



# Key Stage 3 Italian Curriculum Map

## Year 8 (L2)



Term	Substantive Knowledge (Intent) This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.	Disciplinary Knowledge (Skills) (Implementation) This is the action taken within a particular topic in order to gain substantive knowledge.	Assessment opportunities (Impact) What assessments will be used to measure student progress? Evidence of how well students have learned the intended content.
Term 1 A (Autum)	<p><b><u>La mia famiglia ed io</u></b></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"><li>• Greetings and classroom language</li><li>• Introductions and descriptions - using essere</li><li>• Alphabet, spellings, 0 to 100, age, birthday, colours, descriptions</li><li>• Describing my family - avere, essere, genders, plurals, negative non, adjective endings</li><li>• Describing my family - adjectival agreements, m/f</li><li>• Present tense of common verbs - essere and avere - to be and to have</li></ul>	<p>Speaking Q+A Translation both ways Reading Listening Memrise % Equally weighted</p> <p>Beths Working towards Scholar (&lt;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>
Term 1 B (Autum)	<p><b><u>Il tempo libero</u></b></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 further consolidate descriptions and family life from the previous term.</p>	<ul style="list-style-type: none"><li>• What I do - using the 'I' form</li><li>• What I do with a range of verbs and opinions - present tense and irregular verbs</li><li>• What I used to do and would like to do - imperfect and implied future</li><li>• Describing the sports I like to do - using a range of simple verbs</li></ul>	<p>Speaking - One Minute Presentation Creative Writing Task Memrise % (weighted 50/30/20%)</p> <p>Beths Working towards Scholar (&lt;60%) Beths Scholar - strong competence (60%) Beths Super Scholar - excellent competence (80%)</p>

		<ul style="list-style-type: none"> <li>Describing more hobbies and activities</li> <li>Describing more hobbies and activities, plus pets</li> </ul>	Awarding of Beths Scholar status is judged holistically taking into account starting point and KS3 target grades in addition to behaviour and homework completion.
<b>Term 2 A (Spring)</b>	<p style="text-align: center;"><b><u>Casa Mia</u></b></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"> <li>Describing types of dwelling and where they are situated - present tense of abitare</li> <li>Describing using basic adjectives what my house is like</li> <li>saying where I used to live and where I would like to live - using imperfect and implied future</li> <li>furniture and position of - prepositional words</li> <li>Describing my room - using contractions of prepositions + article</li> <li>Description of my house and room - adjectives</li> </ul>	<p>Speaking - Phonics Translation both ways Reading Listening Memrise %Equally weighted</p> <p>Beths Working towards Scholar (&lt;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>
<b>Term 2 B (Spring)</b>	<p style="text-align: center;"><b><u>In città</u></b></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"> <li>Location of where you live - town, countryside, suburbs</li> <li>Places in a town - description of my town and where is</li> <li>Directions - commands and getting around</li> <li>Activities and opinions in town - using opinion with infinitives</li> <li>Activities and opinions in town - using present tense</li> <li>Past tense activities in town - passato prossimo and imperfect tense</li> </ul>	<p>Speaking - Photocard Creative Writing Task Memrise % (weighted 50/30/20%)</p> <p>Beths Working towards Scholar (&lt;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>
<b>Term 3 A (Summer)</b>	<p style="text-align: center;"><b><u>La Routine diaria</u></b></p> <p>Students will learn how to describe preferences for holidays and past holiday</p>	<ul style="list-style-type: none"> <li>Describing my routine for a full day using time frames and using the clock</li> <li>Describing my and others' daily routines</li> <li>Using modal verbs plus the infinitive</li> </ul>	<p><b><u>Assessment Schedule - EOY Exam</u></b></p> <p>Reading &amp; Listening Speaking - Answering to unexpected Questions Translation both ways Memrise %</p>

	<p>experiences. They will develop the skills to deliver a presentation and answer questions related to holiday experiences.</p>	<ul style="list-style-type: none"> <li>• Conditional – vorrei + infinitive to say what I would like to do</li> <li>• Past tenses - what I did to help at home</li> <li>• Using a range of tenses narrate what I did, do and would like to do at home</li> </ul>	<p>Beths Working towards Scholar (&lt;60%) Beths Scholar - strong competence (60%) Beths Super Scholar - excellent competence (80%)</p>
<p><b>Term 3 B (Summer)</b></p>	<p><b><u>Il Carnevale di Venezia</u></b></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"> <li>• Discovering what are the roots of the Venetian Carneval.</li> <li>• Discovering the many characters and their stories.</li> <li>• Taking a virtual tour around Venice</li> <li>• Reading texts and materials with complex descriptions of the sights and sounds of Venice.</li> <li>• Writing a photo description of the town/famous landmarks</li> </ul>	<p><b><u>In class assessment:</u></b> Memrise % Presentation and extended writing tasks</p> <p>Beths Working towards Scholar (&lt;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>



