



KENSINGTON
WADE

**Enhancing Chinese Culture Integration
In the KS2 Curriculum**

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Agenda

1. Research and policy foundations on language and culture integrated teaching
2. Sharing KW KS2 culture integrated teaching initiatives and resources:
 - Chinese New Year Fair
 - Exploring Chinese Culture Through Drama
 - Y6 China Trip
3. GCSE Topic and Culture Integration Mapping
4. Q&A



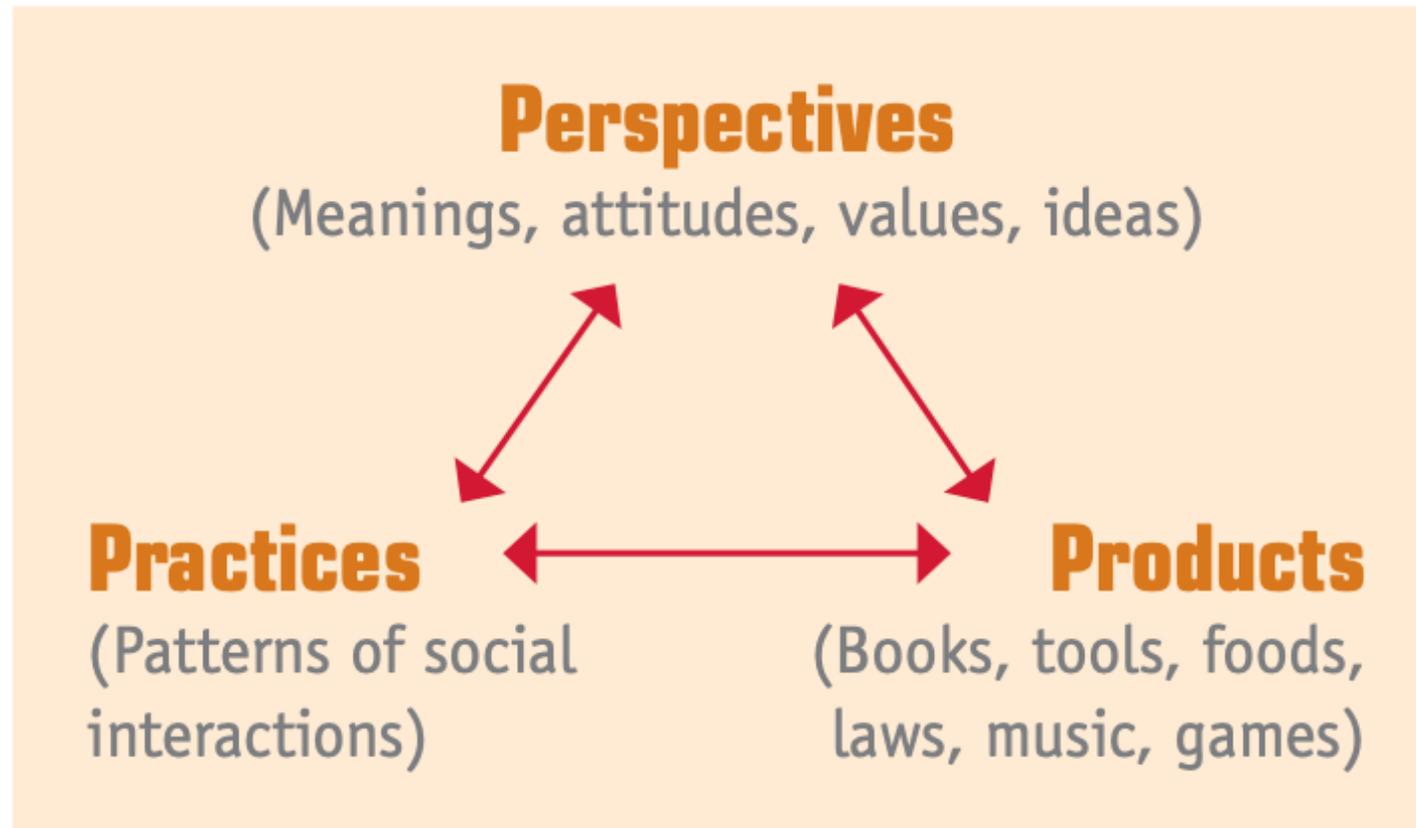
- Opened in September 2017
- Independent School
- Age 3~11
- 50% Chinese Immersion
- Winners of the ISA Award for Innovation in Independent Education

1. Research and policy foundations on language and culture integrated teaching



Can you teach a language without culture?

What is culture?

