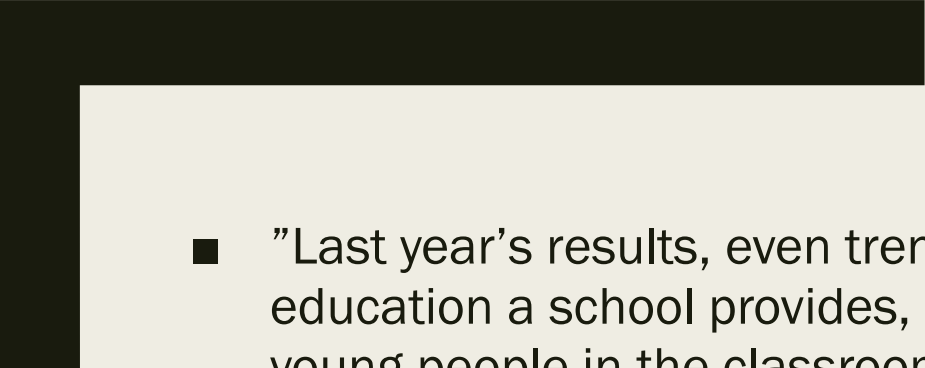
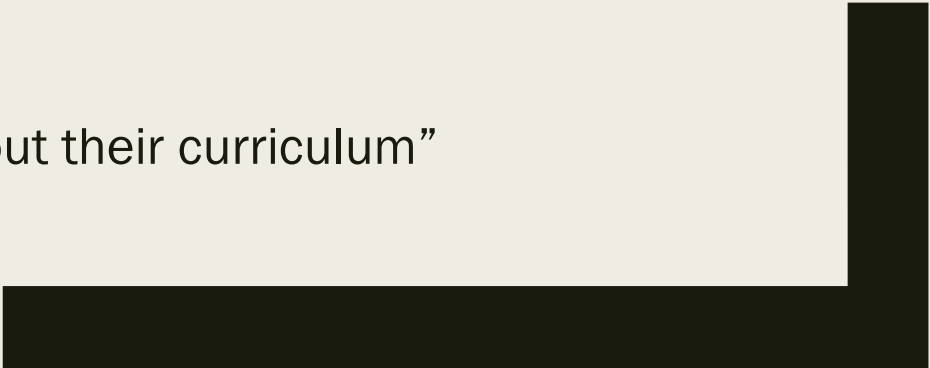


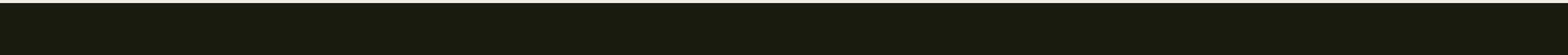
A thick black L-shaped frame surrounds the text. The top-left corner is a horizontal bar extending to the right, and the bottom-right corner is a vertical bar extending upwards. The text is centered within the open space of the frame.

LOOKING FORWARD TO A FOCUS ON CURRICULUM

Curriculum and the daily experience of students in
the classroom.

- 
- "Last year's results, even trends over time, can only tell you so much about the education a school provides, it doesn't tell you....what the 'lived daily experience of young people in the classroom is like'."
 - "In 2019, we will have a new Ofsted framework - which is utterly the right time to bring one in"
 - "It encourages school leaders to think differently about their curriculum"
- 

"The schools, students and teachers network (SSAT) on curriculum, Tom Middlehurst, 2019"



Aims

- Consider carefully the Chinese curriculum at your schools
- Go away with a clear understanding of Intent, Implementation and Impact of your curriculum
- Think about questions you might be asked as a teacher/subject leader of Chinese

Curriculum in practice

Chinese across the Harris Federation

- Chobham— Chinese well established, 3 Chinese teachers plus one British Council teaching assistant. Mandarin taught year 4 to year 12.
- Mayflower Primary—all reception to year 2 pupils are learning Chinese
- Chafford Hundred—all year 7 are learning Chinese
- South Norwood—Chinese well established, 3 Chinese teachers plus one British Council teaching assistant. Teaching Year 7 to Year 12 -
- East Dulwich Primary - Year 1 - 3
- Crystal Palace (secondary) - Year 7 - 10, including one year 9 'ab initio', fast-track group
- Bromley - One year 9 'ab initio', fast track group, Year 10 'extra curricular' studying for HSK 2