# Key Stage 3 Italian Curriculum Map

## Year 9



Term	Substantive Knowledge (Intent) This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.	Disciplinary Knowledge (Skills) (Implementation) This is the action taken within a particular topic in order to gain substantive knowledge.	Assessment opportunities (Impact) What assessments will be used to measure student progress? Evidence of how well students have learned the intended content.
Term 1 A (Autum)	<p><b><u>I problemi globale e sociale</u></b></p> <p>Students begin the year with an recap of the present tense discussing food and drink preferences. This leads onto healthy eating and what students do to stay healthy. Students will be able to offer remedies to common illnesses and describe how they are feeling. The second part of this module moves onto the global topic of environment and how to save the planet.</p>	<ul style="list-style-type: none"><li>• To be able to describe food and drink, talking about meals using present tense</li><li>• To express what do you do to stay healthy using the Present tense</li><li>• To be able to about future actions to stay fit and healthy using the future tense</li><li>• To say what hurts (using mi fa/fanno male) and give advice - using instructions</li><li>• To discuss types of environmental issues using adjectives</li><li>• To discuss how to save our planet - using 'dovere' in the conditional form and other phrases + infinitive</li></ul>	<p>Speaking Q+A Translation both ways Reading Listening Memrise % Equally weighted</p> <p>Beths Working towards Scholar (&lt;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>
Term 1 B (Autum)	<p><b><u>Le tradizioni</u></b></p> <p>Students will move on to the topic of customs and traditions. They will be able to talk in detail about what they do, like to do, used to do and would like to do. Students produce longer passages of text using complex</p>	<ul style="list-style-type: none"><li>• What I do at Christmas using the present tense of verbs</li><li>• What I did last Christmas using the passato prossimo</li><li>• What I used to do at Christmas using the imperfect</li><li>• After having done.... Using Steps to Success and dopo averppt</li></ul>	<p>Speaking - One Minute Presentation Creative Writing Task Memrise % (weighted 50/30/20%)</p> <p>Beths Working towards Scholar (&lt;60%) Beths Scholar - strong competence (60%) Beths Super Scholar - excellent competence (80%)</p>

	language and set phrases to make their texts more sophisticated.	<ul style="list-style-type: none"> <li>Festivals and other traditions in Italy, discussion combining a range of tenses</li> <li>Revision and extension tasks on festivals</li> </ul>	Awarding of Beths Scholar status is judged holistically taking into account starting point and KS3 target grades in addition to behaviour and homework completion.
<b>Term 2 A (Spring)</b>	<p style="text-align: center;"><b><u>La Scuola</u></b></p> <p>Students will be able to describe their school experience and build upon expressions of opinion. They will discuss subjects, facilities and teachers and begin to write longer texts using more complex phrases. Students describe what they did at school as well as give opinions on their school uniform and rules. Students have a full recap of phonic sounds practised in year 8 and year 9 to date.</p>	<ul style="list-style-type: none"> <li>Subject and opinions on school using the present tense</li> <li>Describe my school facilities - using there is and there are and agreement of adjectives</li> <li>What I have done in school - practice and revision of the passato prossimo</li> <li>Describing my uniform - using modal verbs, colours and agreements</li> <li>Opinions on school rules - using 'one must' and other instructions</li> <li>Successful use of phonics, recap and consolidation of phonic sounds</li> </ul>	<p>Speaking - Phonics Translation both ways Reading Listening Memrise %Equally weighted</p> <p>Beths Working towards Scholar (&lt;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>
<b>Term 2 B (Spring)</b>	<p style="text-align: center;"><b><u>Le vacanze</u></b></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. They will be able to describe and narrate holidays in the past and look forward to holidays in the future.</p>	<ul style="list-style-type: none"> <li>Expressing opinion on holiday preferences using opinion + infinitive</li> <li>Description of what I do on holiday using present tense verbs and justifying my opinions</li> <li>Description of what I did on holiday using the passato prossimo with avere and essere - full conjugation</li> <li>To be able to express what I used to do when I was younger using a range of tenses</li> <li>To be able to express the future time frame using the future and conditional tenses</li> <li>To be able to give a full description of a photo in ten steps according to the memrise course</li> </ul>	<p>Speaking - Photocard Creative Writing Task Memrise % (weighted 50/30/20%)</p> <p>Beths Working towards Scholar (&lt;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>

<b>Term 3 A (Summer)</b>	<p style="text-align: center;"><b><u>Le vacanze</u></b></p> <p>Students will consolidate their learning on holidays in the previous term and will learn to stretch and challenge themselves by using conjecture in their writing with 'if I could, I would'. Students prepare for the skills need for the End of Year exam and complete complex listening and reading practice papers in preparation.</p>	<ul style="list-style-type: none"> <li>• To be able to use the future tense successfully in a range of verbs</li> <li>• To be able to use 'if' sentences before the conditional tense to say what I would do if I could</li> <li>• To be able to write successfully in a range of tenses using three time frames</li> <li>• Preparation for the skills needed for EOY exam</li> <li>• Practice paper for reading - learning exam technique</li> <li>• Practice paper for listening - learning exam technique</li> </ul>	<p><b><u>Assessment Schedule - EOY Exam (week may vary)</u></b></p> <p>Reading &amp; Listening Speaking - Answering to unexpected Questions Translation both ways Memrise %</p> <p>Beths Working towards Scholar (&lt;60%) Beths Scholar - strong competence (60%) Beths Super Scholar - excellent competence (80%)</p>
<b>Term 3 B (Summer)</b>	<p style="text-align: center;"><b><u>Feedback and consolidation of topics</u></b></p> <p>Students receive detailed feedback on the End of Year exams. Students then move onto a consolidation of all previously learnt topics at a higher level.</p>	<ul style="list-style-type: none"> <li>• Understanding how to improve creative writing in the end of year exam</li> <li>• Understanding how to improve upon speaking and using complex phrases</li> <li>• Developing skills to deal with longer and more complex passages on Family, interests, freetime, pets, healthy life, home, town and chores.</li> </ul>	<p><b><u>In class assessment:</u></b></p> <p>Memrise % Presentation and extended writing tasks</p> <p>Beths Working towards Scholar (&lt;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>