

Mandarin – St Joseph's College

Subject vision statement

The aim of the MFL Department is to encourage global citizenship and cultural understanding by equipping our students with the linguistic skills, intercultural competence and appreciation for diversity necessary to communicate effectively and respectfully in diverse language environments. Our curriculum aims to develop students' fluency in target languages, promote a lifelong love for language learning, and enable students to engage meaningfully with other cultures and communities in an increasingly interconnected world.

In line with the vision of St Joseph's College, Mandarin will develop students' literacy, oracy and numeracy skills, as well as developing soft skills such as problem solving, creativity and dealing with ambiguity that will help them excel in their future lives.

Intent statement

What: (building on KS2, key concepts and skills)

- Building on knowledge and skills from KS2, whereby students should have received teaching to provide them with an appropriate balance of spoken and written language (of any foreign or ancient language). This experience of studying a foreign language, combined with their study of English, should provide students with a platform of understanding of the challenges of a foreign language.
- From Year 7 to Year 11, students will develop their ability to speak, read, write and listen in T2. They embark on a spiralled curriculum that has been designed to sequentially develop the breadth and depth of their linguistic ability. Year 7 is spent building strong foundations, covering the 3 key themes of 'Identity and Culture', 'Local, National, International & Global Areas of Interest' and 'Current and Future Study and Employment'. These are themes are covered on a regular basis, allowing students to revisit previous learning and to use this to then further stretch and develop their learning, until they are able to communicate effectively in T2 across a range of topics.
- Cultural Capital is a key concept that is embedded throughout the curriculum. Throughout their learning, students are consistently exposed to Chinese culture, providing them with insight into close to 20% of the world's population. From understanding the geography and key sites in China, to visiting Chinatown, and developing tourism campaigns to attract Chinese tourists to the UK, the curriculum aims to develop students who are interested in, and knowledgeable about China.

A trip to China in Year 9 adds a sense of purpose to students' learning throughout KS3, as well as providing learners with a fantastic opportunity to start KS4 with firsthand experience of China.

- Additional cultural capital will be embedded into the Schemes of Learning in line with the Mandarin Excellence Programme expectations. This will be in the form of Independent Student Projects which will allow students to explore a range of topics surrounding China, Chinese culture and history. These projects will also allow students to develop their independent study skills, through allowing them to research a range of topics.

How: (Pedagogy, literacy, numeracy, assessment)

- Building on solid foundations. To facilitate language learning, it is essential for learners to build strong basic concepts of language. In Mandarin, there are the added complexities of the Chinese writing system (汉字 characters) and the tonal nature of the language.
- The spiral curriculum has been designed to return to and build complexity of understanding and application across a range of themes and topics.
- Sharing of good practice to be delivered formally through CPD sessions, and informally through regular team meetings.
- Literacy, oracy, cultural capital, critical thinking and analysis are continually reviewed and built into relevant schemes of work.
- Teacher autonomy to adapt lessons to the needs of their particular pupils, with a clear focus on those with SEND and High Attaining Pupils.
- Progressive questioning is used in lessons to assess for learning and to develop critical thinking.
- Assessments will be consistent for all pupils. Formative pieces of assessment will be completed during schemes of work so that teacher feedback can be provided before summative assessments take place at the end of schemes of work to evaluate student learning. Additionally, students will prepare for regular vocabulary tests, to help focus their language acquisition.
- The College behaviour for learning strategies are incorporated across the curriculum to provide students with opportunities to understand the narrative of their own learning, and further develop a growth mindset. Teachers will highlight opportunities to gain house points to promote the SJC Five Respects, where appropriate these will be explicitly signposted in lesson planning.

Why: (what makes this subject unique as a discipline)

- Languages make the world a smaller place. Developing the skills to communicate with people from different nationalities and cultures creates opportunity. This could be opportunity for travel, for work, for building friendships or building understanding.
- Whilst students will develop the skills to access and excel within their KS4 and KS5 journeys, the curriculum also aims to provide insight into a fascinating culture with an incredible history and important future. The curriculum aims to inspire a level of inquisitiveness and linguistic ability to be able to continue their relationship with China beyond KS5.
- Through a broad and carefully considered curriculum plan, pupils will develop their ability to understand the wholly different language system that is used. From understanding the tonal nature of the language and to learning about the structure of characters, pupils develop the four skills of listening, reading, writing and speaking. Along with understanding the differences in the writing and speaking styles, pupils will be exposed to a spiralled curriculum that will allow them to develop into students able to speak, read, write and listen to native level Mandarin across a range of themes and topics.
- In addition to the direct benefits of learning Mandarin, students also develop skills that will help them across all subjects at school, as well as setting them in good stead for their lives in further education and professionally. Problem solving, resilience, dealing with ambiguity and a growth mindset are key skills employers look for that are continually developed in Mandarin students.