Curriculum at Harris Federation

- One central curriculum
- Each school decides how to best fit/adapt this curriculum to their school.
- Standard assessments – opt in/opt out
- Intent, Implementation and Impact are measured across each school individually – how?
- Consultant support, individual academy leadership discussion and suggestions
- Planning support for teachers
- Data from central MIS – whole Federation (over 5000 students in Sept) to identify patterns across the federation, and individual schools.



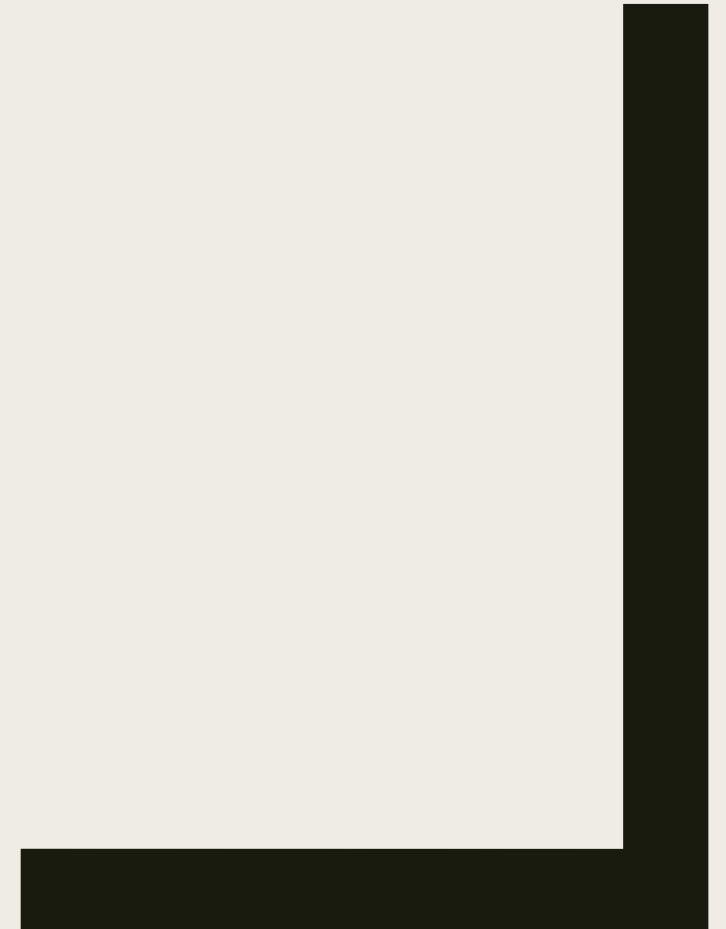


LOOKING TO THE FUTURE

INTENT

IMPLEMENTATION

IMPACT





WHAT DOES THE
NEW
FRAMEWORK
MEAN FOR US IN
THE
CLASSROOM?

