

Chinese Curriculum Map

Intent – Mandarin is a modern foreign language. The students will develop their 4 language skills while learning it. Mandarin Chinese is a very different language for the British students to learn. It does not have an alphabet. The students have to be resilient when learning and practicing the tones and characters. Mandarin Chinese is the most widely spoken language in the world. Learning to speak Mandarin will enable students to speak with millions of people around the world. Learning to use the language will provide more opportunities in terms of travel and business in the future. China has developed as the second largest economy in the world. K&E MEP C=classes will have a great opportunity to travel to one of the cities in China. The experience will help our students to use the language and to learn Chinese culture, and make more friends in their life. Young British students who speak Mandarin have a huge advantage in topping into the Chinese business market. With thousands of years of history, Chinese culture is endlessly fascinating. Whether our students’ interests are in history, architecture, music, or cuisine, a knowledge of Mandarin will enrich their understanding of Chinese culture.

Implementation						
Term	1	2	3	4	5	6
Year 7	<p><u>My world:</u> Students will be introduced to pinyin and begin to grip with the four tones that are specifically used in the Mandarin language. They will gain the experience and knowledge in certain fundamentals such as counting from 0 to 30, while learning how to write the characters from 1 – 10; the basic conversation and vocabulary about age and name will be developed, including how to ask questions in conversational form.</p>	<p><u>Family and home:</u> Students will be introduced to basic strokes, basic radicals in writing, as well as measure words 个, 口, 只, 条, and begin to get to grips with functional word 的 and 吗 that are used in the Mandarin language. The conversational vocabulary about family members, general pets, and more adjectives, and asking questions in conversational form will be taught. They will be able to introduce family members and pets, and family members’ birthday.</p>	<p><u>Hobbies</u> The students will be introduced vocabulary of different hobbies and sentence structure of how to introduce your hobbies, and their family members’, their friends’ hobbies. The students also will practice how to ask other people’s hobbies in Chinese. The students will develop their reading skills to develop strategies of getting the important information. The students will be able to use Chinese characters to write an introduction about their hobbies.</p>	<p><u>Preparation for MEP hurdle test</u> The students will revise the content of M1, M2, and M3. Speaking paper: each student will prepare a short introduction about their family before the exam; they also need to answer some surprise questions. Writing paper: the students will answer three questions in Chinese First questions is: the students need to look at a picture and according to the picture and write four sentences. Second questions is: writing 10/20 characters about one of the topics. Third question is: writing 30 to 40 characters about one of the topics. Topics: introduction about a person, introduction about family, and introduction about one person’s hobbies. Listening + reading paper: the students will use GoChinese website to practice their listening and reading skills.</p>	<p><u>School</u> The students will be introduced names of different school subjects. The students will be able to talk about the school daily routine and express their pinion about their favourite subject and disfavoured subject in Chinese. A comparison between Chinese schools’ timetable and English schools’ timetable will be drawn. The students should be able to express their opinion about the differences and similarity between Chinese schools and English school.</p>	<p><u>Food</u> The name of different food and drink will be introduced to the students. The students should be talk about what food do they eat and drink for breakfast, lunch, and dinner. The students will also learn how to order come food in a Chinese restaurant. The students should be able to express their opinion about healthy eating habit. Some of Chinese food also will be introduced. The teacher will lead a discussion about the China Town trip with the students. The students will compare Chinese food and British food to learn the cultural differences.</p>
Year 8	<p><u>My holiday:</u> Students will learn how to convert from a country’s name to the nationality, and to the language that spoken in the country in the Mandarin. They will gain experience and knowledge in telling the days of the week, name different type of weather and the names of the different type of transport. Basic conversational vocabulary and sentences structure, the past tense and future tense will be developed, including how to ask questions. Students will also learn how to write</p>	<p><u>All about me:</u> Students will learn the ‘Subject + Verb + Object’ structure in Mandarin language. They will gain experience and knowledge in describing people’s appearance, personal space, personal choice of outfit, and daily routine. Basic conversational vocabulary and sentences structure around introducing personal information will be developed, including how to ask questions in conversational form. Students will also learn how to write the key</p>	<p><u>My local area</u> The students will be introduced the name of the different room in a house, the different places in a town. The students will be able to use these vocabularies to describe their own house and our town in Chinese. The students will also be able to express their opinion about where and what type of house they would like to live in the future.