Year 7						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	MFL Carousel Introducing yourself in Chinese	MFL Carousel Family & Home	Family & Pets and Hobbies	Hobbies & School	School & Hurdle Test Preparation	School & Telling the time & Hurdle Tests
Building on (knowledge, concept and skills)	Building on students' learning of MFL at KS2, students will be taught to understand the fundamentals of the Chinese language.	Building on the foundations from Autumn 1	Building on knowledge gained during the Carousel, and their knowledge of family.	Building on last half term, students will continue to learn about hobbies.	Bringing all our learnings from the year together to be able to have fluent communication on the topics of family, hobbies and school.	Building on students' knowledge of numbers and school.
Building towards (knowledge, concept and skills)	An introduction to China and Chinese, allowing our students a taste of the subject before deciding whether to pursue Chinese or Spanish. Introduction to the Chinese writing system, and to the tonal nature of the language.	Being able to learn key vocabulary around the topic of family members and pets. <ul style="list-style-type: none"> • My family • Pets • Chinese Culture: Learning about China Investigating Characters 	Being able to introduce family members, including name, age, birthday and hobbies. Introduction to the concept of Measure Words in Chinese. Just before half term, we will touch upon the topic of hobbies, to lay foundations for Spring 2.	To continue learning about the hobbies and being able to discuss likes and dislikes and discussing when you do them by using both days of the week and months of the year. This will lead into learning about school subjects, and opinions about school	Students will be able to discuss what subjects they like and dislike. Examine major differences between schools in the UK and in China. Additionally, students will be building towards being able to excel in Reading, Listening,	Term will start with the completion of the formal, external assessments. Students will then learn how to tell the time in Chinese (using both 12 & 24 hour clocks) as well as consolidating the main school

	<ul style="list-style-type: none"> • Numbers - 1 - 99 • Talking about age • Basic Greetings • Introductions • Chinese Culture: Learning about China Investigating Characters <p>Over the term, learners will be able to count to 99 (both written and spoken), as well as being able to greet and introduce themselves in Mandarin.</p>	<p>Whilst consolidating their knowledge of numbers and greetings, students will learn key family members, including pets. By the end of term, students will be able to introduce themselves and their families.</p>	<p>Students will also learn about Chinese New Year and the impact this has in the Chinese calendar</p> <ul style="list-style-type: none"> • My birthday • Talking about free time • <u>Chinese Culture</u>: Learning about Chinese homes and families 	<ul style="list-style-type: none"> • School Subjects • Likes and Dislikes Talking about free time 	<p>Speaking and Writing. Students will be expected to: Write characters across all topics studied, including a 50 character email. In their speaking exam, they will need to be able to speak fluently for 90 seconds whilst introducing their family and answer questions, and also provide a description of a photo. These formal, external assessments take place at the end of this half term and beginning of Summer 2</p>	<p>subjects and hobbies.</p> <p>Students will end Year 7 able to confidently introduce their family, discuss their hobbies, their opinions on school, and to describe the school day.</p>
Wider reading and learning suggestions	MEP Project 1 MEP Project 3	MEP Project 4 MEP Project 5	MEP Project 6	MEP Project 7 Bronze and Sunflower by Cao Wenxuan	MEP Project 8	MEP Project 9 MEP Project 10 Pixar - Over the Moon

SMSC	Social – Developing the ability to learn and new system of reading & writing Cultural – gaining insight into China and Chinese culture around the world.	Spiritual – Developing an understanding of both the differences and similarities between Chinese and British cultures.	Cultural – Gaining an understanding of Chinese New Year, and it's importance around the world.			Cultural – Gaining insight into the differences between Chinese and British school systems.
Careers	Why study Chinese? How could understanding about China help in your future career? What skill sets do you develop in language learning that will benefit you in the future?				Developing the skills to articulate yourself in a foreign language. Manipulating knowledge to communicate as effectively as possible.	Developing Public Speaking - Speaking exam includes a 90 second presentation in Mandarin.

