

Curriculum Intent ITALIAN 2025-2026

The Essential Crucial Knowledge is to be taught slowly in chunks where appropriate. Please make links with it when teaching topics where applicable.

Crucial Knowledge is on the Topic Sentence Builders – this is the “key language” that all pupils must know.

Year 9

	What? Crucial Knowledge	Why?	Grammar
Term 1-1 Fundamentals	<p><u>Fundamentals of Italian</u> {including sounds, numbers, days, seasons etc}</p> <p><u>Communicative functions:</u></p> <p>Chi sei? (who are you?) Quanti anni hai? (how old are you?) Quando è il tuo compleanno? (when’s your birthday?) Che cosa ti piace? (what do you like?) Ti piace la scuola? (do you like school?) Ti piace il tuo professore? (do you like your teacher?)</p>	<p>Pupils will be introduced to the fundamentals of Italian in the context of covering the same amount of content as other languages in a much shorter timescale. These topics will be regularly revisited in order to embed them.</p> <p>Pupils will be able to describe themselves and start to talk in simple terms about others. They will be learning to use opinions on the topic of school.</p>	<p>Pupils will be able to use the present tense and use it to introduce themselves and describe their friends & family. They will also be able to give simple opinions and reasons.</p> <p>They will also be comfortable with the crucial topics of numbers, days, months and seasons.</p>

	<p>Chi c'è nella tua famiglia? (who's in your family?) Com'è la tua famiglia? (what's your family like?)</p>		
<p>Term 1-2 Family, Relationships and Future Plans</p>	<p>Communicative functions: Come sono gli amici? (what are your friends like?) Cosa vorresti fare nel futuro? (What would you like to do in the future?) Hai animali in casa? (do you have pets?)</p>	<p>Pupils will need to quickly develop the linguistic skills to talk about themselves and others in detail and compare people in their family or friendship group. Pupils will be able to use set future tense phrases to talk about what they want to do in the future and why.</p>	<p>Pupils will be introduced to the paradigms in the present tense and will be able to talk confidently in the present tense about their families and will be able to use set phrases in the conditional to talk about what they <i>would like</i> to do in the future.</p>
<p>Term 2-1 Where you live New technology</p>	<p>Communicative functions: Cosa fai con la tecnologia? (what do you do with technology?) Che pensi della tecnologia? (what do you think about technology?) Come hai usato la tecnologia nel passato? (how did you use technology in the past?) Cosa facevi nel passato? (What did you used to do?)</p>	<p>Pupils will be learning new vocabulary on the topics of where they live and technology. They will relate this to their own experience and opinions. They will use set phrases and opinions to talk about the advantages and disadvantages of the internet. Pupils will practice key verbs and phrases to talk about how often they use the internet and what they use it for. They will also be able to talk about how their friends use technology. Pupils will learn how to compare past, present and future habits using a variety of tenses.</p>	<p>Pupils will practice present tense description on a new topic (the home) and then use set phrases in other tenses e.g. "My ideal house <i>would be/have</i>". We then introduce past tenses in the topic of technology. The latter is a 'grammar heavy' topic as it allows the chance to compare using the past, present and future AND revisit the conditional as used in the previous topic.</p>