CHINESE CONCEPT MAPPING. E=Exposure T=Explicitly Taught; REP=REpeated; Ref=Referenced																																			
Term	Theme	The importance of learning a language	Cultural knowledge and awareness	How languages differ	E.g. word order	Using Target Language in the classroom (instructions/questions)	Phonics, pronunciation, intonation	Tones	Radicals	Grammatical terminology	Subject pronouns	Future	Past tense (le and guo)	Core verbs	Present tense	Negation	Comparative	Superlative	Conditional	Simple Connectives	Complex Structures	Expressing Opinions	Giving Reasons	Narrating events	Intensifiers	Variety of vocabulary	Question words	Question - Answer switching (2 nd - 1 st person)	Comprehension strategies	Communication strategies	REPair strategies	Idiom			
		Y7 1	Pinyin & Characters	T		T	T	T	T	T												T						REF							
Y7 2	Family, Free time & Leisure	REF	T	EXP	EXP	REP	EXP	REP	T	T		T	T	T			T		T	T	T	T		T	REF	EXP	EXP	EXP							
Y7 3	School & Food	REF	T	EXP	EXP	REP	EXP	REF	T		T	T	REP	REF			REP			T		REP	T	REP	REF	T		EXP	EXP						
Y8 1	Me, My Bedroom & Daily Routine	T		T			REF	EXP	REP	T	T		REP	REP							REP		ref	REP	REF	REP				EXP					
Y8 2	Around the World	REF	T				REF	EXP	REF	REP	REP	REP	T	T	REP					REF		ref		REP	REF		EXP		EXP						
Y8 3	Holidays	REF	T				REF	EXP	REF	REP	REP	REP	REP	ref	t			ref	T	REF	T	ref	REP	t	REP	REF	T								
Y9 1	Me, Myself & I	T		T			REP	EXP	T	REP	REP	REP		REP	ref			ref		T	REF	ref	T	REP		REF		REF	T				EXP		
Y9 2	School & My friends	REF					REF	EXP	REP	REP	T	REP	T	REP	re	REP	T	T			T	T	T	ref	REP	REF	REP								
Y9 3	Social Media & Technology	REF	T	T			REF	EXP	REF	REP	REP	REP	T	re	ref			REF		REP	T	ref		t		REF	REP								
Y10 1	Home, Town, Neighbourhood & Region	T	T	T			REP	EXP	T		REP		T	REP	REP	REP	REP	REP	T	REF	T	ref	T	REP	REP	REF	REP	T	T	T	T				
Y10 2	Travel & Tourism	REF	T	T			REP	EXP	REP	REP	REP	REP	T	REP	REP	REF	REF	REP	REP	REP	T	ref	REP	REP	REP	REF	T	REF	REP	REP	REP	REP			
Y10 3	Healthy Lifestyle	REF		T			REF	EXP	REP	REP	REF	REP		REP	REP	REF	REF	REP	REP	REF	T	T	T	T	REP	REF	REP								
Y11 1	Career Choices	T	T	T			REF	EXP	REF	REP	t	REP	REF	T	REP	T	T	t	REP	REP	REP	ref		T		REF	REP	REP	REP	T	T	T	T	T	
Y11 2	Environment	REF	T				REF	EXP	REF	T	T		REF	T	T				REP	REP	REF		T		REF	REP	REP	REP	REP	REP	REP	REP	REP	REF	
Y11 3	Revision/Exams		REF																				T		REF				REP	REP	REP	REP	REF		

Year Group	Term 1 Content Topic and vocabulary	Term 1 Grammar Main tenses taught and key grammar structures	Term 1 Enrichment and Trips	Term 2 Content Topic and vocabulary	Term 2 Grammar Main tenses taught and key grammar structures	Term 2 Enrichment and Trips	Term 3 Content Topic and vocabulary	Term 3 Grammar Main tenses taught and key grammar structures	Term 3 Enrichment and Trips
7	<p>Topic: Introduction</p> <ul style="list-style-type: none"> Greetings Classroom instruction Chinese pinyin Numbers Chinese radicals Days of the week Month of the year <p>Topic: Family and home</p> <ul style="list-style-type: none"> My pet My birthday Chinese home Investigated Chinese characters 	<ul style="list-style-type: none"> Components of characters Stroke order Pronoun and showing possessions The 'what' question structures Subject + verb + object Measure word 'ge', 'zhi', 'tiao' Linking words; 'he' & 'ye' Frequent words position adjectives Negative – not have – mei you Asking questions by using 'ma' <ul style="list-style-type: none"> Present tense 		<p>Topic:</p> <ul style="list-style-type: none"> Hobbies <p>Topic: Activities</p> <ul style="list-style-type: none"> Let's play games I like watching TV Can you swim I surf the net on Mondays Young people's hobbies Investigating Chinese characters 	<ul style="list-style-type: none"> Present tense Future tense Time phrases – subject + time + verb + object Frequent words position Asking questions by what you have, and ji, how many and how much <ul style="list-style-type: none"> To analyse authentic texts (poem, article etc) <ul style="list-style-type: none"> Skill: to recognise and understand some <u>chinese</u> words may share a character because their meanings are related. Chinese radicals will help you to remember the characters. 		<p>Topic: Food and drink</p> <ul style="list-style-type: none"> Talking about what you like to eat and drink Learn different kinds of food and drink Talking about mealtimes Ordering in a restaurant Regional food Learning more about Chinese characters <p>Topic: Culture</p> <ul style="list-style-type: none"> Study of a short <u>film</u> or visit a local supermarket or restaurant. 	<ul style="list-style-type: none"> Word order Time words Start from general then go more specific. Time words before the verb. Prepositions: <u>Zai</u> Conjunction word 'he', 'ye' (<u>danshi</u>) Forming questions What and who by using <u>shenme</u> and <u>shei</u>. modal verbs with <u>xihuan</u>. To analyse authentic texts (poem, 	Federation Spelling bee