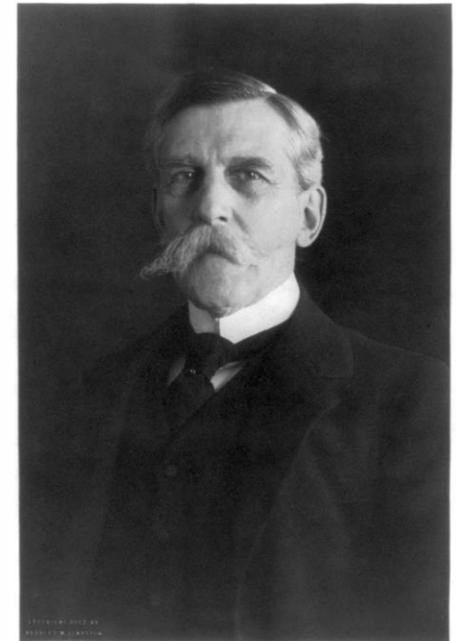




The study of other cultures through their own language stretches the minds of those who make the effort to learn about people and ways of life beyond their own, opening the world to them. In the best language education happening today, the study of another language is synonymous with the study of another culture. The two are inextricably linked and long gone should be the days when anyone would suggest that language could be taught “on its own” as discrete grammar points with no sense of the cultural products, practices, and perspectives of native speakers. (S . Cutshall, 2012)

“Man’s mind, once stretched by a new idea, never regains its original dimension.”

—Oliver Wendell Holmes



The ability to communicate with respect and cultural understanding in more than one language is an essential element of **global competence**.

Global competence is the ability to:

- Communicate in the language of the people with whom one is interacting.
- Interact with awareness, sensitivity, empathy, and knowledge of the perspectives of others.
- Withhold judgment, examining one's own perspectives as similar to or different from the perspectives of people with whom one is interacting.
- Be alert to cultural differences in situations outside of one's culture, including noticing cues indicating miscommunication or causing an inappropriate action or response in a situation.
- Act respectfully according to what is appropriate in the culture and the situation where everyone is not of the same culture or language background, including gestures, expressions, and behaviours.
- Increase knowledge about the products, practices, and perspectives of other cultures.



WORLD-READINESS STANDARDS FOR LEARNING LANGUAGES

The World-Readiness Standards for Learning Languages create a roadmap to guide learners to develop competence to communicate effectively and interact with cultural competence to participate in multilingual communities at home and around the world.

~ACTFL

GOAL AREAS	STANDARDS		
COMMUNICATION Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes	Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.	Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.	Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.
CULTURES Interact with cultural competence and understanding	Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.		Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.
CONNECTIONS Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations	Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.		Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.
COMPARISONS Develop insight into the nature of language and culture in order to interact with cultural competence	Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.		Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.
COMMUNITIES Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world	School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.		Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

<p>CCULTURES</p> <p>Interact with cultural competence and understanding</p>	<p>Relating Cultural Practices to Perspectives:</p> <p>Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p>	<p>Relating Cultural Products to Perspectives:</p> <p>Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p>
<p>CONNECTIONS</p> <p>Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations</p>	<p>Making Connections:</p> <p>Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</p>	<p>Acquiring Information and Diverse Perspectives:</p> <p>Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</p>
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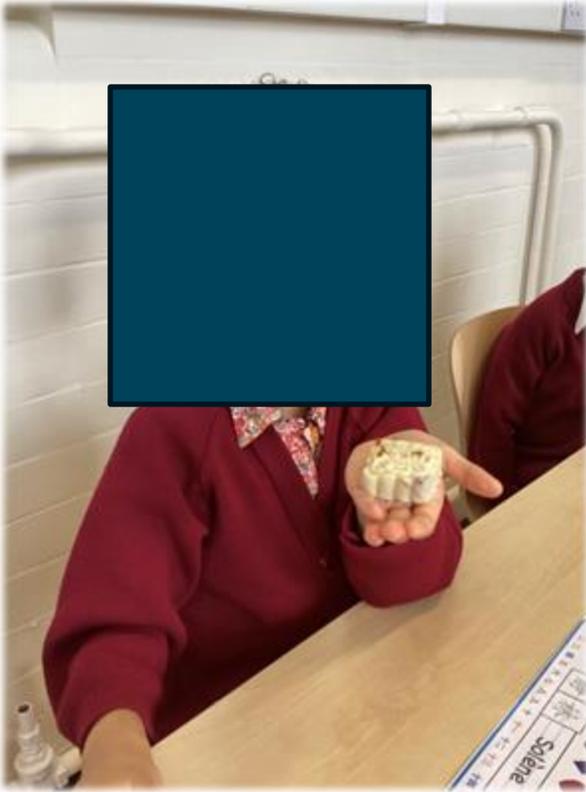
2. Kensington Wade's KS2

culture integrated teaching initiatives and resources:

Strategies

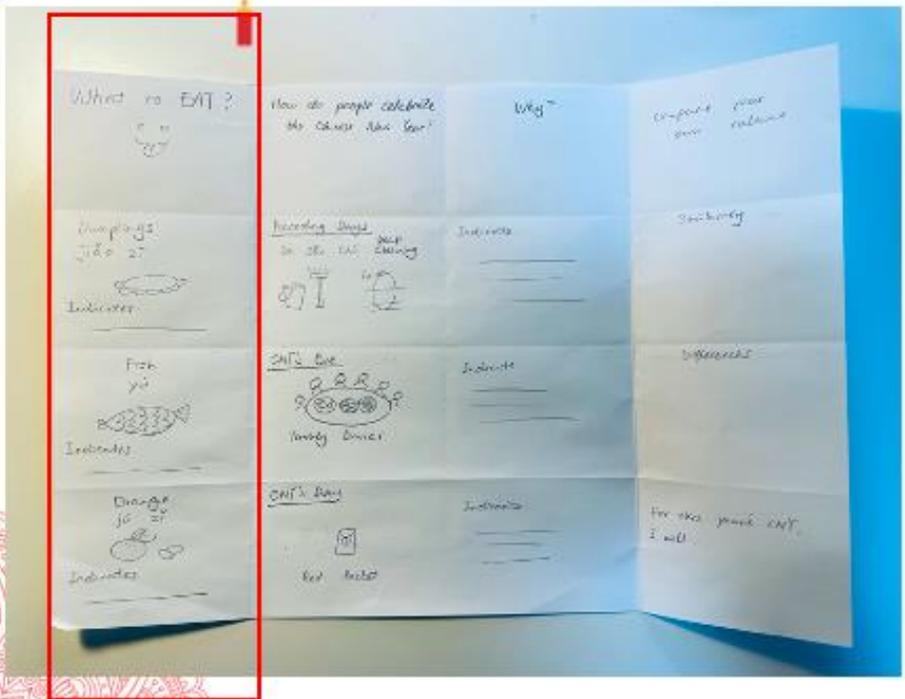
- Making culture REAL and Relatable
- Interview native speakers
- Online collaborations with native speakers
- The use of authentic materials
- Celebrations and festivals
- Project-based learning: China Trip
- Using Theatrical Performance to learn Language and Literature

Celebrating Chinese Festivals



Chinese New Year

Chinese New Year Lapbook



What do people Eat on Chinese New Year's Eve?



Pictures copyright belongs to Sohu



Chinese New Year Fair 新春庙会




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WHAT?

什么是饺子?

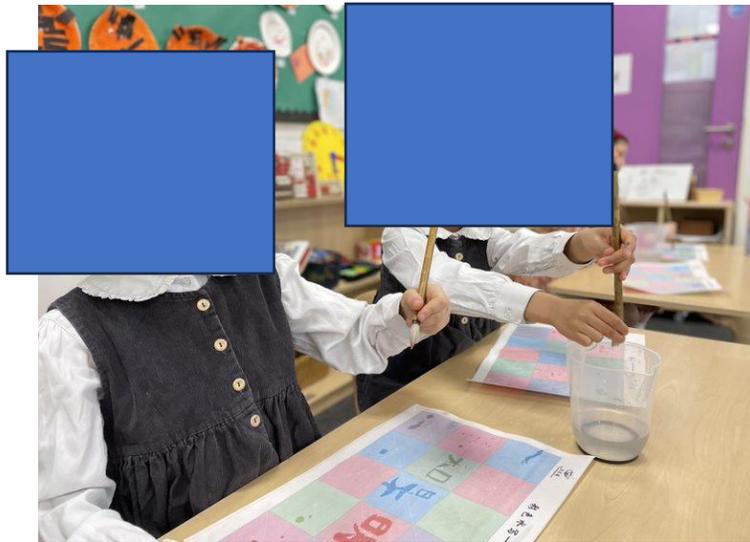
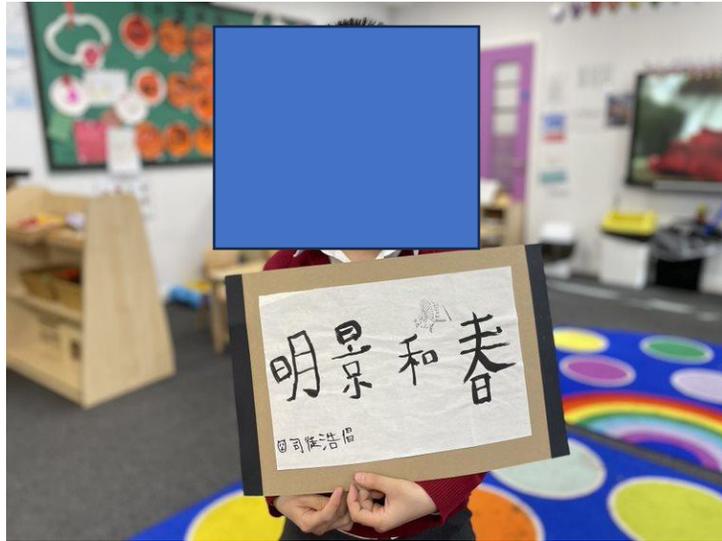



