



## Curriculum Intent

Subject: MFL (Italian)

Year 9

	What?	Why?	Links to National Curriculum
Term 1-1	<p><u>Fundamentals of Italian</u></p> <ul style="list-style-type: none"> <li>• Introduction to CRUCIAL KNOWLEDGE DOCUMENT</li> <li>• Alphabet &amp; pronunciation</li> <li>• Numbers, telling the time, Days/ months/seasons</li> <li>• School subjects and opinions / school-related vocab</li> <li>• Present (crucial grammar)</li> <li>• Opinions</li> <li>• Introducing yourself</li> <li>• Talking about family and friends</li> <li>• Describing people</li> </ul> <p><u>Communicative functions:</u></p> <p>Chi sei? (who are you?)            Quanti anni hai? (how old are you?)            Che cosa ti piace? (what do you like?)            Ti piace la scuola? (do you like school?)            Chi c'è nella tua famiglia? (who's in your family?)</p>	<p>Pupils will be introduced to the fundamentals of Italian in the context of covering the same amount of content as other languages in a much shorter timescale. These topics will be regularly revisited in order to embed them.</p> <p>Pupils will be able to describe themselves and start to talk in simple terms about others. They will be learning to use opinions.</p>	<ul style="list-style-type: none"> <li>• Pupils need to know, apply and understand everything in the purpose of study.</li> <li>• To foster pupils' curiosity and deepen understanding of the world</li> <li>• To express ideas and thoughts in Italian and respond by speaking and writing.</li> <li>• To communicate for <u>practical</u> purposes</li> <li>• Understand and respond to spoken and written language from a variety of authentic sources</li> <li>• Speak with confidence, fluency and spontaneity</li> </ul>
Term 1-2	<p><u>Family, Relationships and Future Plans</u></p> <ul style="list-style-type: none"> <li>• Daily routine / Time phrases</li> <li>• Relationships &amp; Plans for the future</li> <li>• Vital verbs 'to be, to have &amp; to like'</li> <li>• Animals, colours &amp; adjectives</li> </ul>	<p>Pupils will need to quickly develop the linguistic skills to talk about themselves and others in detail and compare people in their family or friendship group.</p>	<ul style="list-style-type: none"> <li>• Pupils will understand and respond to spoken and written language from a variety of sources</li> <li>• Pupils will start to peak with confidence, fluency and spontaneity</li> </ul>



	<p><b>Communicative functions:</b></p> <p>Come sono gli amici? (what are your friends like?)          Com'è casa tua? (what's your house like?)          Com'è camera tua? (what's your bedroom like?)</p>	<p>Pupils will be able to use set future tense phrases to talk about what they want to do in the future and their opinions on a GCSE topic.</p>	<ul style="list-style-type: none"> <li>Identify, use and manipulate a some key grammatical structures and patterns (mainly present tense)</li> <li>To produce accurate pieces of work and continually work on pronunciation and intonation</li> <li>Write on different topics using some different grammatical structures</li> </ul>
Term 2-1	<ul style="list-style-type: none"> <li>Describing your house in detail</li> <li>Saying where things are</li> <li>Where your home is</li> </ul> <p><u>New technology</u></p> <ul style="list-style-type: none"> <li>How we use the internet and why? - positives &amp; negatives</li> <li>using the past (perfect) tense</li> <li>The uses of mobile technology &amp; social media – present / past / future</li> <li>Comparing timeframes - the Imperfect tense</li> </ul> <p><b>Communicative functions:</b></p> <p>Dove vivi? (where do you live?)          Come sarebbe la tua casa ideale? (what would your ideal house be like?)          Cosa fai con la tecnologia? (what do you do with technology?)</p>	<p>Pupils will be learning new vocabulary on the topic of technology and relating it to their own experience and opinions.</p> <p>They will use set phrases and opinions to talk about the advantages and disadvantages of the internet.</p> <p>Pupils will practice key verbs and phrases to talk about how often they use the internet and what they use it for.</p> <p>Pupils will learn how to compare past, present and future habits using a variety of tenses.</p>	<ul style="list-style-type: none"> <li>Pupils will develop their ideas and thoughts and respond by speaking and writing</li> <li>To communicate for practical purposes looking at real-life scenarios</li> <li>Understand and respond to spoken and written language from a variety of authentic sources</li> <li>Begin to speak with more confidence, fluency and spontaneity</li> <li>To be able to ask questions</li> <li>To produce accurate pieces of work and continually work on pronunciation and intonation</li> <li>Identify and use some tenses</li> <li>Use and manipulate a variety of key grammatical structures and patterns</li> <li>Use a wide range of vocabulary and justify opinions</li> <li>Listen to a variety of forms of spoken language</li> </ul>