</p>	<p><u>Preparation for MEP hurdle test</u> The students will revise on the content of M1, M2 and M3. Speaking paper: each students will prepare a topic before the exam; they also need to answer some surprise questions. Writing paper: the students will answer three questions in Chinese First questions is: the students need to look at a picture and according to the picture and write four sentences. Second questions is: writing 20/30 characters about one of the topic.</p>	<p><u>Shopping</u> The students will learn the name of the different items which they could buy from a supermarket, a department store, and online. The students will be able to write what do their normally buy from the different places and express their preference about shopping in shops or online. The students will be also introduced where and how people do shopping in China.</p>	<p><u>Travel in China</u> The students will learn how to plan before they travel to China. The students will be introduced sightseeing in Beijing, taking a tour in Xi’an, shopping in Shanghai, and celebrating Chinese New Year in Guangzhou. The students will be learning four function words: 了, 比, 过, 安定要。 The students will be able to add these function word at the correct place in a sentence.</p>

	the key characters associated with these topics.	characters associated with these topics.		<p>Third question is: writing 40 to 60 characters about one of the topics.</p> <p>Topics: school life, healthy eating, holidays, and local area.</p> <p>Listening + reading paper: the students will use GoChinese webpage to practice their listening and reading skills.</p>		
Year 9	<p>Shopping</p> <p>The students will learn the name of the different items which they could buy from a supermarket, a department store, and online. The students will be able to write what do their normally buy from the different places and express their preference about shopping in shops or online. The students will be also introduced where and how people do shopping in China.</p>	<p>My life</p> <p>The students will be introduced the vocabulary of describing personal hobbies and daily routine. The students will also learn the connective vocabulary to help them to write a description of their daily routine in a sequence. The students will be review how to say time in Chinese in memory flat form in this module. At the end of the module, the students should be able to write a short description about their hobbies, their daily routine, and when with who to do their hobbies in Chinese characters.</p>	<p>School</p> <p>The students will be introduced vocabulary of the names of different subject and the name of different school facilities. The students will learn how to write a paragraph about what is their favourite subject and what is the subject they don't enjoy in Chinese characters. They also will learn how to write a description about their daily routine in Chinese Characters. The comparison will be drawn between Chinese schools and English school to help the students to understand the different culture.</p>	<p>Leisure</p> <p>The students will be introduce vocabulary of the name s of different local sport facilities, the names of different activities. The students will review the sentences structure of describing their hobbies and their favourite activities. At the end of the module, the students should be able to express their opinion about the how to keep balance between work and leisure in Chinese, in order to help the students to build up a healthy life style.</p>	<p>Preparation for MEP hurdle test</p> <p>The students will practice in order to perform well in their MEP hurdle test.</p> <p>Speaking paper: each students will prepare a topic before the exam; they also need to answer some surprise questions.</p> <p>Writing paper: the students will answer three questions in Chinese</p> <p>First questions is: the students need to look at a picture and according to the picture and write four sentences.</p> <p>Second questions is: writing 30/40 characters about one of the topic.</p> <p>Third question is: writing 60 to 100 characters about one of the topics.</p> <p>Topics are Shopping, travelling in China, my life, free time activities, and school life</p> <p>Listening + reading paper: the students will use GoChinese webpage to practice their listening and reading skills.</p>	<p>My local area</p> <p>The students will learn the different name of places in their local area, the different means of transport, sentences structure to describe the distant between two places. The students should be able to write a description about their local area. The HPA students should be able to make sentence which content how far between two places, and what transport the person will use and take how long for the person to get there. The students will need continue finding their own strategies to recognise characters, in order to develop their reading skills. The students will use the flash card to practice the vocabulary and develop their own strategies to recognise the pronunciation, in order to catch the key information form a listening task</p> <p>My house</p> <p>The students will learn the different name of each room, the items in each room, and the directions inside of the house. The students should be able to write a short description about their own house, and express their opinion about their house. HPA should be able to write short description about their dream house and the type of house they would like to live in the future. The students will work in pairs or group to work out their own strategies to recognise characters, in order to develop their reading skills. The students will use the flash card to practice the vocabulary and develop their own strategies to recognise the pronunciation, in order to catch the key information form a listening task.</p>

Term	1	2	3	4	5	6