<p>Term 2-2</p> <p>Free time</p>	<p>Communicative functions:</p> <p>Cosa ti piace fare nel tempo libero? (what do you like to do in your free time?)</p> <p>Cosa facevi nel passato? (what did you used to do in the past?)</p> <p>Cosa farai nel futuro? (what will you do in the future?)</p> <p>Quali sport fai? (what sports do you do?)</p> <p>Che passatempo hai tu e hanno gli amici? (what hobbies do you and your friends have?)</p> <p>Ti piace la musica, la TV e il Cinema? Perché? (Do you like music, TV & cinema? Why?)</p>	<p>Pupils will learn Crucial Knowledge to describe their free time relating to the activities they like and don't like.</p> <p>Pupils will also be able to talk about others' hobbies and involvement in sports and make comparisons with what they did in the past and with others.</p> <p>Pupils will be able to talk about the importance of sport in a healthy lifestyle.</p> <p>Pupils will be able to specifically talk about TV programmes, film genres and music genres to develop and extend opinions further.</p> <p>Pupils will be confidently be able to talk about what they did last weekend using past tense key phrases.</p> <p>Pupils will be able to talk about what they are going to do next weekend using future tense set phrases.</p>	<p>Initial focus on LOTS of {positive & negative} opinions and reasons to include third person phrases.</p> <p>We then apply the learning from the last topic (technology) to use different time phrases to compare past, present & future.</p> <p>Some pupils will use set phrases when comparing / talking about other time frames.</p>
<p>Term 3-1</p> <p>Food and Lifestyle</p>	<p>Communicative functions:</p> <p>Cosa ti piace mangiare? (what do you like to eat?)</p> <p>Che cosa mangi al ristorante? (what do you eat at restaurants?)</p> <p>Che cosa mangiavi da giovane? (what did you eat when you were younger?)</p>	<p>Pupils will learn about food items to talk about what they eat and drink and their opinion on certain food items.</p> <p>Pupils' knowledge will then be extended to talk about healthy and unhealthy food items.</p> <p>Pupils will use the imperfect tense phrases to compare their lifestyle in the past with their current</p>	<p>Pupils will apply their opinion structures but using new adjectives relating to food & healthy living. We will practice comparing and using 'preferire' and reasons. Pupils will be able to use times of day / meal times.</p> <p>The pupils will research the cultural importance of food in Italy as an independent project.</p>

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	<p>Mangi sano o malsano? (do you eat healthily or not?) Che cosa mangiano gli italiani? (what do Italians eat?)</p>	<p>lifestyle and explain what they should do/will do to be more healthy.</p> <p>Pupils will learn about the cultural importance of food.</p>	
<p>Term 3.2</p> <p>Recap of Italian fundamentals</p>	<p>Communicative Functions</p> <p>Come ti chiami? (What is your name?) Quanti anni hai? (How old are you?) Dove abiti? (Where do you live?) Cosa ti piace fare? (What do you like to do?) Com'è la tua famiglia? (What is your family like?)</p>	<p>Pupils will have the opportunity to review and recap past topics to make sure they are secure.</p>	<p>Focus on the grammatical structures learnt so far in order to practice, embed and extend knowledge. Particular focus on tenses and set phrases.</p>

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Year 10

	What? Crucial Knowledge	Why?	Grammar
Term 1-1 Customs and festivals	<p>Communicative functions</p> <p>Qual'è la tua festa preferita? (what's your favourite festival) Cosa fai per festeggiare? (what do you do to celebrate?) Come hai festeggiato nel passato? (how did you celebrate in the past?) Com'era? (what was it like?) {<i>imperfec</i>}</p>	<ul style="list-style-type: none"> Pupils will learn about local Italian festivals and customs Pupils will undertake an independent research module looking at a range of Italian culture and society topics. This module includes some teacher-led discussion and independent work which is assessed via a presentation in English about any aspect of Italian culture or society and a written summary in Italian. 	<p>Pupils will use the present tense to describe what happens at festivals. They will all use the 3rd person plural (e.g. mangiano / ballano). Some will use the 'impersonal si' (e.g. si mangia / si beve / si può).</p> <p>Opinions will also be used to say which festivals pupils prefer and why. Talking about our own celebrations will give pupils the chance to compare tenses (e.g. "l'anno scorso ho festeggiato il natale con la mia famiglia e era....."). Future tense structures will give pupils the chance to talk about plans. (e.g. "l'anno prossimo andrò dalla nonna per Pasqua")</p>
Term 1-2 House, Home and where you live	<p>Communicative functions</p> <p>Dove abiti? (where do you live?) Com'è casa tua? (what's your house like?) Ti piace casa tua? (do you like your house?) Com'è la tua camera da letto? (what's your bedroom like?) Com'è la tua città? (what is your town like?)</p>	<ul style="list-style-type: none"> Pupils will need to learn rooms of the house and basic house vocabulary in order to be able to describe in detail where they live. Pupils will describe the rooms of the house using prepositions, their home and what their dream home would look like and where they used to live in the past and compare. Pupils will be able to talk about their town and where they live, what there is to do there and what 	<p>Pupils will apply prior learning on the topic of the home. Here they will learn how to use prepositions to describe exactly where things are. They will extensively use the present tense to talk about not only descriptions but what they do by applying the topic of free time.</p>

