The key part to this term is that around half term students take their first steps towards mentioning <i>when</i> things happen (leading up eventually to time frames).</p> <p>Students also look at the top 7 most common family names in China and what they actually mean.</p> <p>Key Vocabulary:</p> <p>今天 Today 明天 Tomorrow 昨天 Yesterday</p> <p>Key Knowledge</p> <ul style="list-style-type: none"> • The difference between tenses and timeframes. <p>Curriculum links</p> <p>Students are introduced to the words <i>today, tomorrow</i> and <i>yesterday</i>. This will be built upon further in the summer term with the addition of specifying the precise time</p> <p>Cultural Capital</p> <p>Family names in China – why do they matter so much? Why are there so many very common ones?</p>	<p>Content: Even more tense!</p> <p>At this point, students return to the work on time frames carried out in term 1 and extend it to include specific days of the week.</p> <p>Key Vocabulary:</p> <p>两个 two 先生 Mr 太太 Mrs 会不会 Can you (or not)? 好不好 Is it good (or not)? 是不是 is it (or isn’t it)? 有没有 Do you have (or not)?</p> <p>Key Knowledge</p> <ul style="list-style-type: none"> • Use of 两 with a measure word to denote two of something. • Confident use of the A-Not-A construction. <p>Curriculum links</p> <p>This whole unit builds on students’ previous knowledge of numbers and allows them remaining time to explore the use of Liang, Mr/Mrs and back to numbers again to touch on birthdays once more.</p> <p>Cultural Capital</p> <p>Husbands and wives in China - family - one child policy consequences etc.</p>	<p>Content: Hobbies & Selected verbs.</p> <p>Students should find this unit particularly rewarding as it is the first topic where a relatively large amount of vocabulary is chunked and learned.</p> <p>Key Vocabulary:</p> <p>看书 Read books 看电影 Watch movies 看电视 Watch TV 学中文 Study Chinese 听音乐 Listen to music 买东西 Go shopping Really like 很喜欢 Love 爱</p> <p>Key Knowledge</p> <ul style="list-style-type: none"> • Revisiting key verbs such as 看 学 听 买 etc. <p>Curriculum links</p> <p>Learning a comparatively large amount of vocab for the first time should prepare students for the requirements of GCSE. In this case, it should also enable them to be able to talk about the hobbies they like and dislike, for example: shopping; listening to music; surfing the web; reading books etc.</p> <p>Cultural Capital</p> <p>Compare the different ways Chinese and English people spend their Freetime.</p> <p>Popular hobbies and how they vary from country to country</p> <p>Respect for other traditions</p> <p>Use of topic specific vocabulary and grammatical terminology</p>	<p>Content: Please change the Subject!</p> <p>We return again to the method of chunking vocabulary for the second topic: School Subjects.</p> <p>Key Vocabulary:</p> <p>课 Lesson 科学 Science 数学 Maths 历史 History 地理 Geography 英语 English 法文 French 德文 German 体育 P.E 音乐 Music 中文 Chinese 点 O Clock 半 Half 分 Minutes 上午 AM 下午 PM</p> <p>Key Knowledge</p> <p>Students will learn how to tell the time in Chinese (to enable them to express what time their lessons are) as well as learn their first opinion reasons.</p> <p>Curriculum links</p> <p><i>Boring, interesting, fun</i> etc. will be essential recurring words.</p> <p>Cultural Capital</p> <p>Developing an understanding of the Chinese educational system.</p> <p>Respect for other cultures/traditions.</p> <p>Use of subject specific vocabulary and grammatical terminology</p>	<p>Content: Hào chí! What’s on the menu?</p> <p>The primary focus of this block is the topic of Food & Drink, but once again combining opinion words (and new vocabulary including healthy, unhealthy and verbs <i>to eat</i> and <i>to drink</i>) to ensure work doesn’t revolve around the repetitive learning of vocabulary.</p> <p>Key Vocabulary:</p> <p>吃 Eat 喝 Drink 饭 Food/Meal 面条 Noodles 牛肉 Beef 鸡肉 Chicken 猪肉 Pork 羊肉 Lamb 水果 Fruit 比萨 Pizza 面包 Bread 包子 Baozi 水饺 Dumplings 冰淇淋 Ice Cream</p> <p>Key Knowledge</p> <p>好吃 Tastes good (food) 不好吃 Doesn’t taste good (food) 好喝 Tastes good (drink) 不好喝 Doesn’t taste good (drink)</p> <p>Curriculum links</p> <p>Link back to A-Not-A construction: 好不好吃?</p> <p>Cultural Capital</p> <p>These weeks ideally invite detailed discussion among students regarding preferred food and drink, why students like, dislike them, whether they like ‘foreign’ food, as well as controversial issues surrounding asian food.</p>