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Chinese New Year



Chinese Art Day



Chinese Music Day



Exploring Chinese Culture Through Drama in KS2 Primary Chinese Lessons



Rationales for using drama to teach Chinese Culture



- **Experiential Learning**
- **Enhanced Engagement**

Benefits

- Involving experts in the different areas, showcasing achievements
- Involve school community and much more





KWS theatrical production 2024
Key Stage 2 (Age 7~11)



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GCSE Topic and Culture Integration Mapping

Identity and Culture:

- **Me, my family and friends:** Pen Pals from China
- **Technology in everyday life:** Visiting Chinese-tech companies
- **Free-time activities:** Singing Chinese songs, [telling stories](#), Calligraphy, Chinese ink painting and Chinese instrument workshops
- **Customs and festivals in Chinese-speaking countries/communities:** Mid-autumn festival, Chinese New Year, and Dragon boat festival

A Pen Pal

Dear Xingming

小明，我是九岁。我住在英国。我很喜欢足球。我做很多的足球比赛。特立尼达参加我阿姨的婚礼并看望我的表兄弟姐妹。去特立尼达后，我去了纽约，去了很多餐馆，看了一场棒球比赛，然后我回到了中国。中学毕业后，我可能去...

你好你好小明，
 我出生在北京和长大在英国。我现
 在九岁。我画画和读很多书。我很
 喜欢看哈利波特电影，游泳和跟朋
 友玩耍。有的时候，我跟我的妈
 妈、爸爸、弟弟和姥姥去了长城。
 中学毕业后，我打算上
 你的笔友，奕佳

亲爱的小明，你好。
 我出生在伦敦XXX，在香港
 长大的。现在又回到了伦敦上学。
 我28号就十岁了！夏天我去中国
 云南，丽江，还去了北京tan qin。我
 去了北京的北海和sai卜mu长城。都
 很好玩！我上完中学和高中后，想
 在英国读大学。希望我们以后可以



