**Kensington Park School 2020-2021 Year 10 Scheme of Work**

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|  | **Term 1** |

| Weeks | Topic Area  | Topic Area Coverage | Exemplar classroom activities | Resources | Grammar Skills  | Vocabulary | Which transferable skills are explicitly assessed through examination?  | Which transferable skills could also be acquired through teaching and delivery?  |
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| 1-3 | Topic Area A- Home and Abroad  | Life in the town and rural lifeDirections | Lesson Idea 1:Introduction of key vocabulary via flashcard work. Teacher introduces vocabulary from the front of the class, then pupils try to ‘win’ the card by guessing it as teacher hides it.Pupils then play a type of charades to guess the place.Teacher mimes the word and pupils have to guess what it is.Lesson idea 2:Answer questions in both speaking and writing on where you live. After working together with flashcards and/or suggestions from pupils, the class should then work in groups to improve and practise. They could then work in a sort of speed dating set up to practise quickly. They can ultimately write a paragraph about where they liveLesson idea 3:Listen to directions from a map prepared by each pupil and then in pairs suggest the place which has been reached. The pupils could pick cards with the places on to which they have to give directions. These can be produced by the teacher or pupils and be either words or pictures. and find place on map Lesson idea 4:Role play in a bank and post office. The cards can be written by the teacher or produced by pupils. Lesson idea 5: Research information about possible places for tourists to visit in their town and area. This could be done using websites such as Trip Advisor or Wikipedia. They then write their own leaflet about attractions in their own area. | Self-produced, downloaded – possibly from ClipArt -, or commercially produced flashcards of places in town and types of accommodation.Clip ArtSimple map of a town produced by the teacher containing key buildings on a whiteboard or other form of displayRole play cards for the bank and the post office. | 是Question wordsStative verbsConjunction 和 | Life in the town and rural lifeDirectionsMinimum core vocabulary from the specification for Topic A, sections 1, 2, 4Adjectives to describe places in town. | Communication is assessed in AO4 and A02Interpretation is assessed in all four skills AO1 A02 A03 and AO4Adaptive learning is assessed in AO2Cooperation, team work and negotiation in pairwork.A04.  | Communication *– dialogues, productive writing, pairwork*Collaboration*Pairwork*Interpersonal skillsInterpretationAdaptive learning – *speaking work when giving map directions* |
| 4-7 | Topic Area A- Home and Abroad | Holidays | Lesson idea 1:Teacher introduces vocabulary from the front of the class, then pupils try to ‘win’ the card by guessing it as teacher hides it.Pupils then play a type of charades to guess the place.Teacher mimes the word and pupils have to guess what it is.Lesson idea 2:Pupils conduct a class survey to establish the most and the least popular holidaydestinations and activities and at the same time make notes. This can then be written up as a graph or as a poster. Sentences could include: *In our class Hong Kong is more popular than Tokyo. We prefer to go shopping than to go swimming.*Lesson idea 3:Following up from this could be an extended writing activity such as a holiday postcard or writing about a past holiday. The vocabulary of places in town can be revised here.Lesson idea 4:Using the internet research customs in one of the TL countries and then produce a poster with statements about the country. This may include things such as : *In Singapore 9th August is a national holiday.* | Self-produced, downloaded – possibly from ClipArt -, or commercially produced flashcards of countries.The internet to research customs in TL countries. | Verbs with objectsUse of 都也 … 也 …..Quantities, prices, numbersMeasure wordsModifications of nouns with or without 的 | Holidays, Key weather vocabulary, e.g. sunny, wet, snow CustomsMinimum core vocabulary from the specification for Topic A, sections 2, 4 and Topic D 2Names of countries | Communication is assessed in AO4Productivity is assessed in AO2Analysis and Critical thinking is assessed in AO1 and AO3 | Communication*Dialogues, pairwork. Writing tasks*Self-presentationProductivityAnalysisCritical thinking*Why is one holiday destination better than another?*Intellectual interest and curiosityInvestigating other countries and their customs |
| 8-9 | Topic Area A- Home and Abroad | Everyday lifeTraditions Communities | Lesson idea 1: Research a Chinese festival. Present it to the class. Produce a poster for display. |  | Verbs of coming and comingWith methods of transport.With purposes for coming and going.Adverbs | Life in the town and rural lifeTopic A 1Everyday life, traditions and communitiesTopic A 5Vocabulary specific to festivals and traditions | Critical thinking is assessed in AO1 and AO3Self-presentation is assessed in AO4Creativity is assessed in AO2 and AO4 | Critical thinkingSelf-presentationSelf-directionCreativity – *production of poster*Executive function |
|  | **Term 2**  |