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Year 9	<p>Content: <u>A sporting chance!</u> Students will first learn “I think/I feel” and then add to their hobby vocabulary (introduced in year 8) with a range of sports.</p> <p>Key Vocabulary: 会 Can 不会 Cannot 说 Speak 游泳 Swim 跑步 Run 网球 Tennis 足球 Football 篮球 Basketball</p> <p>Key Knowledge</p> <ul style="list-style-type: none"> • Use of 我认为 and 我觉得 • Use of the verbs 打 and 踢 <p>Curriculum links</p> <p>Key here is ensuring that students use the appropriate verb (that means ‘play’ to go with each sport - ‘hit’ with tennis, ‘kick’ with football etc. as they will be used more and more often going forward. They will also learn the words for ‘can’ and ‘cannot’ when referring to a sport, but it also refers to any skills.</p> <p>Cultural Capital Respect for other cultures/traditions. Visual links to past culture through examining pictographic characters and historical context.</p>	<p>Content: <u>Travel 1: Where & Who?</u> The first part of two units on travel this year (the second being in Spring 4), we spend time now learning the structure that is used to name countries in Chinese (and ten examples of this) along with the form taken to describe the associated nationalities.</p> <p>Key Vocabulary: 英国 England 中国 China 美国 USA 西班牙 Spain 澳大利亚 Australia 印度 India 日本 Japan 法国 France 德国 Germany 巴基斯坦 Pakistan</p> <p>Key Knowledge</p> <ul style="list-style-type: none"> • How to use 人 and 文 or 语 to refer to specific nationalities and languages. • Basic types of weather are also introduced; sunny, rain, snow, wind, hot, cold etc. <p>Curriculum links</p> <p>While there is no direct rule for this, students will become familiar with the use of ‘guo’ 国 as well as the phoneticized names of countries as assigned in Chinese. This phenomena can be seen in both previous and forthcoming units.</p> <p>Cultural Capital Respect for other cultures/traditions. Visual links to past culture through examining pictographic characters and historical context.</p>	<p>Content: <u>Oh my days!!</u> With the ability to talk in the past, present and future tense being a key target on the level descriptors, students will spend a number of lessons at this stage ensuring that they are able to clearly express when (and how often) things occur.</p> <p>Key Vocabulary: 今年 This year 明年 Next year 去年 Last year 这个月 This month 下个月 Next month 上个月 Last month 这个星期 This week 下周 Next week 上周 Last week 每天 Every day 每周 Every Week 每个月 Every month 每年 Every year</p> <p>Key Knowledge</p> <ul style="list-style-type: none"> • The difference between 这个, 下个, 上个 • The similarities between 今年 and 今天 etc. <p>Curriculum links</p> <p>Among other key words of this unit, the word for ‘every’ plays an important part in the forming of meaningful sentences. As do the following: <i>Days, Weeks, Months, Years, Past, Present, Future, Every!</i></p> <p>Cultural Capital Respect for other cultures/traditions. Visual links to past culture through examining pictographic characters and historical context.</p>	<p>Content: <u>Travel 2: Transport & places.</u> The second part of two units on travel this year (the first being in Autumn 2), we spend time now learning about different forms of transport in Chinese (along with the practical aspect of how modern transport in China functions) as well as verbs associated with each type of transport.</p> <p>Key Vocabulary: 车 Car 船 Boat 公共汽车 Bus/Coach 自行车 Bicycle 出租车 Taxi 飞机 Aeroplane 农村 Countryside 城市 City 山区 Mountains 博物馆 Museum 图书馆 Library</p> <p>Key Knowledge</p> <ul style="list-style-type: none"> • Use of 坐 (to sit) to describe travelling on a particular type of vehicle <p>Curriculum links</p> <p>A more specific look at places (following on from and building on the earlier ‘places’ topic) then occurs, with vague terms such as ‘the city’, ‘the countryside’ and ‘the mountains’ leading into more specific locations within a town such as ‘museum’.</p> <p>Cultural Capital Respect for other cultures/traditions. Visual links to past culture through examining pictographic characters and historical context.</p>	<p>Content: <u>My Room / Describing people / Clothes</u> A number of different topics are arranged into vocabulary “chunks” here – with nouns specific to the bedroom first, descriptions of people’s appearance and character next and a brief but creative section dealing with clothes and fashion.</p> <p>Key Vocabulary: 床 Bed 衣柜 Wardrobe 桌子 Desk 椅子 Chair 灯 Lamp/Light 门 Door 胖 Fat 瘦 Thin 高 Tall 矮 Short 聪明 Clever 笨 Stupid 美丽 Beautiful 漂亮 Pretty 衣服 Clothes 衬衣 Shirt 裤子 Trousers 裙 Skirt 袜子 Socks 鞋 Shoes</p> <p>Curriculum links</p> <p>Topics continue to be arranged into vocabulary “chunks” - but spread out in two or three units across year 9, 10 and 11. Bedroom words, descriptions of people and even clothes will all be revisited and built upon in the coming 18 months</p> <p>Cultural Capital Examining pictographic characters and historical context.</p>	<p>Content: <u>Just a routine check!</u> Words relating to a daily routine (<i>get up, eat breakfast, go to school, have lunch, go home, have dinner, do homework, go to bed etc.