KW's Got Talent: Singing Chinese Songs



Chinese New Year Performance



Chinese Drum

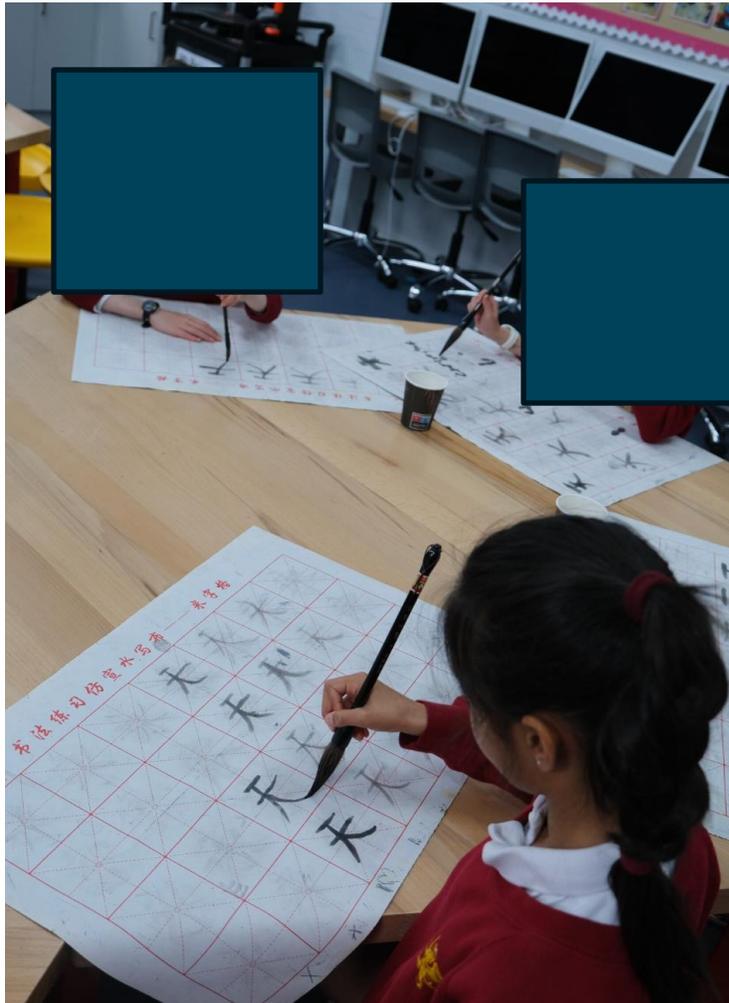


Teresa Tang Family Visit

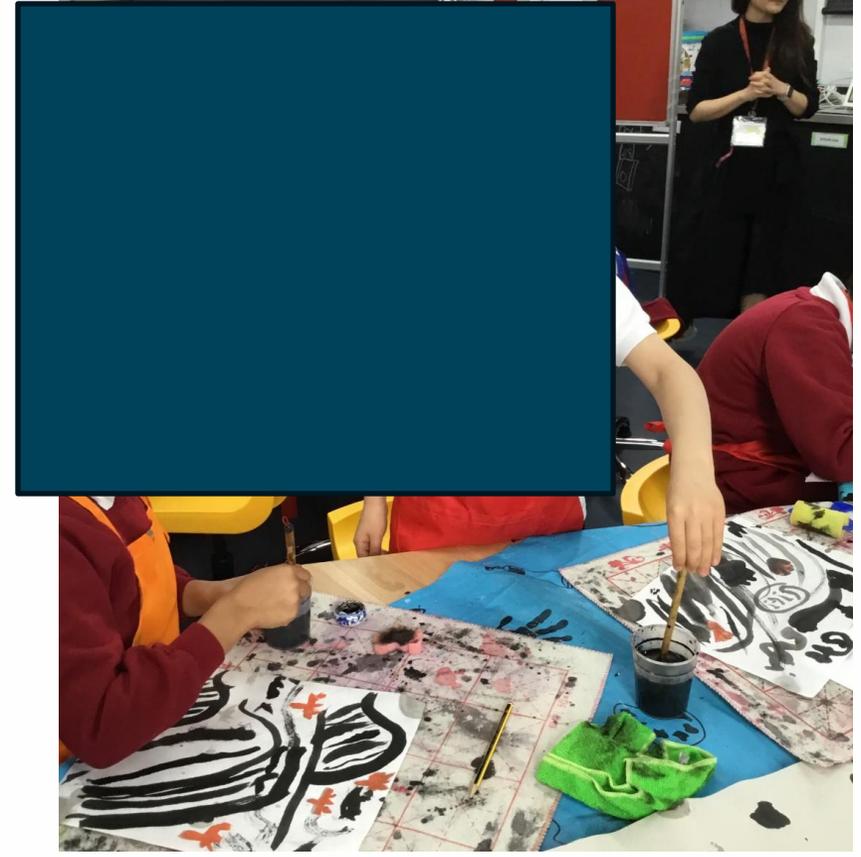


Dragon Boat Festival

Calligraphy Workshop



Chinese Ink Painting Workshops





Y6 China Trip

Beijing



Lesson Theme: Beijing's Culture and Heritage

Introduction:

Use the song 《北京欢迎你》 (Beijing Welcomes You) to introduce the course. Students will watch the music video, which provides a quick visual tour of Beijing's landmarks, people, food, and lifestyle. This will spark interest and offer a first impression of the city's culture and architecture of Beijing.

Part 1: Geography and Climate of Beijing

Objectives:

- Understand Beijing's location within China, Asia, and the world.
- Learn about the city's four seasons and its climate patterns.

Teaching Approach:

1. **Global and National Context:** Begin by placing China on the world map, then zoom in Beijing.
2. **Seasonal Focus:** Discuss Beijing's climate throughout the year (spring, summer, autumn, and winter).

Student Tasks:

- **Activity 1:** Students identify and mark Beijing's location on a world map and a map of China.
- **Activity 2:** Role-playing as tour guides, students describe each of Beijing's seasons.
- **Activity 3:** Students create drawings representing Beijing's seasons, highlighting the key landmarks and weather characteristics.



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23.01.24

LO: 北京的地理位置



中国在(在亚)洲, 北京在中国的(北方)地区, 也可以说在(华北)地区。 *Love all details, 细节很棒!*

LO: 北京的气候 *qinghua guang*



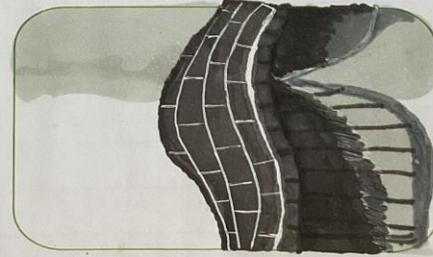
- 春:
1. dun tian hen duan
 2. qi wen bian hua da
 3. jing chang guafeng
 4. hen niao xia yu



- 夏:
1. xia tian bi jiao chang
 2. shi ren yan re
 3. jing chang xia yu



- 秋:
1. qiu tian hen duan
 2. shi ren chang chuang
 3. feng hen xiao
 4. hen niao xia yu



- 冬:
1. dong tian zui chang
 2. shi ren hen leng
 3. zhi chang guo feng
 4. hen niao xia yu

Part 2: Beijing's Architecture

Objectives:

- Learn about ancient, modern, and featured Beijing architecture (e.g. Siheyuan, and hutongs).
- Understand the historical and cultural significance of key landmarks.

