



A Level Italian Lower 6th

Curriculum Intent

The Italian department seeks to develop ambitious and resilient linguists who recognise their common humanity and strive to gain inter-cultural understanding and respect.

We aim to provide an understanding of Italian in a range of themes from social changes, global issues and history which enable students to communicate effectively in authentic situations and are prepared for the challenges of developing the language at a higher level and with an aspiration to continue the language at University or to at least see its value in their future career paths. We intend to develop our students to be inquisitive and curious about culture, knowledgeable and understanding, open-minded and courageous as they personally develop through their learning of Italian.

“A different language, is a different vision of life.” Federico Fellini

Students will learn:-

- Extensive grammatical knowledge including:
 - Present tense
 - Past tenses
 - Compound tenses
 - Future
 - Conditional
 - Passive
 - Subjunctives
 - Pronouns
 - Prepositions

The first 2 A level themes which are:

- Changes in Italian society
 - Evolution of the family
 - Education
 - Working world – “the brain drain”
- Art and Heritage
 - Music
 - Media
 - Festivals and Customs
- Film study – La Vita è Bella.

Knowledge, understanding & Skills

- A wide range of vocabulary relevant to the themes.
- A deep understanding of the key grammatical elements.
- Response to written and spoken text in writing and speaking, showing understanding of the main points, gist and detail.
- Translation into and from Italian.
- Discussion on themes showing knowledge and understanding of the target language context and culture.
- Expressing viewpoints and justifying opinions.
- Developing arguments and reaching logical conclusions.
- How to critically analyse the work.
- Evaluating the form or techniques used in the work.
- Presenting and justifying viewpoints.
- Developing logical arguments to persuade.
- Relating the work to key concepts and the social context

What does excellence look like?

- Extensive knowledge of vocabulary
- Confident use of Target Language
- Critical analysis of issues/themes/cultural or social contexts demonstrated through convincing interpretations and points of view, consistently justified with appropriately selected evidence
- Detailed, logical arguments and conclusions that consistently link
- Consistent variation of grammatical structures, including in use of complex language, producing consistently articulate writing
- Consistently varied use of vocabulary, allowing ideas to be conveyed in a variety of different ways
- Consistent use of terminology appropriate to literary and cinematic analysis
- Accurate language throughout resulting in consistently coherent writing and speech
- Any errors do not hinder clarity of communication

How can you enhance your learning at home?

Reading:

www.zanichellibenvenuti.it/index.html
www.scudit.net Scuola di Italiano
<https://www.almaedizioni.it/it/almatv/>
www.bbc.co.uk/languages/italian/talk/

Popular national newspapers:

www.corriere.it www.repubblica.it
Sports newspaper
www.gazzetta.it/
Business and finance newspaper
www.ilsole24ore.com/

Grammar:

<https://conjugemos.com> <http://www.verbs-online.com/italian-verbs/italian-verbs.htm> <http://www.italianclub.com/>
<http://www.iluss.it/>

Listening:

<https://onlineitalianclub.com/index-of-italian-listening-comprehension-exercises>

- Memrise
- Languagesonline
- Flipped learning
- Essay bank
- William Tweed Resources library & PADLET

How will we assess impact?

Our teaching encourages regular learning of key vocabulary and refinement of grammatical structures that are tested regularly. Translation skills are honed via weekly 10-point tests. Teachers assess pupils less formally in class via the four skills of listening, reading, speaking and writing. Pupils work collaboratively in pairs and groups to constantly improve their speaking skills, providing peer feedback.

Each half-term pupils take an assessment in test conditions during lesson time. In June of the Lower Sixth pupils take a full-length A level-style examination, which helps to predict their final grade as accurately as possible and to offer the students an opportunity to experience the speed and attention to detail required in the examination. Students control the audio themselves for listening, within a set time limit. Both the writing and reading papers also assess the students' ability to accurately translate, the written paper also requires the students to write two critically analytical essays on the literature and film studies they have completed. The speaking examination focuses on an exploration of one of the themes studied and the Independent Research Project (IRP) – In Lower 6th, the IRP is focused on the film study to support students in developing these skills.

International Opportunities

Visits Programmes

- The school has an exchange partner in Saronno - Istituto Comprensivo Leonardo Da Vinci
- University visits or cultural day visits are arranged.



Within the curriculum

- 1-1 sessions with a volunteer Native Speaker to develop speaking skills and wider cultural understanding.
- The A level curriculum is designed to deepen understanding and appreciation of Italian culture. Themes 1, 3 & 4 focus on Italian lifestyle and how history has shaped society and Theme 2 is about the music, media and festivals and traditions.
- Students are encouraged to research each theme beyond lessons and set work to ensure that they can draw on a wide knowledge of the culture and society.

Wider Reading

- Il giorno della civetta, Leonardo Sciascia, 1961 (novel)
- Io non ho paura, Niccolò Ammaniti, 2001 (novel)
- Jack Frusciante è uscito dal gruppo, Enrico Brizzi, 1994 (novel)
- Lessico familiare, Natalia Ginzburg, 1963 (novel)
- Marcovaldo, Italo Calvino, 1963 (short stories)
- Sei personaggi in cerca d'autore, Luigi Pirandello, 1921 (play)
- Senza sangue, Alessandro Baricco, 2002 (novel)
- Volevo i pantaloni, Lara Cardella, 1989 (novel)



“Non puoi insegnare niente a un uomo. Puoi solo aiutarlo a scoprire ciò che ha dentro di sé”.

Galileo Galilei

“You cannot teach a man anything. You can only help him discover it within himself.”