Intent

“an aim or plan”

- What are your aims and plans for your Chinese curriculum?
- Are they:
 - Ofsted focused?
 - SLT focused?
 - Chinese language focused?
 - Chinese culture focused?
 - exam focused?
- Why? How far do you want to take these aims?
- (What) are you planning for 2/3 years? (KS3?) For 5 years? (KS3 & 4) For 7 years? (KS5) For 14 years? (All Through)
- Where will your students end up after your course?
- How many students are you planning this for?

Would you be able to answer these questions confidently?

- How is your course structured?
- Is the course design based on a text-book's structure or around the best way for pupils to build competence in the language?
- Does the scheme of work provide a cohesive plan from the beginning of KS3 to end of KS4?
- Do you know what words you will teach and when?
- How and when will you teach pupils to revise vocabulary?
- How will you test vocabulary knowledge?
- How do you plan and sequence teaching of grammar?
- How does assessment of grammar teaching inform corrective or remedial teaching and intervention?
- What core grammatical features will pupils have mastered by the end of each year?
- Do you teach foreign language phonics to pupils from the early stages?
- How will you know this approach is successful?
- What opportunities do you provide for pupils at each stage in their learning to speak the new language in the classroom?
- How do you ensure that the language is used in a planned and systematic way to reinforce previous teaching?
- What is the balance in the classroom between pupil and teacher use of the new language?



TASK:

**AS A GROUP MIND MAP
WHAT YOU SHOULD
INCLUDE IN YOUR OWN
CURRICULUM INTENT**

AND

**WRITE 3 BULLETS THAT
ARTICULATE YOUR OWN
CURRICULUM INTENT**

Implementation

“the process of putting a decision or plan into effect; execution”

- What do you need in order to implement your intention?
- A concrete curriculum? How much detail will you need?
- SLT sign-off?
- Pedagogy?
- Differentiation in pedagogy? - (What) are you planning for 2/3 years? (KS3?) For 5 years? (KS3 & 4) For 7 years? (KS5) For 14 years? (All Through)
- What will your students experience?

Discuss:

How would you or could you assess the implementation of your curriculum?

- Are you the only teacher?
- Perhaps you have other teachers – are they following the same curriculum or different?
- Do you ever do learning walks?
- How often do you update (not start from scratch) your curriculum intent?
- When and how often do you do this?
- What other information do you draw on to understand the implementation of your curriculum?



TASK:

FROM YOUR DISCUSSIONS, WRITE 3 BULLETS THAT ARTICULATE HOW YOU WILL IMPLEMENT YOUR CURRICULUM

AND 3 BULLETS ON HOW YOU WILL ASSESS THE IMPLEMENTATION OF YOUR CURRICULUM.

Impact

“a marked effect of influence”

- A whole range of points could be assessed for impact
- Motivation
- Engagement
- Culture
- Speaking, Writing, Reading, Listening
- Pronunciation
- Grammatical Knowledge
- Assessment – Summative data
- Assessment – formative impact, within the classroom.



DISCUSS

WHAT IMPACT IS
YOUR CURRICULUM
HAVING?

HOW DO YOU KNOW?

WHAT COULD YOU
CHANGE?



ANY
QUESTIONS?