</i>) are tackled heavily here.</p> <p>Key Vocabulary: 早饭 Breakfast 午饭 Lunch 晚饭 Dinner 起床 Get up 上学 Go to school 回家 Come home 做作业 Do homework 睡觉 Go to sleep</p> <p>Key Knowledge</p> <ul style="list-style-type: none"> • To be able to describe a normal day using as many different topics/themes as possible. <p>Curriculum links</p> <p>New routine vocabulary is designed to be used in conjunction with all other topics - food, hobbies, sports etc. and students should be encouraged to tailor what they write/say to their own daily routine as much as possible. .</p> <p>Cultural Capital Respect for other cultures/traditions. Visual links to past culture through examining pictographic characters and historical context.</p>
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<p style="text-align: center;">Year 10</p>	<p>Content: <u>Closer to home!</u> After a brief recap of both travel units from last year, students tackle more specific vocabulary related to their own home with a chunk of “my town” vocabulary.</p> <p>Key Vocabulary: 左 Left 右 Right 前 Front 后 Back</p> <p>Key Knowledge</p> <ul style="list-style-type: none"> • Town vocab • Describing where locations are in relation to themselves <p>Curriculum links Students are afforded opportunities to use some basic words useful for giving directions, but in different contexts (in the future, etc.) followed up by ‘free time’ words specific to the weekend, and home.</p> <p>Cultural Capital Respect for other cultures/traditions. Visual links to past culture through examining pictographic characters and historical context.</p>	<p>Content: <u>Good Job & Shop till you drop!</u> The GCSE topic of jobs has yet to be tackled by students and so substantial time is devoted to this topic here.</p> <p>Key Vocabulary: 医生 Doctor 老师 Teacher 护士 Nurse 记者 Journalist 工程师 Engineer 工厂 Factory 工人 Factory worker 医院 Hospital 商人 Businessman</p> <p>Key Knowledge</p> <ul style="list-style-type: none"> • To ‘do’ a job, as opposed to ‘do a job in the future’ <p>Curriculum links The GCSE theme of ‘Jobs, career choices and ambitions’ is looked at in detail and associated vocabulary is introduced. Some words (teacher, hospital etc.) have been taught already in previous topics and will provide a secure foundation upon which new vocabulary can be built.</p> <p>Cultural Capital Respect for other cultures/traditions. Visual links to past culture through examining pictographic characters and historical context.</p>	<p>Content: : <u>Festivals!</u> The topic of Chinese festivals offer a range of opportunities to learn new ‘miscellaneous’ characters,</p> <p>Key Vocabulary: 中国新年 Chinese new year 春节 Spring festival 端午节 Dragon boat festival 清明节 Qingming festival 七夕节 Qixi festival 元宵节 Lantern festival 国庆日 National Day</p> <p>Key Knowledge</p> <ul style="list-style-type: none"> • Festival vocab is learned, along with providing students with the information necessary to discuss aspects of Chinese culture <i>in Chinese</i>. This is a key topic in the AQA syllabus. <p>Curriculum links Specific food, hobby and place words are designed to link directly to a particular festival - meaning students should already have a lot of the vocabulary needed to describe why they like a particular Chinese festival.</p> <p>Cultural Capital Detailed research carried out on popular Chinese festivals. Respect for other traditions. Use of topic specific vocabulary and grammatical terminology. Legends behind festival origins.</p>	<p>Content: <u>Hobbies revisited and Getting Around!</u> This half term is split into two separate themes; students will first learn: how to talk about their interests and hobbies, how to arrange to meet up with friends, how to ask permission and spend some time learning about different types of music in China.</p> <p>Key Vocabulary: HT Vocab</p> <p>Key Knowledge</p> <p>Curriculum links The second part of this unit affords students the opportunity to create detailed pieces of writing - more precise than ever before. It will enable students to: describe where places are located, arrange a specific time and place to meet, and look in some detail at the city of Shanghai.</p> <p>Cultural Capital Respect for other cultures/traditions. Visual links to past culture through examining pictographic characters and historical context.</p>	<p>Content: <u>My Family & Shopping revisited!</u> This half term is split into two separate themes; students will first go over: how to introduce themselves and others (formally and informally, while taking into consideration Chinese form and etiquette), talk about their family and pets, say what jobs people do and look in some detail at the culture of Chinese families and family structures.