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	<p>Preferisci la città o la campagna? (do you prefer the city or the town?) Cosa fai nella tua città? (what do you do in your town?) Quali sono i problemi nella tua città? (what are the problems in your city?)</p>	<p>they would like to have in their town. They will also talk about the wider world and other countries.</p> <ul style="list-style-type: none"> Pupils will be able to use opinions and set phrases to talk about advantages and disadvantages about where they live 	
<p>Term 2-1 Holidays & tourism</p>	<p>Communicative functions</p> <p>Dove vai in vacanza? (where do you go on holiday?) Cosa fai quando sei in vacanza? (what do you do on holiday?) Dove sei andato/a in vacanza l'anno scorso? (where did you go on holiday last years?) Dove andrai in vacanza l'anno prossimo? (where are you going on holiday next year?)</p>	<ul style="list-style-type: none"> Pupils need to be able to say where they normally go on holiday, where they went last year and where they would like to go/are going to go next year (express opinions and ideas in all three timeframes) To be able to use time phrases to say when they did certain free time activities and holiday destinations and give opinions. 	<p>This topic gives lots of opportunities to use opinions as well as using new vocabulary. Pupils will start with the present tense to talk about holidays but will quickly use prior learning to talk about past holidays. Future plans will be introduced as set phrases then more focus on the future tense.</p>
<p>Term 2-2 Jobs, Education and future plans</p>	<p>Communicative functions</p> <p>Che cosa studi alla scuola? (what do you study at school?) Qual'è la tua materia preferita? (what's your favourite subject?)</p>	<ul style="list-style-type: none"> Pupils will need to describe their school and what they study – this will introduce key vocabulary and prepare them for the GCSE exam Pupils will describe their school uniform and their opinion on school rules Pupils will need to look at what they plan to do in the future – either go to college or university or do an apprenticeship 	<p>Pupils will recap school subjects from Year 9 and give opinions on their subjects. They will compare prior school experiences using the imperfect tense.</p> <p>They will use set phrases to talk about their plans for the future using structures like 'nel futuro vorrei...studiare / lavorare' etc.</p>

	<p>Cosa ti piaceva alla scuola primaria? (what did you like at primary school?)</p> <p>Cosa vuoi studiare nel futuro? (what do you want to study in the future?)</p> <p>Quale lavoro vuole fare nel futuro? (what job do you want to do in the future?)</p> <p>Quale sarebbe il tuo lavoro ideale? (what would your ideal job be?)</p> <p>Quale lavoro volevi fare quando eri giovane? (what job did you want to do when you were younger?)</p> <p>Cosa farai nel futuro? (what will you do in the future?)</p>	<ul style="list-style-type: none"> Pupils will learn job titles in Italian and look at job responsibilities 	<p>Equally pupils will be able to use the set phrase 'nel passato (or quando ero giovane) volevo essere + job'.</p> <p>Some pupils will be able to use the higher level phrase 'pensavo che fosse'.</p>
<p>Term 3-1</p> <p>Social Issues and Homelessness</p>	<p>Communicative functions</p> <p>Cosa fai per aiutare gli altri? (what do you do to help others?)</p> <p>Cosa fanno le organizzazioni benefiche? (what do charities do?)</p> <p>Cosa dovremmo fare per aiutare? (what should we do to help?)</p>	<ul style="list-style-type: none"> Pupils will be able to talk about different charities and how they help the needy Pupils will understand what basic needs the poor have using key set phrases Using the past tense phrases, pupils will identify patterns in texts to look at anecdotes from different people to look at how they became homeless 	<p>Pupils will be able to use key verbs such as aiutare / fare / fare volontariato etc in the present tense to talk about what they do. In many cases, pupils won't currently do charity work so set conditional structures will be used e.g. 'nel futuro vorrei aiutare i poveri'. Pupils will also use the modal verb dovere to talk about what they and others should do.</p>