Year 8						
	Autumn 1	Autumn 1	Spring 1	Spring 2	Summer 1	Summer 2
Topic	School	Food & Drink	Holidays	All about me	Where do you live?	Shopping
Building on (knowledge,	Building on knowledge of	Building on school subjects.	Building on existing	Building on knowledge of	Building on students'	Building on existing

concept and skills)	school subjects & telling the time.		knowledge of food and Chinese cuisine.	family, friends and teachers, as well as numbers and dates.	knowledge of countries, and parts of the country.	knowledge of food and drink and meals.
Building towards (knowledge, concept and skills)	Being able to discuss your school, your timetable, and your likes & dislikes.	Learning the different foods and to discuss what you like to eat and drink. This will culminate in being able to order food in Chinese. Students will also learn about the different regional foods in China.	Being able to describe the weather in Chinese, and to discuss where you want to go on holiday, how you want to get there and why you want to go there. Students will also learn about Chinese public holidays, and prepare for Chinese New Year.	Learning to describe peoples' appearances, to learn about colours and clothes and to describe your bedroom (furniture, size, colours). Students will also be able to discuss daily routine, combining times with actions.	Describing where you live. You will learn about places in a town, and to describe where they are through the use of relative place words. Students will also be able to describe their house and start learning about future jobs.	Being able to go shopping in Chinese. Students will learn the major fruits and vegetables and meats. Students will also learn items of clothing, and be able to navigate shopping in department stores and online.
Wider reading and learning suggestions	MEP Y8 Project 1 Music – Transition 对不起 我的中文不好	MEP Y8 Project 2	MEP Y8 Project 3	MEP Y8 Project 4 Where the Mountain Meets the Moon by Grace Lin.		Karate Kid – to provide insight into Beijing and China.
SMSC		Cultural - different regional foods in China	Spiritual - Chinese public holidays, and prepare to celebrate Chinese New Year	Cultural - Comparing Chinese students daily routines with ours.	Cultural – Comparing homes in UK and China.	

Careers					Key job functions, and describing what jobs your family members have.	Developing Public Speaking - Speaking exam includes a 2 minute presentation in Mandarin.
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Year 9						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Travel in China	My Life	School	Free Time	Daily Routine & Eating Out	On Holiday
Building on (knowledge, concept and skills)	Building on knowledge of China and the weather.	Building on knowledge of families, people, appearances, and hobbies from Years 7 & 8.	Building on previous learning about school in Years 7 & 8.	Building on previous learning about hobbies and time.	Building on daily routine and food covered in Year 8.	Building on experience of holidays in Year 8.
Building towards (knowledge, concept and skills)	Learning about the major tourist attractions of Beijing and Xian as well as learning directions, so you can navigate through the city. Students will also understand the different seasons in China.	Using knowledge gained in Years 7 & 8, students will be able to make comparisons between the past and the present, through the lens of topics of family and friends.	Building on existing knowledge of the topic of school, students will focus on making comparisons about schools, and be able to discuss school rules, school pressures and some key differences	Students will develop their ability to describe frequency and duration of events, they will do this whilst developing their ability to discuss the benefits of keeping fit and covering the importance of mental health	Developing a good understanding of Chinese cuisine and building more intricacies into our daily routine. This will include being able to provide sequencing of events and developing the ability to create	Building the ability to describe past holiday experiences along with future holiday plans. Students continuing with Mandarin into KS4 will have the opportunity to enjoy a 2 week trip to China.

			between school in China and the UK.	and socialising with friends and family.	complex sentences with advanced grammar structures.	
Wider reading and learning suggestions	MEP Y9 Project 1	MEP Y9 Project 2	MEP Y9 Project 3	MEP Project 11 The Forbidden Temptation of Baseball by Dori Jones Yang	MEP Project 12	MEP Project 13
SMSC	Cultural - Understanding of China and the key cities, and who lives there.				Spiritual - Preparation for the China Trip.	Cultural - China Trip.
Careers	Exploring the possibility of working overseas.	Reviewing jobs, explaining the jobs your family members have.	Explaining the link between subject choices and future career plans.			Meeting with professionals in China discussing how Mandarin has helped their professional careers.

