

Scheme of work for GCSE Italian

The new GCSE specification is a two-year linear course. This scheme of work is designed to be a flexible plan for teaching the themes and topics that will be assessed.

It is provided in Word format to help you create your own teaching plan – you can edit and customise it according to your needs. This scheme of work is not exhaustive, it is important to:

* plan revision and recaps (thematic and linguistic)
* make logical and seamless links between thematic progression and linguistic progression.

Themes and topics

There are three broad themes:

1. Identity and culture.
2. Local, national, international and global areas of interest.
3. Current and future study and employment.

Each theme contains a number of topics. To avoid you needing to pinpoint how each individual lesson relates to the scheme of work, you can think of each topic as a unit of teaching and learning that covers:

* a sequence of lessons
* a range of resources and activities that cover the full range of skills (including opportunities for revision and consolidation, and stretch and challenge)
* the appropriate lexical and grammatical content.

In the scheme of work below, the themes (column two) and the topics within them (column three) straddle both years, rather than taking the conventional approach of teaching each theme one by one in full. This means the grammar is transferrable: each unit builds on the previous one, and the structures and grammar that a student learns (column four) can be constantly reused and recycled by transferring them to other topics.

This approach also promotes effective learning. Students are better prepared for multi-topic listening and reading exams, and multiple themes get underway from the start – which means there's less risk students will forget early themes.

It's important to think and plan holistically to find the most logical series of links between themes, language and skills.

Year 1

| **Month** | **Theme** | **Topics** | **Grammar** |
| --- | --- | --- | --- |
| September | Identity and culture  | Me, my family and friendsRelationships with family and friends | * *Avere* and *essere* present tense
* possessive adjectives
* adjective agreement rules
* reflexive verbs
* chiamarsi/sposarsi/divertirsi
* comparatives più…di/che meno…di/che
* adverbs of frequency
* regular verbs in present tense
* direct object pronouns
 |
| October | Local, national, international and global areas of interest | Home, town, neighbourhood and region | * c’è/ci sono
* abbiamo
* È
* prepositions
* plural partitive article and negative sentences
* poter + infinitive
* expressions of quantity
* irregular verbs andare/fare
* quello che + verb
* interessarsi di/a
* enhancing descriptions using che/di cui
* demonstrative adjectives questo/quello
 |
| November | Current and future study and employment  | My studies  | * dover + infinitive
* bisogna + infinitive (compulsory subjects)
* Perché/a causa di to express reasons
* perfect tense with avere verbs (scegliere di/decidere di - options)
* two verbs together eg amare/adorare/preferire
* comparative and superlative in expressing opinions about subjects
* use of tu and Lei in informal/formal exchanges
 |
| December | Identity and culture | Free-time activities* Music
* Cinema and TV
* Food and eating out
* Sport
 | * consolidation of present tense including irregular and modal verbs uscire, prendere, mettere, vedere, volere
* extend range of two verbs together
* future tense introduced for eg weekend plans
* adverbs such as di solito/normalmente
* clauses introduced by quando/mentre and finché
 |
| January | Local, national, international and global areas of interest | Social issuesHealthy/unhealthy living | * partitive articles with food items
* recap on dovere/bisognare and introduce conditional forms – affirmative and negative
* Sarebbe meglio/Vorrei + infinitive
* Double negative non…mai
* previous health habits using imperfect tense
 |
| February | Current and future study and employment | Life at school/college | * transfer dovere/potere/bisognare/

volere to school rules context* The subjunctive mood
* quantity words molto/troppo/abbastanza/poco (including with plurals)
* perfect tense with avere using regular and common irregular verbs (ho fatto i miei compiti)
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| March | Identity and culture | Customs and festivals in Italian-speaking countries/communities | * perfect of verbs with essere + agreement rules
* reflexive verbs in present; perfect and imperfect tenses together
* describing a past event/festival; actions and opinions
 |
| April | Local, national, international and global areas of interest | Travel and tourism | * consolidation of perfect and imperfect tenses
* sequencing words, expressions and phrases
* prima di/dopo aver etc
* mentre/durante/appena
* developing greater complexity in spoken and written accounts of past events or experiences
* weather expressions with fare/essere
 |
| May | Current and future study and employment | Education post-16 | * quello/ciò che … è… sentence pattern
* building on using tenses present and future
* more complex two verb structures (avere l’intenzione di/aver fatto/avere il diritto di)
 |
| June |  | Year-end assessments |  |
| June, July | Identity and culture | Transition to Year 2: Me, my family and friendsMarriage/partnership | * revisiting use of che, di cui to describe ideal partner and enhance descriptions
* using the gerund
* revision of future tense to outline future plans
* direct and indirect object pronouns
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Year 2

| **Month** | **Theme** | **Topic** | **Grammar** |
| --- | --- | --- | --- |
| September | Local, national, international and global areas of interest | Global issuesThe environment  | * modal verbs linked to behaviours (must do/can do/should do/could do etc)
* past tense for effects of behaviours on environment
* se sentences revised for outlining consequences of actions
* pluperfect tense perspective
 |
| October | Local, national, international and global areas of interest | Social issuesCharity/voluntary work | * volere + infinitive
* volere che + subjunctive
* *È importante che* + subjunctive
 |
| November | Current and future study and employment | Jobs, career choices and ambitions | enhanced statements of possibility including permettersi di  |
| December, January | Identity and culture | Technology in everyday life* Social media
* Mobile technology
 | revision of past tenses to recount how social media have been used; or life before technology* grazie a/senza/con
* enhanced statements of possibility including permettersi di
* sembra che + subjunctive
 |
| December, January  |  | Mock examination/assessment |  |
| February | Local, national, international and global areas of interest | Global issuesPoverty/homelessness | * Se fossi …
* Invece di … with conditional completions
* bisogna + infinitive and È importante che + subjunctive
 |
| March, April, May |  | Revision and preparation for assessment |  |
| May, June |  | Assessment |  |

Differentiation

The grammar progression above might be over-demanding for some students. For each language point and grammar area, you'll need to decide the appropriate scope for your students. This scheme of work is not prescriptive: it's a programme that you can use to find the level that's right for your students.