Year 10	<p><u>Appearance + personality</u> The student will review the vocabulary of describing people's appearance and personality. The students would be able to write a short description of a person's appearance and personality. The students who taking foundation paper will be able to write 25 characters, and HPA will be able to write 50 characters. The students will develop listening and reading skills. The students will work in pairs to find their own strategies to recognise characters, in order to develop their reading skills. The students will use the flash card to practice the vocabulary and develop their own strategies to recognise the pronunciation, in order to catch the key information form a listening task</p> <p><u>My family</u> The students will review the name of the different family member and the different describing vocabulary for relationship. The students will also review the vocabulary for describing a person's appearance. The students will be able to write an introduction about their family members, and describe the relationship between themselves with their family member. The students will continue to develop their listening and reading skills.</p>	<p><u>Food + eating out</u> The students will learn the name of the different food for breakfast, lunch, and dinner. The students will learn the sentences structures, in order to help them to write a description about one eating out. In addition, the students should be able to express their opinion about healthy eating. The students will continue to develop their listening and reading skills.</p> <p><u>Free time activities</u> The students will be introducing the vocabulary of introduce personal hobbies. The students will also learn the connective vocabulary to help them to write a description of their hobbies in a sequence. The students will be review how to say time in Chinese in memory platform in this module. At the end of the module, the students should be able to write a short description about their hobbies and when with who to do activities in Chinese characters.</p>	<p><u>Preparation for assessment</u></p> <p><u>Chinese Festivals</u> Three Chinese festivals will be introduced to the students. Chinese New Year, Mid-Autumn festival and Christmas. The students should know the festival name in Chinese, special food people normally eat, and activities people normally do during these festivals. The students HPA students should be able to write an account about how the Chinese festivals are celebrated at home or at school in past tense, present tense and future tense.</p>	<p><u>Current study</u> The students will learn the names of the different subjects. The time phrase will be reviewed; The students should be able to write an introduction about their timetable in Chinese characters. in addition, the students should be able to express their opinion what their favourite and least favourite school subject and give a reason. The students will continue to develop their listening and reading skills.</p> <p><u>School life</u> the students will learn the name of the different facilities in a school. The time phrases will be reviewed, in order to help the students to introduce their daily routine at school. The students should be able to write a short introduction about their daily life at school. HPA students would be able to table about their school life in past tense, present tense, and future tense The students will continue to find their own strategies to recognise characters, in order to develop their reading skills. The students will use the flash card to practice the vocabulary and develop their own strategies to recognise the pronunciation, in order to catch the key information, form a listening task.</p>	<p><u>Job+ future plan</u> The students will be learning the name of the different jobs in Chinese. The students should be able to write their different choice of job at the different period of their life. In addition, the students will be able to express their opinion about going to university and doing part time job while studying.</p> <p><u>Clothes shopping</u> The students will learn the different colours, the different shopping places, and the different name of item. The students will be able to write three sentences about where they will go to shopping, and what they will buy in what colour. HPA students will be able to describe their shopping in past tense, present tense, and future tense. The students will continue to find their own strategies to recognise characters, in order to develop their reading skills. The students will use the flash card to practice the vocabulary and develop their own strategies to recognise the pronunciation, in order to catch the key information, form a listening task.</p>	<p><u>Travel</u> The students will learn the names of the different countries and the names of the different transport. The vocabulary of family members will be reviewed in this unit. The students should be able to say where they would like to go, with who, and what type of transport they could choose to get there. The HPA students should be able to talk about their holiday plans in part tense, present tense, and future tense.</p> <p><u>Tourism</u> The students will learn the vocabulary of how to plan their trip to China, how can ask directions while travel in China, what type activities they would like to do while travel in China. The students should be able to plan their own China trip.</p>

