

## Subject: Mandarin Chinese

### Curriculum Principles

- by Year 11, a student of Mandarin Chinese at Dixons Newall Green will:
- use and manipulate a variety of key grammatical structures and patterns, including voices and moods as appropriate.
- listen to a variety of forms of spoken language to obtain information and respond appropriately.
- speak coherently and confidently, with increasingly accurate pronunciation and intonation.
- read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of suitable material.

**Our unifying ‘sentence’ is “Mastering Mandarin Chinese will give you a key to the door of unparalleled opportunities and access to this incredibly varied and ancient culture”.**

**In order to achieve a true understanding of Mandarin Chinese, topics have been intelligently sequenced based on the following rationale:**

Theme 1: Identity and culture

- Me, my family and friends
- Technology in everyday life
- Free-time activities
- Customs and festivals in Chinese-speaking countries/communities

Theme 2: Local, national, international and global areas of interest

- Home, town, neighbourhood and region
- Social issues
- Global issues
- Travel and tourism

Theme 3: Current and future study and employment

- My studies
- Life at school/college
- Education post-16
- Jobs, career choices and ambitions

**The Mandarin curriculum will address social disadvantage by addressing gaps in students’ knowledge and skills:**

- by providing opportunity to learn one of the most important languages for the UK’s future prosperity and learning it opens up a world of business and cultural connections
- by connecting speakers with an exciting and dynamic culture as well as boosting career opportunities

**We fully believe Mandarin Chinese can contribute to the personal development of students at Dixons Newall Green:**

- by engaging with a range of authentic material and transactional language, providing ‘real life’ context
- through learning unique tonal distinctions of Chinese, the practice of handwriting, especially of Chinese characters, will aid the development of motor skills, learning shapes and letters, the visual identification of graphics and will keep the mind sharp
- pupils will be learning to write Chinese characters which will exercise and train for a whole array of cognitive abilities not utilised by the study of other languages and writing systems

**At KS3 and KS4, our belief is that homework should be interleaved-revision of powerful knowledge that has been modelled and taught in lessons. This knowledge is recalled and applied through a range of low-stakes quizzing and practice.**

**Opportunities are built in to make links to the world of work to enhance the careers, advice and guidance that students are exposed to:**

- each relevant of piece of knowledge
- through taking part in lessons, extracurricular activities and school trips
- by guided practice, independent work and further research



Chinese language combines well in Higher Education with a broad range of subjects, including Economics, English, International Business, Law, Finance, Media and History etc. Career prospects are enormous in both the public and private sector. As the global political economic significance of China continues to increase, specialised knowledge of the country, together with appropriate cultural understanding and language skills, will boost your career in today's competitive job market.

**A true love of Mandarin involves learning about various cultural domains. We teach beyond the specification requirements, but do ensure students are well prepared to be successful in GCSE examinations:**

- students are given a range of learning resources and online learning platform to boost their Mandarin language skills
- students will be given the opportunity to visit Manchester Chinatown, Chinese Culture Gallery at the Manchester Museum and exciting opportunity of a trip to China, visiting Beijing, Shanghai and other cities for the Great Wall, the Forbidden City and many of the historic sites
- each year, students will be invited to involve in Chinese New Year celebration activities
- within 5 years of learning Mandarin, students will gain a greater understanding of Chinese culture and be ready to compete for the top universities

**“Education breeds confidence. Confidence breeds hope. Hope breeds peace.”**

— 孔子 Confucius 551 BC

### Curriculum Overview

All children are entitled to a curriculum and to the powerful knowledge that will open doors and maximise their life chances. Below is a high-level overview of the critical knowledge children will learn in this particular subject, at Key Stage 3 and 4, in order to equip students with the cultural capital they need to succeed in life. The curriculum is planned vertically and horizontally giving thought to the optimum knowledge sequence for building secure schema.