Year 10						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Describing People	On Holiday	Healthy Living & HSK Preparation	Healthy Living & HSK Preparation	School & Subjects	Internet and Social Trends
Building on (knowledge, concept and skills)	To build on previous learning All About Me in	Building on Holiday covered in Year 8 and Year 9.	Building on All About Me in Year 8, and My Life in Year 9.	Building on Shopping in Year 7, Food & Drink in Year 8	Building on School from Years 7, 8 and 9	Building on Hobbies, daily Routine and

	Year 8 and Family in Year 7.			and Daily Routine and eating out in Year 9.		Free Time from Years 7-9.
Building towards (knowledge, concept and skills)	Building on foundations from Years 7 and 8. In addition to being able to describe appearance, students will be able to describe personality traits.	Building the ability to book accommodation in China, to travel between locations within China and internationally. Students will also develop their ability to buy souvenirs.	Understanding the human body and being able to discuss the advantages of healthy eating and living. Students will also be preparing for their HSK3 examinations.	Understanding the human body and being able to discuss the advantages of healthy eating and living. Students will also be preparing for their HSK3 examinations.	Describing school – including buildings, school rules and teacher personalities. Students will also describe how their academic studies can impact future career choices.	Building vocab on the topic of the internet. Discussing the advantages of technology. Explaining what students do online. Students will sit their first full suite of GCSE papers to gain experience how they will be assessed in Year 11.
Wider reading and learning suggestions	Reflections on the China trip	The Chairmans Bao – HSK Level 2	The Chairmans Bao – HSK Level 2 & 3	The Chairmans Bao – HSK Level 3 Little Reunions by Eileen Chang	The Chairmans Bao – HSK Level 3	The Chairmans Bao – HSK Level 3 & 4
SMSC	Social – Allowing students to develop their ability to describe experiences in		Social – Understanding the link between food and healthy living as well as the negative impact of			Social - MEP Intensive Project – 3 day project to develop a Tourism Campaign. Students will also spend a

	different social settings.		smoking and alcohol.			day at a London university.
Careers			HSK3 – official, internationally recognized qualification.		Discussing future career goals.	Insight into both the Chinese consumer, as well as the hospitality industry.

Year 11						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	My Home, Hometown & Chinese Festivals & Traditions	Global Issues – the Environment & Social Issues	Future Plans	Free time, Entertainment & Media	Review of the Year	Exams
Building on (knowledge, concept and skills)	Building on KS3 and KS4 exposure to Family, Where you Live.	Building on previous learning on topics including Where I live.	Building on previous learning on the topic of jobs.	Building on previous learning of clothes and colours.	All previous learning.	All previous learning.
Building towards (knowledge, concept and skills)	Building towards being able to provide detailed description of an area, including issues and problems. Additionally, students will be able to discuss their favourite holidays and	To build vocabulary to be able to discuss environmental problems on a local and global basis. Students will also explore the impact of social issues and the	To develop y understanding of career options and the relative advantages and disadvantages of various career choices. Students will also explore Chinese job applications	To learn about Chinese fashion and the impact of global celebrities. Additionally, students will fine-tune their speaking exam techniques	Students will focus on bespoke development, to allow them to focus on topics and skills to help them prepare for their examinations. This will cover Speaking, Listening,	Students will focus on bespoke development, to allow them to focus on topics and skills to help them prepare for their examinations. This will cover Speaking, Listening,

	Chinese festivals.	value of volunteer work.	and application forms.		Reading and Writing.	Reading and Writing.
Wider reading and learning suggestions	The Chairmans Bao – HSK Level 3 & 4	The Chairmans Bao – HSK Level 3 & 4 Factory Girls by Leslie Chang Red Dust by Ma Jian	The Chairmans Bao – HSK Level 3 & 4	The Chairmans Bao – HSK Level 3 & 4	The Chairmans Bao – HSK Level 3 & 4	Chronicle of a Blood Merchant by Yu Hua
SMSC	Cultural – Gaining more insight into Chinese culture and their beliefs and traditions	Moral - Learning about the advantages of protecting the environment.		Social – Learning about Chinese celebrities Cultural – learning about the differences in Chinese and Western fashion.		
Careers			More detailed insight into various career choices. Comparing job application process in China with the UK.			