Teaching Approach:

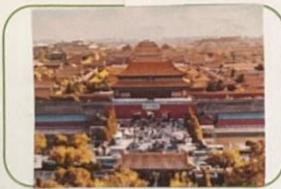
1. **Ancient vs. Modern:** Introduce major buildings such as the Forbidden City and modern structures like the Water Cube.
2. **Siheyuan and Hutong Culture:** Discuss how Beijing's traditional courtyard homes and alleys reflect the city's history. And what are the functions of the different rooms within the Siheyuan.

Student Tasks:

- **Activity 1:** A “match the landmark” exercise where students cut and match images of famous buildings with their names, then write a brief description in Chinese. Such as ‘What is the function of the Temple of Heaven in Beijing and why it is a round building?’
- **Activity 2:** Label the different parts of a traditional Siheyuan courtyard house on a blank diagram and explain the function of each part, such as the function shadow wall (影壁).

L0: Match the pictures to the Chinese words and add pinyin on the top.

1. ^{hù gōng}
故宫



2. ^{Beijing Kao yi}
北京烤鸭



3. ^{hú tóng}
胡同



4. ^{tiān ān mén}
天安门



5. ^{cháng chéng}
长城



6. ^{sì hé yuàn}
四合院



7. ^{tiān tǎn}
天坛



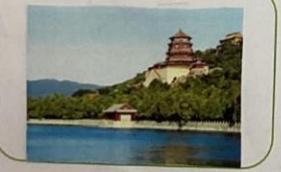
8. ^{niǎo cháo}
鸟巢



9. ^{shuǐ lì fāng}
水立方



10. 颐和园



11. 国家大剧院



12. 炙子烤肉



13. 中央电视台大楼



14. ^{yóu kè}
游客

Tourists

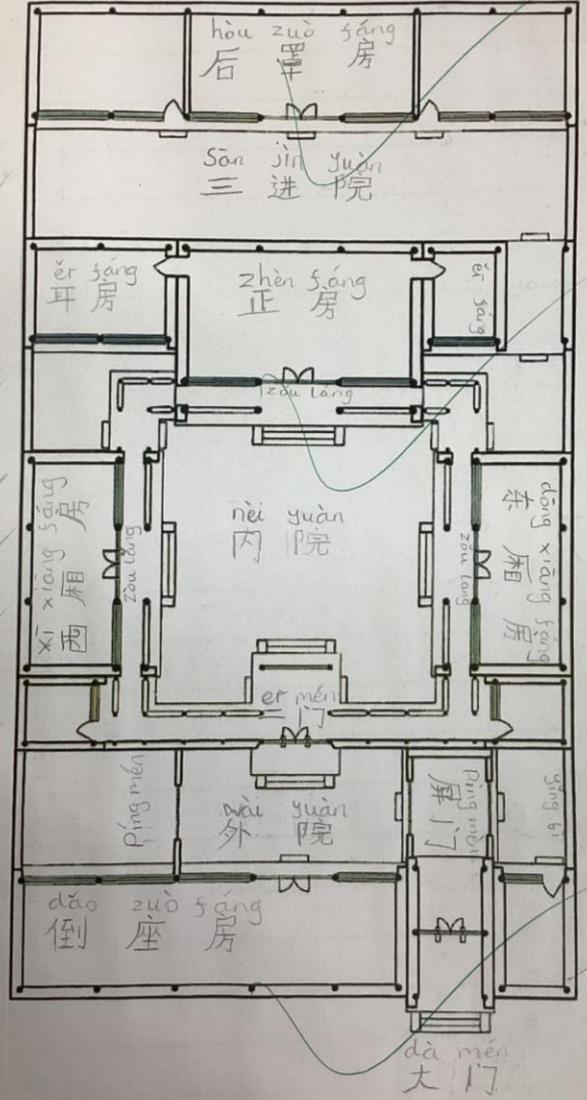
buying



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LO: The layout of Siheyuan

- nèi yuàn ✓ 内院
- wàiyuàn ✓ 外院
- sān jìn yuàn ✓ 三进院
- ěr fáng ✓ 耳房
- zhèng fáng ✓ 正房
- xī xiāng fáng ✓ 西厢房
- dōng xiāng fáng ✓ 东厢房
- hòu zuò fáng ✓ 后罩房
- dǎo zuò fáng ✓ 倒座房
- dà mén ✓ 大门
- èr mén ✓ 二门
- píng mén ✓ 屏门
- zǒu láng ✓ 走廊
- yǐng bì ✓ 影壁



1.29

Part 3: Beijing's Local Cuisine

Objectives:

- Learn about traditional Beijing dishes and snacks, such as Peking duck, Beijing hot pot and Zhizi barbecue.
- Practice describing food names and ingredients in Chinese.