		Knowledge, skills and understanding to be gained at each stage*		
		Cycle 1	Cycle 2	Cycle 3
YEAR 7	Revision, introduction and expansion	<b>Knowledge</b> 中文基础知识 <b>Foundational Chinese</b> Students will develop their knowledge of fundamental Chinese language and culture.	<b>Knowledge</b> 嗨 <b>Hi</b> Students will learn to read, listen to, translate, speak and write information about their identity.	<b>Knowledge</b> 家 <b>Family and Home</b> Students will learn to read, listen to, translate, speak and write information about family and home.
		<b>Understanding</b> Students will form an understanding of the Chinese-speaking world and the culture of China. They will generate a good understanding of the Chinese language tonal system and written system. Students will research and learn about Chinese culture.	<b>Understanding</b> Students will learn to count to 100 and learn simple characters. Learn to talk about their age, to introduce themselves and basic greetings.	<b>Understanding</b> Students will learn to talk about family using measure words and pets, to understand the format of dates and months, finding out about Chinese homes and families.
		<b>Grammar</b> Word order, pinyin, pinyin four tones, four categories of strokes, eight stroke order rules, common radicals, character structures.	<b>Grammar</b> Words order, the pattern of numbers, how to use basic verbs 'to be called', the location of question word 'what'. Learn 'to be' is not translated in Chinese in some sentence structures and how to use the negation word 'not'.	<b>Grammar</b> Students will learn to use different measure words to describe family and different types of pets, 'have' and 'haven't', asking a yes or no question, how to form present tense in Chinese and the connective word 'and'.
YEAR 8	Development and expansion	<b>Knowledge</b> 爱好 <b>Hobbies</b> Students will learn to read, listen to, translate, speak and write information about their hobbies.	<b>Knowledge</b> 学校 <b>School</b> Students will learn to read, listen to, translate, speak and write information about school.	<b>Knowledge</b> 食品和饮料 <b>Food and Drink</b> Students will learn to read, listen to, translate, speak and write information about food and drink.
		<b>Understanding</b> Students will learn to talk about what they do in their free time, sports and when they do their hobby activities.	<b>Understanding</b> Students will learn to tell the time in Chinese and apply it to full sentences to discuss their timetable, talk about the subjects	<b>Understanding</b> Students will learn about the food of China and talk about food preferences, daily meals. Understand transactional vocabulary to order food in a



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			they like and dislike, the size of school class and school routine.	restaurant. Students will research and learn about Chinese tea.
<b>Grammar</b>		The format of the days of the week, the position of the time phrases in Chinese, learn to use 'also' as a connective word, learn more common verbs, ask a 'who' question, use 'like' and 'dislike' to express opinions.	Present tense will be reinforced and adjectives to describe their class, learn to use the measure word for timetable, the word order when telling the time. Students will learn to structure sentences using a variety of opinions.	Use modal verbs to order food, express opinions about food and drink, the measure word for 'a cup of...', the verbs 'to eat' and 'to drink', use three time frames including present, past and future tense.
YEAR 9 Consolidation	<b>Knowledge</b>	<b>世界之旅 My world tour</b> Students will learn to read, listen to, translate, speak and write information about holidays.	<b>我 All about me</b> Students will learn to read, listen to, translate, speak and write information about their bedroom, clothes and routines.	<b>我的生活 My life</b> Students will learn to read, listen to, translate, speak and write information about their life and family in more detail.
	<b>Understanding</b>	Students will learn to talk about the weather using different time frames, different countries and languages, where they like to go on holiday, different means of transport and past holidays.	Students will learn to describe people's appearances using verb-adjectives, develop understanding of describing their bedrooms and clothes to talk about their daily routines.	Students will learn to describe themselves and their family members physically, develop their understanding of how to talk about how things have changed since their childhood.
	<b>Grammar</b>	Students will learn to form past and future tenses, the major cities in Chinese, how to use the adverb 'very', use 'which' to ask about nationalities, use 'can' to talk about different languages. Students will learn there are two different verbs for 'to take' transport in Chinese.	Verb-adjective in Chinese as there is no verb before adjective in Chinese, prepositions, adjectives for describing clothes, 'all' must be placed directly before the verb or verb-adjective.	use 'height' plus the appropriate verb-adjective to describe height, use connective words to make more complex sentence structures, adjectives and adverbs used to describe people, use 'at that time' to form the past tense.
YEAR 10 Sophisticated mastery	<b>Knowledge</b>	<b>媒体 Media</b> Students will learn to read, listen to, translate, speak and write information in more detail about media.  Key GCSE Skills covered: reading and literary texts, listening and transcribing, translation to and from target language, spontaneous speaking and describing pictures and role-plays, writing in detail up to 125 words.	<b>我住的地方 Where I live</b> Students will learn to read, listen to, translate, speak and write information about where they live and survival of the fittest.  Key GCSE Skills covered: reading and literary texts, listening and transcribing, translation to and from target language, spontaneous speaking and describing pictures and role-plays, writing in detail up to 125 words.	<b>工作 The world of work</b> Students will develop the breadth and depth of their reading, listening, translating, speaking and writing and will interpret meaning through the topic of jobs.  Key GCSE Skills covered: reading and literary texts, listening and transcribing, translation to and from target language, spontaneous speaking and describing pictures and role-plays, writing in detail up to 125 words.
	<b>Understanding</b>	Students will learn and acquire vocabulary to talk about technology and mobile phones, give opinions about media and their role models and acquire adjectives to discuss music, TV programme and films.	Students will learn to talk about their own town and activities to do in the local area, asking for directions, buying and returning goods and discuss wider world issues.	Students will learn to talk about work experiences, the jobs that they would like to do, their future plans, volunteering, campaigns and good causes.
	<b>Grammar</b>	Students will develop their use of different time frames, use comparatives, complex sentences, and opinion phrases and expand their range of adjectives.	Students will learn to talk about proximity, use 'extremely' to give opinions, the positions of direction words, the word order of 'each other' and verb phrase, advanced	Form the past tense with resultative ending word, reporting what someone said, the sentence structure with verb indicates 'must', question words



