

De Lisle College Curriculum

“Rooted and grounded in Love”.

Mandarin



Intent – ‘Rooted and grounded in Love

Intent – Rooted

It is our mission to enable all students to flourish in Mandarin. Our Mandarin curriculum is designed to provide students with knowledge, understanding and an appreciation of another language and culture. Our philosophy is to empower students to communicate and engage with the Chinese language, as well as its culture, thus creating confident linguists and communicators. We aim to foster a love for language learning and a deeper understanding of diverse cultures within the Chinese-speaking world.

As members of the Mandarin Excellence Programme, we engage in a programme of study that is designed and supported by the central MEP team for all MEP schools across England. The Mandarin Excellence Programme exists to train up the next generation of Mandarin speakers, who are able to engage with other speakers of the world’s most widely-spoken language. De Lisle College’s involvement in the programme is therefore an integral part in our school’s vision to be rooted and grounded in love, and to reach out in love and service to people from all over the world.

The key stage 3 curriculum ensures that by the end of year 9, all students are able to communicate in the target language, giving opinions on a range of topics, in a range of tenses, both in written and spoken form. All students are taught the same content, though lessons will be tailored to suit the needs of the group. Year 7 begin with an introduction to Mandarin, learning basic strokes, radicals, vocabulary and grammatical structures which will be revisited and built upon throughout the year. Students learn to talk and write about themselves and their families, their hobbies, school and food. Year 8 revisits the grammatical structures covered in year 7 to ensure a thorough understanding of the points covered before introducing students to more complex grammatical points through a range of topics including holidays, describing myself, my home and my town. The topics selected aim to give students access to vocabulary that they could easily use in a Chinese-speaking country. When our students reach year 9, they continue to revisit vocabulary and grammar from years 7 and 8 in order to embed knowledge and acquire mastery. They also develop and enhance their linguistic abilities through the topics of shopping and travel in China. After Christmas, students begin work on the GCSE Mandarin course. In year 9, they revisit the topics of myself, family and friends, school and hobbies, in greater depth.

At key stage 4, students build upon the key skills acquired at key stage 3, whilst following the AQA exam board’s scheme of learning. The wide range of topics covered allows students to engage in discussion of technology and its place in students’ lives, global issues such as the environment, social issues such as healthy eating, study options post-16 and the world of work. By the end of the course, they are able to discuss these topics and will have a sound basic grasp of how language works.

At key stage 5, De Lisle delivers the International Baccalaureate Diploma Standard Level qualification in Mandarin. Students who choose to continue their Mandarin-learning journey will further develop their grammatical and linguistic skills alongside deepening their understanding of the culture and society of countries where Mandarin is spoken, through the study of a diverse range of texts, aural and written. They will also learn how to produce a more complex variety of text-types in Mandarin, enriching their ability to communicate with different audiences and in different contexts.

St Jerome is the patron saint of MFL. His translation of the Bible allowed more people to access God’s Word for themselves. Our teaching of modern foreign languages at De Lisle continues St Jerome’s valuable work of equipping young people to share the love of God with people of many different languages. The topics we cover have been carefully planned, not only to allow student to master the key grammatical and linguistic skills that are needed to learn a language, but also to ensure that students become global citizens and are able to demonstrate Catholic/Christian values; tolerance, compassion, kindness and respect.



Mandarin

Year 7



De Lisle College
A Catholic Voluntary Academy

Curriculum Outline

Link to Catholic Social Teaching:

- Fostering subsidiarity: By developing communication skills through the topics taught in year 7, students are empowered to engage with and serve others. The skills they acquire will allow them to understand the importance of communication and valuing different cultures. Learning another language gives students a better understanding of the world; language shapes cultural traditions and we cannot fully appreciate these traditions without knowledge of the language.
- Promoting human dignity through language and culture: The year 7 curriculum includes exploration of Chinese cuisine and its importance in Chinese heritage, through the food topic. This enables students to have a better understanding of and a respect for all people and their traditions, thus promoting empathy and cultural appreciation.

Advent 1	Basic greetings	Advent 2	Family and home
Description	• Introducing yourself • Saying your age • Numbers 1 to 99 • Introduction to writing Chinese characters (basic strokes and stroke order)	Description	• Saying and writing what family members you have • Saying and writing what pets you have • Saying and writing when your birthday is • The use of measure words in Chinese
Lent 1	Hobbies	Lent 2	School
Description	• Saying and writing what hobbies you do • Giving basic opinions about what hobbies you like and don't like • Saying and writing when you do your hobbies	Description	• Saying and writing what subjects you study • Telling the time in Chinese • Describing your school day and your class
Pentecost 1	MEP Hurdles Tests revision and consolidation	Pentecost 2	Food
Description	• Revision of key characters • Exam skills	Description	• Saying and writing basic foods • Giving opinions about food you like and don't like • Talking and writing about what you eat for different meals • Ordering food in a restaurant

Mandarin

Year 8

Curriculum Outline

Link to Catholic Social Teaching:

- **Fostering subsidiarity:** By developing communication skills through the topics taught in year 8, students are empowered to engage with and serve others. The skills they acquire will allow them to understand the importance of communication and valuing different cultures. Learning another language gives students a better understanding of the world; language shapes cultural traditions and we cannot fully appreciate these traditions without knowledge of the language.
- **Promoting human dignity through language and culture:** The year 8 curriculum includes exploration of Chinese festivals, including the Spring festival. This enables students to have a better understanding of and a respect for all people and their traditions, thus promoting empathy and cultural appreciation.

