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

|  |  |
| --- | --- |
|  | **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? |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1-3 | Topic Area A- Home and Abroad | | Life in the town and rural life  Directions | 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 live  Lesson 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 Art  Simple map of a town produced by the teacher containing key buildings on a whiteboard or other form of display  Role play cards for the bank and the post office. | 是  Question words  Stative verbs  Conjunction 和 | Life in the town and rural life  Directions  Minimum core vocabulary from the specification for Topic A, sections 1, 2, 4  Adjectives to describe places in town. | | Communication is assessed in AO4 and A02  Interpretation is assessed in all four skills AO1 A02 A03 and AO4  Adaptive learning is assessed in AO2  Cooperation, team work and negotiation in pairwork.  A04. | Communication *– dialogues, productive writing, pairwork*  Collaboration  *Pairwork*  Interpersonal skills  Interpretation  Adaptive 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 holiday  destinations 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 objects  Use of 都  也 … 也 …..  Quantities, prices, numbers  Measure words  Modifications of nouns with or without 的 | Holidays,  Key weather vocabulary, e.g. sunny, wet, snow  Customs  Minimum core vocabulary from the specification for Topic A, sections 2, 4 and Topic D 2  Names of countries | | Communication is assessed in AO4  Productivity is assessed in AO2  Analysis and Critical thinking is assessed in AO1 and AO3 | Communication  *Dialogues, pairwork. Writing tasks*  Self-presentation  Productivity  Analysis  Critical thinking  *Why is one holiday destination better than another?*  Intellectual interest and curiosity  Investigating other countries and their customs |
| 8-9 | Topic Area A- Home and Abroad | | Everyday life  Traditions Communities | Lesson idea 1: Research a Chinese festival. Present it to the class. Produce a poster for display. |  | Verbs of coming and coming  With methods of transport.  With purposes for coming and going.  Adverbs | Life in the town and rural life  Topic A 1  Everyday life, traditions and communities  Topic A 5  Vocabulary specific to festivals and traditions | | Critical thinking is assessed in AO1 and AO3  Self-presentation is assessed in AO4  Creativity is assessed in AO2 and AO4 | Critical thinking  Self-presentation  Self-direction  Creativity – *production of poster*  Executive function |
|  | | **Term 2** | | | | | | | | |
| 1-4 | Topic Area B - Education and Employment | | School life and routine  School rules  Pressures 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 country  Self-produced or downloaded cards of school rules. | Giving opinions  因为…….所以……  Time expressions  Word order for time expressions  Length of time | School life and routine  Topic Area B 1  School rules and pressures  Topic area B 2  Colours (school uniform) | | Critical thinking is assessed in AO1 and AO3  Creativity is assessed in AO2  Problem solving is assessed in all AOs  Communication is assessed in AO4 | Critical thinking  Creativity  Problem solving  Adaptive learning  Ethics  Communication |
| 5-6/7  2 ½ weeks | Topic Area B - Education and Employment | | School trips  School events  School 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 exchanges  Topic Area B 3 | | Communication is assessed in AO4  Interpretation and problem solving are assessed in AO1 and AO3 | Personal and social responsibility  Communication  Interpretation  Problem solving  Decision making |
| 7-9  2 ½ weeks | Topic Area B: Education and Employment | | Work and careers  Volunteering  Future 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 questions  Choice type questions | Work, careers and volunteering  Topic Area B 4  Future plans  Topic Area B 5 | | Critical thinking is assessed in AO1 and AO3  Communication is assessed in AO4 and A02 | Critical thinking  Communication  Teamwork  Collaboration  Co-operation  Responsibility  Self-presentation |
|  | | **Term 3** | | | | | | | | |
| 1-9 | Topic Area C - Personal life and relationships | | House and home  Daily 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 location  Stative verbs as adverbs | House and home  Topic area C 1  Daily routine and helping at home  Topic Area C 2 | Critical thinking is assessed in AO1 and AO3  Communication is assessed in AO4  Executive function is assessed in AO2 | | Critical thinking  Communication  Ethics  Executive function  Cross curricular - Art |