Year 11	<p>Technology Students will learn how to convert a verb from present tense to past tense, and to future tense, and some complex connectives, such as 除了...以外...还, 虽然...但是 that are commonly used in the Mandarin language. They will gain experience and knowledge in telling the different functions of mobile phone. Basic conversational vocabulary and sentences structure around describing a technology item and its functions in the past, present, and future tense. It also includes how to ask questions in conversational form. Students will also learn how to write the key characters associated with these topics.</p> <p>Environment Students will introduced to using future tense in the Mandarin language. They will gain experience and knowledge in communicating upcoming plans, learning the names of different jobs, how to write CV in Chinese in order to apply for a job. They will also look at the use of high technology and how it is used for future life planning. Basic conversational vocabulary and sentences structure around discussing future educational opportunities, finding a job, using high technology to plan, and environment protection planning including how to ask questions in conversational form. Students will also learn how to write the key characters associated with these topics.</p>	<p>Social life Students will reinforce present tense, past tense and future tense learning in the Mandarin language. They will gain experience and knowledge in communicating what could be a healthy opinion about body image, online dating, marriage, celebrity. Basic conversational vocabulary and sentences structure around discussing a healthy lifestyle including how to ask questions in conversational form. Students will also learn how to write the key characters associated with these topics.</p> <p>Preparation for GSCE mock exam</p> <p>Preparation for GSCE Speaking exam + Conduct GSCE Speaking exam</p>	<p>Develop GCSE writing skills Topics foundation paper 1. Myself + my family 2. My hobbies 3. My house + My local area 4. Technology 5. My school 6. My study + future choice 7. My holiday 8. Festival 9. Environment 10. Social issue Topics Higher paper 1. Part-time choice 2. Voluntary work choice 3. Relationship choice 4. Environmental issue</p> <p>The students who take the foundation paper will continue to practice the topics for foundation paper. the students who take higher paper to move on the new topics</p> <p>Develop GCSE Speaking Speaking skills</p> <p>The speaking folder will be given to the students. Each students could choose one theme as prepared topic.</p> <p>Exam skills More mock speaking exams will be carried out to help the students to get used to with the speaking exam in order to improve their exam performance</p> <p>Help the students to analyse their mock exam performance to find out where their weakness is.</p>	<p>Develop GCSE Reading Speaking skills The students will be given a set of vocabulary flash card to help the students practice the how to recognise the Chinese characters</p> <p>Exam skills More mock speaking exams will be carried out to help the students to get used to with the speaking exam in order to improve their exam performance</p> <p>To help the students to analyse their mock exam performance, in order to develop the students' exam performance further.</p>	<p>Develop GCSE Listening skills</p> <p>The students will be given a set of vocabulary flash card to help the students practice the how to recognise the pronunciation of the Chinese vocabulary</p> <p>Exam skills More mock speaking exams will be carried out to help the students to get used to with the speaking exam in order to improve their exam performance</p> <p>To help the students to analyse their mock exam performance, in order to develop the students' exam performance further.</p>	
Term	1	2	3	4	5	6
Year 12	<p>Family The students will review the A level vocabulary of Family. The students will practice the pronunciation, tone, radicals, and stroke order of the characters, meaning, and write characters of the vocabulary. Vocabulary test will be frequently carried out. The sentences structures, which fit into this topic, will be reviewed. The students</p>	<p>Young people The students will review the A level vocabulary of Young People. The students will practice the pronunciation, tone, radicals, and stroke order of the characters, meaning, and write characters of the vocabulary. Vocabulary test will be frequently carried out. The sentences structures, which fit into this topic, will be reviewed. The</p>	<p>Education The students will review the A level vocabulary of Education. The students will practice the pronunciation, tone, radicals, and stroke order of the characters, meaning, and write characters of the vocabulary. Vocabulary test will be frequently carried out. The sentences structures, which fit into this topic, will be reviewed. The</p>	<p>Media The students will review the A level vocabulary of Media. The students will practice the pronunciation, tone, radicals, and stroke order of the characters, meaning, and write characters of the vocabulary. Vocabulary test will be frequently carried out. The sentences structures, which fit into this topic, will be reviewed. The students</p>	<p>Work and leisure The students will review the A level vocabulary of work and leisure. The students will practice the pronunciation, tone, radicals, and stroke order of the characters, meaning, and write characters of the vocabulary. Vocabulary test will be frequently carried out. The sentences structures, which fit into this topic, will be reviewed. The</p>	<p>Equality The students will review the A level vocabulary of equality. The students will practice the pronunciation, tone, radicals, and stroke order of the characters, meaning, and write characters of the vocabulary. Vocabulary test will be frequently carried out. The sentences structures, which fit into this topic, will be reviewed. The students</p>

	<p>should be able to use the sentences structure to make their own sentences. The function words, which fit in this topic, will be reviewed. The students should be able to complete gap-filling questions.</p> <p>Skills The students will practice conversation about this topic to develop their speaking skills. The students will use the reviewed vocabulary and sentence structures, to be able accurately answer comprehension questions. The students will write an essay about their opinion about family issue in Chinese characters.</p>	<p>students should be able to use the sentences structure to make their own sentences. The function words, which fit in this topic, will be reviewed. The students should be able to complete gap-filling questions.