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		Cycle 1	Cycle 2	Cycle 3
			vocabulary and sentence structures for giving opinions and discussions.	used for emphasis, discuss the advantages and disadvantages of an action.
YEAR 11 Sophisticated mastery	<b>Knowledge</b>	<p><b>度假 Holidays</b></p> <p>Students will learn to read, listen to, translate, speak and write information in more detail about holidays.</p> <p>Key GCSE Skills covered: reading and literary texts, listening and transcribing, translation to and from target language, spontaneous speaking and describing pictures and role-plays, writing in detail up to 125 words.</p>	<p><b>工作 The world of work</b></p> <p>Students will develop the breadth and depth of their reading, listening, translating, speaking and writing and will interpret meaning through the topic of jobs.</p> <p>Key GCSE Skills covered: reading and literary texts, listening and transcribing, translation to and from target language, spontaneous speaking and describing pictures and role-plays, writing in detail up to 125 words.</p>	<b>GCSE SPEAKING EXAMS</b>
	<b>Understanding</b>	Students will talk about past holidays, describing where they went and what activities they did, discuss what they normally do on holiday and discuss accommodation and transport preferences, talk about holiday plans and make travel arrangement.	Students will learn to talk about work experiences, the jobs that they would like to do, their future plans, volunteering, campaigns and good causes.	<b>GCSE Exams</b>
	<b>Grammar</b>	Students will revise their knowledge of the sequences of activities and develop sentences to include further detail and opinions. They will learn advanced connective words and modal words. Students will learn complex sentence structures involving present, past and future tenses. Students will form comparatives and superlatives.	Form the past tense with resultative ending word, reporting what someone said, the sentence structure with verb indicates 'must', question words used for emphasis, discuss the advantages and disadvantages of an action.	

\*A powerful, knowledge-rich curriculum teaches both **substantive knowledge** (facts; knowing that something is the case; what we think about) and non-declarative or **procedural knowledge** (skills and processes; knowing how to do something; what we think with). There are no skills without bodies of knowledge to underpin them. In some subjects, a further distinction can be made between substantive knowledge (the domain specific knowledge accrued e.g. knowledge of the past) and disciplinary knowledge (how the knowledge is accrued e.g. historical reasoning).

Please refer to the DAT Curriculum Principles, published on our website, for further information about how we have designed our all-through curriculum.