| 1-4 | Topic Area B - Education and Employment | School life and routineSchool rulesPressures at school | Lesson idea 1:Introduction of key school subjects via flashcard work. Teacher introduces vocabulary from the front of the class, then pupils try to ‘win’ the card by guessing it as teacher hides it.Kim’s Game using all the classroom objects collected by the teacher.( <http://www.wikihow.com/Play-Kims-Game>) Lesson idea 2:Listen to and read about daily routine in a school in a Chinese-speaking country and make notes, using a school website in a TL country. This will enable pupils to learn about school life in those countries and then produce similar spoken or written work about their own school. Lesson idea 3:Produce a poster of school rules in Chinese.Lesson idea 4:Create a dialogue between student and counsellor about problems at school, for example concerning lack of facilities, a need for better food, more sports and fewer rules. Lesson idea 5:Pair work cards – turn over a school rule and give an opinion, including using the word *because*.  | Self-produced, downloaded – possibly from ClipArt -, or commercially produced flashcards of school subjects.A collection of classroom objects put together by the teacher.An internet website possibly of a twin school if available or any appropriate school in a Chinese-speaking countrySelf-produced or downloaded cards of school rules. | Giving opinions因为…….所以……Time expressionsWord order for time expressionsLength of time | School life and routineTopic Area B 1School rules and pressuresTopic area B 2Colours (school uniform) | Critical thinking is assessed in AO1 and AO3Creativity is assessed in AO2Problem solving is assessed in all AOsCommunication is assessed in AO4 | Critical thinkingCreativityProblem solvingAdaptive learningEthicsCommunication |
| 5-6/72 ½ weeks | Topic Area B - Education and Employment | School tripsSchool eventsSchool exchanges | Lesson idea 1:Write a blog of a disastrous school trip. It could include missing the train, a dirty or uncomfortable coach, a museum which is less than interesting, poor food, getting stuck in bad weather, someone being ill etc. Lesson idea 2:Using the internet for information, produce in pairs or in groups an oral presentation of about 5 minutes about a day at an international school or college in a Chinese-speaking country. Include information about the school day, subjects, any uniform, meals, homework, extracurricular activities. Lesson idea 3:Listen and read accounts of a couple of school exchange programmes. In pairs, select the better one and discuss the reasons. Give reasons using *because* as much as possible. |  | 虽然…… 但是……Pivotal construction | School trips, events and exchangesTopic Area B 3 | Communication is assessed in AO4Interpretation and problem solving are assessed in AO1 and AO3 | Personal and social responsibilityCommunicationInterpretationProblem solvingDecision making |
| 7-92 ½ weeks | Topic Area B: Education and Employment | Work and careersVolunteeringFuture plans | Lesson idea 1:Conduct a class survey to see which careers are popular and then produce a graph, as well as some written work either as simple sentences or in a paragraph. Alternatively the class all together give their opinions about jobs and make notes, followed by written work as above.Lesson idea 2:Use the internet to practise the vocabulary and structures required to talk about work experience. If one has already been undertaken, write about the work experience. If not, write about their ideal work experience. This can then be revisited later on in the course.Lesson idea 3:Brainstorm places where volunteering can take place and put them in a list. Survey the class about where they would hope to volunteer and why to practise further giving opinions. | Self-produced, downloaded – possibly from ClipArt -, or commercially produced flashcards of some of the most common professions.Search the internet for short video presentations of professions in Chinese-speaking countries, or of work experience opportunities in Chinese-speaking countries. | Experiential suffix 过Indirect questionsChoice type questions | Work, careers and volunteeringTopic Area B 4Future plansTopic Area B 5 | Critical thinking is assessed in AO1 and AO3Communication is assessed in AO4 and A02 | Critical thinkingCommunicationTeamworkCollaborationCo-operationResponsibilitySelf-presentation |
|  | **Term 3** |
| 1-9 | Topic Area C - Personal life and relationships | House and homeDaily routine Helping at home  | Lesson idea 1:Practise and learn the vocabulary of types of house and their position with flashcards using the question “*Where do you live?”* Pupils respond according to the flashcard and then the actual answer. Then add the position, e.g. in the town centre, in a village, in the countryside, on the edge of the town, on the coast, in the mountains and finally the country. This can be practised in groups and written up.Lesson idea 2:After practising with flashcards to learn the vocabulary, pupils design their own ideal house, draw it and write about *My Ideal House.*Lesson idea 3:Kim’s Game with items in a room, e.g. bedroom. | Self-produced, downloaded – possibly from ClipArt -, or commercially produced flashcards of types of houses, places where houses are situated and rooms in a house.Collection of about 12 items found in a bedroom/ kitchen/ lounge. These could be real or on a slide shown to the class. | Modal verbs 会,应该Expressions of locationStative verbs as adverbs | House and homeTopic area C 1Daily routine and helping at homeTopic Area C 2 | Critical thinking is assessed in AO1 and AO3Communication is assessed in AO4Executive function is assessed in AO2 | Critical thinkingCommunicationEthicsExecutive functionCross curricular - Art |