Student Tasks:

- **Activity 1:** Students will learn the names of Beijing dishes.
- **Activity 2:** Create a mini "Beijing Menu" with images and names of famous dishes.



Final Project: Beijing Presentation

Objectives:

- Apply knowledge of Beijing's geography, architecture, and food to a group presentation.

Teaching Approach:

- Divide students into groups, each focusing on one theme: **Beijing's Geography and Climate**, **Beijing's Architecture**, or **Beijing's Food**.
- Groups plan their research, content, and how they'll present their findings on a poster.

Student Tasks:

- **Group Project:** Each group creates a poster with illustrations, facts, and key points in Chinese.
- **Final Presentation:** Students present their posters and findings in Chinese to the class, using key vocabulary and phrases learned throughout the term.



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中国食物最好吃!

北京美食

烤鸭
北京烤鸭是中国传统名菜，选料考究，工艺精湛。烤制时火候要掌握好，皮要烤得酥脆，肉要烤得鲜嫩。吃的时候配上葱丝、黄瓜条、甜面酱，卷在荷叶饼里，味道绝佳。

北京火锅
北京火锅是北方菜系的代表，选料广泛，口味多样。涮肉时讲究火候，肉片要涮得恰到好处，配上芝麻酱、韭菜花、腐乳等调料，味道鲜美。

冰米糖葫芦
冰米糖葫芦是北京传统小吃，用糯米制成，裹上糖浆，外面裹上一层冰，吃起来清凉爽口。

油条
油条是北京传统早餐，用面粉发酵后油炸而成，吃起来酥脆可口。

稻香村
稻香村是北京传统糕点品牌，品种繁多，口味独特。有各种口味的月饼、糕点、粽子等。

包子
包子是北京传统小吃，馅料丰富，皮薄馅大。常见的有猪肉大葱包、韭菜鸡蛋包等。

饺子
饺子是北京传统小吃，形状像元宝，寓意招财进宝。馅料多样，吃法多样，可以煮、可以蒸、可以煎。

北京的季节

北京四季分明，每个季节都有不同的景色和特色。春天万物复苏，夏天绿树成荫，秋天层林尽染，冬天银装素裹。

春天
春天是北京最美的季节，万物复苏，生机勃勃。可以去颐和园、天坛等地赏花，感受春天的气息。

夏天
夏天是北京最热的季节，绿树成荫，凉亭避暑。可以去北海公园、颐和园等地游玩，享受夏日的清凉。

秋天
秋天是北京最美的季节，层林尽染，景色宜人。可以去香山、颐和园等地赏秋，感受秋天的韵味。

冬天
冬天是北京最冷的季节，银装素裹，景色壮观。可以去故宫、天坛等地游玩，感受冬天的气息。

北京地图
北京地图显示了北京市的地理位置和主要景点。北京市位于华北平原北部，东临渤海，西靠太行山，北依燕山。

北京景点

北京是中国历史文化名城，拥有众多名胜古迹和现代建筑。以下是一些著名的北京景点：

古代建筑

- 天坛**
天坛是北京古代建筑的代表，是皇帝祭天、祈雨的场所。建筑宏伟，布局严谨。
- 长城**
长城是中国古代军事防御工程，也是世界文化遗产。北京段的长城历史悠久，景色壮观。
- 天安门**
天安门是北京中轴线的中心，是举行重大活动的场所。天安门城楼雄伟壮观，是北京的象征。
- 故宫**
故宫是北京古代宫殿建筑的集大成者，也是世界文化遗产。故宫建筑群规模宏大，布局严谨。
- 四合院**
四合院是北京传统民居建筑，体现了北京人的居住习惯和生活方式。四合院建筑形式独特，文化内涵丰富。

现代建筑

- 鸟巢**
鸟巢是北京2008年奥运会的主体育场，也是北京现代建筑的标志之一。鸟巢造型独特，气势磅礴。
- 水立方**
水立方是北京2008年奥运会的水立方游泳馆，也是北京现代建筑的标志之一。水立方造型独特，寓意深远。
- 中央电视台大楼**
中央电视台大楼是北京现代建筑的标志之一，也是北京城市天际线的重要组成部分。大楼造型独特，科技感十足。



Chengdu



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川菜大厨师

食材

毛肚	血(鸡鸭)	木耳	油菜
粉条	豆腐	豆皮	午餐肉
大肠			

调料

盐	鸡精	白糖	辣椒油
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川菜大厨

菜名: 酸菜鱼

食材: 黑鱼, 葱, 姜, 蒜, 料酒, 泡辣椒

调料: 郫县豆瓣酱, 生粉, 料酒, 花椒, 泡辣椒




川菜大厨师

菜名	毛血旺
食材	毛肚, 鸭肉, 木耳, 豆芽, 豆皮, 油菜, 午餐肉, 猪血, 粉条, 大肠
调料	盐, 鸡精, 白糖
制作步骤	<ol style="list-style-type: none"> 午餐肉、猪血分别切片, 牛肚, 毛肚, 大肠切小块, 粉条焯水 锅注油烧热, 下火锅料, 葱姜炒出香味, 烹入料酒, 加鲜汤调味, 放入原料微炖, 倒入锅里, 撒上香菜 锅中注入辣椒油, 放入香叶, 灯笼椒, 烧热, 倒在原料上即可。