</p> <p>Key Vocabulary: HT Vocab</p> <p>Key Knowledge</p> <p>Curriculum links The second part of this unit will enable students to: talk in more detail about their clothes (and other retail based themes), communicate accurately in a shop and understand Chinese money and quantities (and associated vocabulary).</p> <p>Cultural Capital Focus is placed to some extent on traditional Chinese clothing and fashion. Respect for other cultures/traditions. Visual links to past culture through examining pictographic characters and historical context.</p>	<p>Content: <u>Describing people revisited & Eating Out!</u> This half term is split into two separate themes; students will first go over: how to describe a person’s appearance, while then revising how to make a comparison. The topic of personality is then looked at. Students will look briefly at the Chinese classical novel Journey to the West.</p> <p>Key Vocabulary: 我去了 vs 我去过 吧 (suggestions)</p> <p>Key Knowledge</p> <p>Curriculum links In the second part students will learn: more words for food and drink (building and expanding on work done in earlier terms), how to order food in a restaurant (including manners and etiquette), how to talk about completed actions (tenses) how to soften the tone of a sentence and look in mouth-watering detail at food all around East Asia.</p> <p>Cultural Capital The importance of food and the great diversity of Chinese food found in different provinces. Respect for other cultures/traditions. Visual links to past culture through examining pictographic characters and historical context.</p>
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<p>Year 11</p>	<p>Content: This half term is split into two separate themes; students will first revise: how to tell the time precisely, how to talk about their daily routine, how to describe what they do in school, while then looking briefly at the Chinese classical novel The Three Kingdoms.</p> <p>In the second part students will return to topics such as: how to talk about the weather and how to say where you are going on holiday, while looking in renewed detail at how to talk about the scenery in different places and researching all about Taiwan and it's cultural, political and linguistic importance</p> <p>Key Vocabulary: New HT vocabulary and weekly revision of topic specific characters according to specific task.</p> <p>Key Knowledge Exam specific phrases <i>“in the photo there is” “please repeat the question”</i> etc.</p> <p>Curriculum links Preparation for the spoken assessment should be written in Chinese characters (wherever possible) as this also counts as excellent preparation for the writing exam.</p> <p>Cultural Capital Radicals and pictographs (stemming from historical context) used to aid memory and recall.</p>	<p>Content: Combined Speaking and Writing Prep</p> <p>Key Vocabulary: New HT vocabulary and weekly revision of topic specific characters according to specific task.</p> <p>Key Knowledge • Exam skills</p> <p>Curriculum links Preparation for the spoken assessment should be written in Chinese characters (wherever possible) as this also counts as excellent preparation for the writing exam.</p> <p>Cultural Capital Radicals and pictographs (stemming from historical context) used to aid memory and recall.</p>	<p>Content: Speaking Prep</p> <p>Key Vocabulary: New HT vocabulary and weekly revision of topic specific characters according to specific task.</p> <p>Key Knowledge • Exam skills</p> <p>Curriculum links Preparation for the spoken assessment should be written in Chinese characters (wherever possible) as this also counts as excellent preparation for the writing exam.</p> <p>Cultural Capital Radicals and pictographs (stemming from historical context) used to aid memory and recall.</p>	<p>Content: Speaking/Writing</p> <p>Key Vocabulary: New HT vocabulary and weekly revision of topic specific characters according to specific task.</p> <p>Key Knowledge • Exam skills</p> <p>Curriculum links</p> <p>Cultural Capital Radicals and pictographs (stemming from historical context) used to aid memory and recall.</p>	<p>Content: Revision</p> <p>Key Vocabulary: New HT vocabulary and weekly revision of topic specific characters according to specific task.</p> <p>Key Knowledge • Exam skills</p> <p>Curriculum links</p> <p>Cultural Capital Radicals and pictographs (stemming from historical context) used to aid memory and recall.</p>	<p>Content: Revision</p> <p>Key Vocabulary: New HT vocabulary and weekly revision of topic specific characters according to specific task.</p> <p>Key Knowledge • Exam skills</p> <p>Curriculum links</p> <p>Cultural Capital Radicals and pictographs (stemming from historical context) used to aid memory and recall.</p>
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