	Cosa dovrebbe fare il governo per aiutare? (what should the government do to help?)		
Term 3-2 Food and Healthy Lifestyles	<p><u>Communicative functions</u></p> <p>Cosa mangi per stare sano? (what do you eat to keep healthy?)</p> <p>Hai una vita sana? (do you have a healthy lifestyle?)</p> <p>Cosa farai per stare in forma? (what will you do to keep fit?)</p>	<ul style="list-style-type: none"> • Pupils will be able to say what they eat and what they don't eat at different times of the day • Pupils will learn what they do to be healthy and what an unhealthy lifestyle looks like and talk about their own • Learning of vocab related with current lifestyle will be compared to what their lifestyle used to look like in the past and compare it to what they SHOULD do to become healthier 	Pupils will be able to describe their opinions on food and healthy lifestyles. They will also describe what they do in the present to keep healthy and compare this to what they used to do (imperfect tense).

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Year 11

	What? Crucial Knowledge	Why?	Grammar
Term 1-1 The Environment	<p>Communicative functions</p> <p>Quali sono i problemi ambientali dove vivi? (what are the environmental problems where you live?)</p> <p>Cosa fai per proteggere l'ambiente? (what do you do to help the environment?)</p> <p>Cosa farai per aiutare l'ambiente? (what will you do to help the environment?)</p> <p>Cosa (non) dobbiamo fare per proteggere l'ambiente? (what should we {not} do to protect the environment?)</p>	<ul style="list-style-type: none"> Pupils will cover vocabulary and key phrases to help them talk about the environment from a local point of view to a wider more global point of view. This will help them prepare for all four skills of the exam. 	<p>Pupils will be able to use a range of new nouns to describe the issues that exist. They will then use some key verbs to talk about environmental issues. Pupils will confidently use frequency structures to talk about what they do to help the environment.</p> <p>They will also be able to use impersonal / 3rd person structures to talk about how issues should be tackled.</p>
Term 1-2 Recap of family and relationships Recap of technology	<ul style="list-style-type: none"> Family members and physical and personality descriptions Relationships with family and friends Future plans and opinions on marriage Using mobile phones and use of social media 	<ul style="list-style-type: none"> Pupils will recap vocabulary in preparation for their final GCSEs. The main focus will be on set phrases in different tenses, key vocabulary for each topic and an application of knowledge through practising skills needed for the exam. Pupils will complete practice assessment questions across all 4 skills. 	<p>The rest of the year will focus on recap of previous topics. The objective will be on applying the below to each of the communicative functions:</p> <ul style="list-style-type: none"> - Crucial topics {numbers / dates etc} - Frequency and time structures - Opinions & adjectives - Present tense - Past tenses

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	<ul style="list-style-type: none"> Advantages and disadvantages of mobile technology 		<ul style="list-style-type: none"> Future/conditional tenses Complex structures using multiple tenses Use of impersonal structures 3rd person structures Set phrases Prepositions
Term 2-1	<ul style="list-style-type: none"> Sports Free time activities Holidays 	<ul style="list-style-type: none"> Pupils will recap vocabulary in preparation for their final GCSEs. Pupils will complete practice assessment questions across all 4 skills. The main focus will be on set phrases in different tenses, key vocabulary for each topic and an application of knowledge through practising skills needed for the exam. 	
Recap of Free time			
Recap of Food and culture	<ul style="list-style-type: none"> Food and drink Healthy and unhealthy lifestyles Customs and festivals 		
Term 2-2	<ul style="list-style-type: none"> Home and region Environmental issues Social issues - homelessness & poverty 	<ul style="list-style-type: none"> The main focus will be on set phrases in different tenses, key vocabulary for each topic and an application of knowledge through practising skills needed for the exam. Pupils will complete practice assessment questions across all 4 skills. 	
Recap of regional and social issues			
Term 3-1	GCSE EXAM PREP Speaking exam		
Term 3-2	GCSE EXAMS PREP Reading, Listening and Writing exam		