</p> <p>Skills The students will practice conversation about this topic to develop their speaking skills. The students will use the reviewed vocabulary and sentence structures, to be able accurately answer comprehension questions. The students will write an essay about their opinion about the issue the young people are facing nowadays in Chinese characters.</p>	<p>students should be able to use the sentences structure to make their own sentences. The function words, which fit in this topic, will be reviewed. The students should be able to complete gap-filling questions.</p> <p>Skills The students will practice conversation about this topic to develop their speaking skills. The students will use the reviewed vocabulary and sentence structures, to be able accurately answer comprehension questions. The students will write an essay about their opinion about Educations issue in Chinese characters.</p>	<p>should be able to use the sentences structure to make their own sentences. The function words, which fit in this topic, will be reviewed. The students should be able to complete gap-filling questions.</p> <p>Skills The students will practice conversation about this topic to develop their speaking skills. The students will use the reviewed vocabulary and sentence structures, to be able accurately answer comprehension questions. The students will write an essay about their opinion about Media issue in Chinese characters.</p>	<p>students should be able to use the sentences structure to make their own sentences. The function words, which fit in this topic, will be reviewed. The students should be able to complete gap-filling questions.</p> <p>Skills The students will practice conversation about this topic to develop their speaking skills. The students will use the reviewed vocabulary and sentence structures, to be able accurately answer comprehension questions. The students will write an essay about their opinion about work and leisure issue in Chinese characters.</p>	<p>should be able to use the sentences structure to make their own sentences. The function words, which fit in this topic, will be reviewed. The students should be able to complete gap-filling questions.</p> <p>Skills The students will practice conversation about this topic to develop their speaking skills. The students will use the reviewed vocabulary and sentence structures, to be able accurately answer comprehension questions. The students will write an essay about their opinion about equality issue in Chinese characters.</p>
Year 13	<p>Speaking + listening reading + writing + Chinese history + Chinese literature Radicals: students will learn how to identify characters by their radical.</p> <p>Stroke order: student learn how to provide the stroke order for characters</p> <p>Idiom: from a prescribed list of 25, students will learn how to give a translation and an explanation of the saying in English.</p> <p>Listening: student will be able to identify tones and pinyin. Also, answer a series of comprehension questions in English for two different topics. Student need to be able to provide a gist summary in English using bullet points for guidance.</p> <p>Academic essay writing: choosing one Chinese history topic and one Chinese literature item, students need to be able to make their own analysis of the topics in English.</p>	<p>Reading: students will be able to read two passages in Chinese, of around 450 characters in total and answer the questions in English. Both passages will be in contemporary vernacular style, using grammatical structures as used in all popular textbooks.</p> <p>Academic essay writing: choosing one Chinese history topic and one Chinese literature item, students need to be able to make their own analysis of the topics in English.</p>	<p>Speaking: students will research and talk about a topic related to the history, current affairs or culture (including art, cinema, literature and traditions) of the Chinese world. Student also will be having a mature conversation covering background and interests and the topic of family, young people, education, media, and equality and opportunity.</p> <p>Academic essay writing: choosing one Chinese history topic and one Chinese literature item, students need to be able to make their own analysis of the topics in English.</p>	<p>Speaking: students will research and talk about a topic related to the history, current affairs or culture (including art, cinema, literature and traditions) of the Chinese world. Student also will be having a mature conversation covering background and interests and the topic of family, young people, education, media, and equality and opportunity.</p> <p>Writing: students will be able to write a letter of 80–100 characters. The task will be in English, students need to respond to a stimulus in Chinese and use a formal register to open and close the letter. In addition, there will be a choice of six titles; students need to be able to write one essay in Chinese with a recommended length of 175–225 characters.</p>	<p>Function word: students will learn the basic aspect markers and measure words, and use them to complete gap-filling task.</p> <p>Writing: students will be able to write a letter of 80–100 characters. The task will be in English, students need to respond to a stimulus in Chinese and use a formal register to open and close the letter. In addition, there will be a choice of six titles; students need to be able to write one essay in Chinese with a recommended length of 175–225 characters.</p>	

Impact: To ensure that all students achieve mastery in specified knowledge, students are formatively assessed regularly at KS3 and teaching is adapted accordingly. Assessment data is used to judge the success of the curriculum and progress towards mastery, with teaching time allocated to the re-teaching of specific knowledge. Knowledge of vocabulary is assessed through in class tests at KS3. The impact of the curriculum upon students becoming independent language learner who can speak in Chinese and write in Chinese characters about different aspect of their life. Y7 and Y8 will take their MEP hurdle cross four skill in May every year.