	<p>Che pensi della tecnologia? (what do you think about technology?)</p> <p>Come hai usato la tecnologia nel passato? (how did you use technology in the past?)</p>		<ul style="list-style-type: none"> <li>• Transcribe words and short sentences that they hear with accuracy</li> <li>• Read and understand texts</li> <li>• Translate <b>into</b> English</li> </ul>
Term 2-2	<p><u>Free time</u></p> <ul style="list-style-type: none"> <li>• Free time activities</li> <li>• TV, Music, Film</li> <li>• Sports and hobbies</li> </ul> <p><b>Communicative functions:</b></p> <p>Cosa facevi nel passato? (what did you used to do in the past?)</p> <p>Cosa ti piace fare nel tempo libero? (what do you like to do in your free time?)</p> <p>Cosa farai nel futuro? (what will you do in the future?)</p> <p>Quali sport fai? (what sports do you do?)</p> <p>Che passatempo hai tu e hanno gli amici? (what hobbies do you and your friends have?)</p>	<p>Pupils will learn Crucial Knowledge to describe their free time relating to the activities they like and don't like.</p> <p>Pupils will also be able to talk about others' hobbies and involvement in sports and make comparisons with what they did in the past and with others.</p> <p>Pupils will be able to talk about the importance of sport in a healthy lifestyle.</p> <p>Pupils will be able to specifically talk about TV programmes, film genres and music genres to develop and extend opinions further.</p> <p>Pupils will be confidently be able to talk about what they did last weekend using past tense key phrases.</p> <p>Pupils will be able to talk about what they are going to do next weekend using future tense set phrases.</p>	<ul style="list-style-type: none"> <li>• More focus on listening to a variety of forms of spoken language</li> <li>• Transcribe words and short sentences that they hear with accuracy</li> <li>• Initiate and develop conversations</li> <li>• Express ideas and points of view clearly both in speaking and writing</li> <li>• Focus on pronunciation and intonation</li> <li>• Read and understand texts</li> <li>• Write confidently and spontaneously using a wide range of grammar and vocabulary, expressing opinions.</li> <li>• Translate <b>into</b> the ITALIAN</li> </ul>
Term 3-1	<p><u>Food and Lifestyle</u></p> <ul style="list-style-type: none"> <li>• Food items and meals</li> <li>• Talking about eating out</li> </ul>	<p>Pupils will learn about food items to talk about what they eat and drink and their opinion on certain food items.</p>	<ul style="list-style-type: none"> <li>• Understand and respond to spoken and written Italian from a variety of authentic sources</li> </ul>





<ul style="list-style-type: none"> <li>• Healthy eating - past and present</li> <li>• Cultural importance of food in Italy</li> </ul> <p><b><u>Communicative functions:</u></b></p> <p>Cosa ti piace mangiare? (what do you like to eat?)          Che cosa mangi al ristorante? (what do you eat at restaurants?)          Che cosa mangiavi da giovane? (what did you eat when you were younger?)          Mangi sano o malsano? (do you eat healthily or not?)          Che cosa mangiano gli italiani? (what do Italians eat?)</p>	<p>Pupils' knowledge will then be extended to talk about healthy and unhealthy food items.</p> <p>Pupils will use the imperfect tense phrases to compare their lifestyle in the past with their current lifestyle and explain what they should do/will do to be more healthy.</p> <p>Pupils will learn about the cultural importance of food.</p>	<ul style="list-style-type: none"> <li>• Speak with confidence, fluency and spontaneity</li> <li>• To be able to ask questions</li> <li>• To produce accurate pieces of work and continually work on pronunciation and intonation</li> <li>• Write at varying length on different topics using different grammatical structures</li> <li>• Write confidently and spontaneously using a variety of tenses (at least 3) and vocabulary, expressing opinions.</li> <li>• Translate <b>into</b> the ITALIAN</li> </ul>
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