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锅底



(jiu gong ge)
(九宫格)



(huan cai)
(荤菜)



(ma la)

máo dǔ bǎi yè huáng hóu yā cháng yáng ròu niú ròu zhū ròu xiā huá wǔ cān ròu xiāng cháng zhū dà cháng
毛肚、百叶、黄喉、鸭肠、羊肉、牛肉、猪肉、虾滑、午餐肉、香肠、猪大肠、
zhū nǎo huā zhū tí jī xuǎ xiǎo sū ròu wán zǐ
猪脑花、猪蹄、鸡爪、小酥肉、丸子等

素菜

jīn zhēn gū píng gū wá wá cài bái cài bó cài gòng cài shēng cài mù ěr tǔ dòu xī lán huā dōng guā
金针菇、平菇、娃娃菜、白菜、菠菜、贡菜、生菜、木耳、土豆、西兰花、冬瓜、
nán guā zhú sūn ǒu piàn hǎi dài dòng dòu fǔ dòu fǔ pào fǔ zhú yóu dòu pí
南瓜、竹笋、藕片、海带、冻豆腐、豆腐泡、腐竹、油豆皮等

主食

kuān fěn tǔ dòu fěn miàn tiáo wū dōng miàn mǐ fàn dàn chǎo fàn hóng táng gē bā má huā
宽粉、土豆粉、面条、乌冬面、米饭、蛋炒饭、红糖糍粑、麻花等

食材

huan cai: yáng ròu niú ròu zhū ròu xiǎo sū ròu xiāng cháng wán zǐ xiā huá
荤菜: 羊肉, 牛肉, 猪肉, 小酥肉, 香肠, 丸子, 虾滑

sù cài: bái cài tǔ dòu ǒu piàn dòng dòu fǔ dòu fǔ pào wá wá cài
素菜: 白菜, 土豆, 藕片, 冻豆腐, 豆腐泡, 娃娃菜

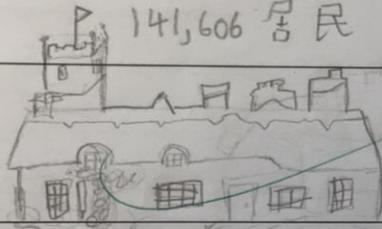
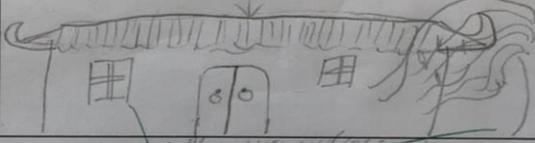
zhǔ shí: kuān fěn tǔ dòu fěn miàn tiáo wū dōng miàn mǐ fàn dàn chǎo fàn hóng táng gē bā má huā
主食: 宽粉, 土豆粉, 面条, 乌冬面, 米饭, 蛋炒饭, 红糖糍粑, 麻花

Songyang



Lo: compare the village of Britain and Songyang

日期: 4月18日

	英国农村	中国农村
	因为它是一个岛屿, 所以有很多来自海上的风和雨。	松阳
气候	怀特岛	夏天漫长而潮湿, 冬天寒冷多雪。
人口	141,606 居民	50000 居民
建筑		
景色		

zhu 竹 shu 树 wu 舞 dian 电 wu 午 cha 茶 gao 高 ti 腔



KENSINGTON WADE

Lo: teaching plan making

日期: 20.9.24

我是小老师---教学计划

教学主题 Topic	英语 ^{自我介绍} How to introduce
教学工具 Teaching tools	讲话, 定义, 单词, 练习单
教学单词 Key words	名字, 英语, 颜色, how to introduce yourself
教学句子 Key sentences	我的名字是... 我最喜欢的颜色是...
如何介绍自己	我叫艾米, 我住在伦敦, 我在肯辛顿的瓦德学校。
如何课前热身 ice breaker and warm up	最喜欢的动物

GCSE Topic and Culture Integration Mapping

- **Local, National, International, and Global Areas of Interest:**
- **Home, town, neighbourhood, and region:** Giving directions; social environment comparison
- **Social issues (charity/voluntary work, healthy/unhealthy living):** Singing for Nursing Home, [Singing for a charity](#)
- **Global issues (the environment, poverty/homelessness):** Science solar panel energy in China
- **Travel and tourism:** China trip

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