Advent 1	Holidays	Advent 2	Holidays / All about me
Description	• Saying and writing different countries and languages • Talking and writing about where you live • Saying and writing activities that you like to do on holiday	Description	• Saying and writing different modes of transport • Talking and writing about events in the past tense • Being able to describe your physical appearance and clothing using verb-adjectives • Talking and writing about your bedroom, using relative place words (prepositions)
Lent 1	All about me / Where you live	Lent 2	Where you live
Description	• Talking and writing about your daily routine • Introduction to the spring festival and how it is celebrated • Talking and writing about your town, including describing where places are • Using future tense to describe weekend plans	Description	• Talking and writing about your house • How to make comparisons in Chinese • Talking and writing about jobs your family members do

Pentecost 1	Hurdles revision and consolidation	Pentecost 2	Racial literacy and film unit
Description	• Revision of key characters and grammar in preparation for Hurdles assessments • Exam skills	Description	• Study of Mongolian ethnic group and use of language learned in year 8 to describe their way of life • Film unit: exploration of language and culture through film

Mandarin

Year 9



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Curriculum Outline

Link to Catholic Social Teaching:

- Ensuring the dignity of all people: The curriculum's focus on identity and relationships with others supports discussions around respecting every individual as made in the image of God, regardless of background or culture.
- Upholding the common good: The study of free time activities allows students to recognise that hobbies enable all people to participate in the goodness of creation.
- Promoting participation: Students also learn vocabulary to describe their school and education which helps students to understand the value of education.

Advent 1	Shopping	Advent 2	Travel in China
Description	• Talking and writing about shopping in the supermarket and department store • Role-play: understanding weights and money and how they are used in Chinese	Description	• Introduction of key grammar points through the study of travel in different Chinese cities, including how to form adverbs, and describing events in different relative time frames (before, after, etc) • Introduction to modal verbs • Talking and writing about Chinese New Year
Lent 1	Introduction to GCSE course: Talking about me	Lent 2	Introduction to GCSE course: School
Description	• Talking and writing about your family and daily routine • Talking and writing about personal likes and dislikes	Description	• Describing your school buildings, your school day and school activities • Talking and writing about school rules using modal verbs • Comparing schools in Britain and China
Pentecost 1	Introduction to GCSE course: Hobbies	Pentecost 2	Hurdles revision and consolidation
Description	• Revision of sports and hobbies • Talking about how long you do activities for • Speaking and writing about sports facilities	Description	• Revision of key characters and grammar in preparation for Hurdles assessments • Preparation for and participation in MEP China trip

Mandarin

Year 10



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Curriculum Outline

Link to Catholic Social Teaching:

- Upholding the common good: The travel and tourism topic invites student to reflect on the common good; responsible tourism not only benefits local communities but also respects different cultures and traditions. The environment topic also reinforces the importance of striving to take care of God's creation through our actions and choices.
- Ensuring subsidiarity: Through the study of media and technology, students understand how digital platforms can promote subsidiarity by giving people a voice to raise awareness of global injustices.

Advent 1	Media	Advent 2	Where I live
Description	• Talking and writing about different forms of media: internet, film, TV and news • Giving justified opinions using a variety of opinion phrases and adjectives • Introduction to HSK3 exam	Description	• Talking and writing about where you live • Asking for directions • Talking about buying and returning goods • Preparation for hsk3 exam
Lent 1	Where I live / Holidays	Lent 2	Holidays
Description	• Discussing global issues • Talking and writing about recycling and protecting the environment • Revision of weather and transport • Talking and writing about past holiday experiences • Preparation for hsk3 exam	Description	• Talking and writing about future holiday plans • Role-play practice – booking hotels and making holiday arrangements • Preparation for hsk3 exam
Pentecost 1	Revision for HSK3 assessments	Pentecost 2	Speaking assessment preparation
Description	• HSK3-style exam practice and vocabulary revision	Description	• Revision and consolidation of GCSE (9-1) Chinese textbook, chapters 1-6 • Y10 speaking assessment preparation: role play, photo card and general conversation

Mandarin

Year 11



De Lisle College
A Catholic Voluntary Academy

Curriculum Outline

Link to Catholic Social Teaching:

- Ensuring the dignity of all people: The curriculum's focus on festivals and national food culture supports discussions around respecting every individual as made in the image of God, regardless of background or culture.
- Upholding the common good: The study of the benefits of volunteering and completing work experience within the world of work topic reinforces the vital role of service in contributing to community and benefiting those who are less fortunate than ourselves.
- Promoting perseverance, resilience and hard work: As students revise for their examinations, they are reminded of the benefits of hard work and the importance of using the gifts that they have been given by God to honour Him and do the best that they can.

Advent 1	Food and festivals	Advent 2	Assessment preparation and the world of work
Description	• giving opinions about food • learning how to talk about the effect of diet on health • understanding which foods and other traditions are associated with the different Chinese festivals • describing in Mandarin, both orally and in writing, how Chinese festivals are celebrated	Description	• revision of key vocabulary, grammar and exam skills in preparation for mock assessments • learning to talk and write about aspirations for post-16 study and future careers • giving opinions about the advantages and disadvantages of different career choices
Lent 1	Revision for GCSE assessments and preparation for speaking assessment	Lent 2	Revision for GCSE assessments and preparation for speaking assessment
Description	• systematic revision of all GCSE topics and exam-skills practice • consolidation of how to complete the different sections of the speaking assessment • learning and practice of general conversation responses	Description	• systematic revision of all GCSE topics and exam-skills practice • consolidation of how to complete the different sections of the speaking assessment • learning and practice of general conversation responses

Pentecost 1	Revision for GCSE assessments and preparation for speaking assessment	Pentecost 2	COURSE COMPLETED
Description	• students complete their speaking assessment at the beginning of this term • final exam-skills practice	Description	