



Big Question - My Body and Home

AoLE: : Languages, Literacy and Communication	Subject: Welsh	Year: 8
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Big Question / Aim / Objective / Concept	Vision (Proposed outcome) / Purpose of curriculum	Prior knowledge / Learners previous knowledge
How can I use descriptions of myself and my home to introduce and express my identity to others?	<p>Students will have a good foundation in Welsh language basics. They will be able, have a foundation of Welsh skills and this will extend upon their vocabulary and language. The question encourages students to think about how they can describe themselves and their home to others, in Welsh.</p> <p>What are the Welsh names for parts of the body? What are my favourite colours? What clothes do I like to wear? What type of house do I live in? What are the rooms in my house?</p>	Students will have studied greetings in Year 7 which will give them the basic understanding to begin to describe themselves and their home in the first and third person.

What does progression look like in this 'Big Question?'

Progression Indicator	Description of learning (What matters statements)	Student evidence of progression (Blooms) / Knowledge
Excelling	<p>I can show an open attitude towards learning about different languages and the different cultures of Wales and the world.</p> <p>Through learning about languages, I can articulate how the association between languages and culture is preparing me for Welsh and global citizenship.</p> <p>I can communicate, interact and mediate in multiple languages and identify myself as multilingual.</p> <p>I have a positive disposition towards different accents and dialects and embrace language diversity.</p> <p>I can listen and read to consolidate and develop my own vocabulary and sentence structures and use these accurately in my own communication across a wide range of contexts.</p> <p>I can independently identify translanguaging opportunities to enhance my learning and communication in my languages.</p>	<p>I can evaluate and discuss the importance of self-expression, personal identity, and cultural aspects related to descriptions of myself and my home in Welsh.</p> <p>I can critically analyse and interpret complex texts or discussions about personal identity, fashion, home design, and cultural influences in Welsh, forming opinions and making connections to personal experiences or societal perspectives.</p>
Advancing	<p>I can understand how languages can provide a sense of belonging to a local and global community.</p> <p>I can explore and analyse how languages impact upon identity and culture and understand that learning them offers enhanced opportunities in Wales and in international contexts.</p> <p>I can use my knowledge of how languages work to support further language learning.</p>	<p>I can analyse and compare different body parts, colours, clothing styles, types of houses, and rooms in a house in terms of their characteristics, qualities, and personal preferences.</p> <p>I can analyse and interpret descriptions or information about myself and my home in Welsh text or audio materials.</p>



	<p>I can adapt and be sensitive to variety within languages and understand that variety occurs within different social, regional and linguistic groups.</p> <p>I can use inference and deduction to understand more complex texts and can consider the reliability of what I have read.</p> <p>I can read a range of texts, choosing strategies to understand them, and to improve my own expression and communication.</p>	
Securing	<p>I can understand that there are connections between language, culture and identity and that these differ within Wales and around the world.</p> <p>I can communicate in a growing range of languages.</p> <p>I can recognise and respect different accents and dialects.</p> <p>I can receive information in one language and adapt it for various purposes in another language.</p> <p>I can read texts, choosing strategies which best help me understand them.</p> <p>I can compare different things I have read.</p>	<p>I can understand and explain the meanings of Welsh names for body parts, colours, clothing items, types of houses, and rooms in a house.</p> <p>I can summarise and interpret simple sentences or descriptions about myself and my home in Welsh.</p>
Beginning	<p>I can recognise that there is a relationship between languages, culture and my own sense of Welsh identity.</p> <p>I can understand that people use different languages.</p> <p>I am beginning to draw on information presented in one language and convey it in my own words in another.</p> <p>I am beginning to understand that there are similarities and differences between our languages.</p> <p>I can listen to, understand and communicate the general meaning of what I hear.</p> <p>I can understand information about a variety of topics.</p> <p>I can develop my own vocabulary and pronunciation through listening and reading, and can use these new words.</p>	<p>I can locate and recall basic Welsh vocabulary for body parts, colours, clothing items, types of houses, and rooms in a house.</p> <p>I can interpret simple sentences or descriptions about myself and my home in Welsh.</p>

Authentic learning experiences (Local / National / International)	Skills (Literacy / Numeracy / DCF) / Cross Curricular links
<p>Local: visit a local museum or exhibition that has exhibitions on the human body and history of the area.</p> <p>National: visit a site such as St Fagans that has many old Welsh houses.</p> <p>International: collaborate with companies that have projects building houses in communities such as amor.org</p>	<p>Literacy: reading texts in English to translate into Welsh. Writing about my body, my home and identity.</p> <p>Numeracy: use a graph to describe separate house types. Students could measure rooms to calculate proportions.</p> <p>DCF: Incorporating technology into language activities by using digital tools to visit houses in other countries.</p>



	Using digital literacy skills by using online Welsh language resources. Cross curricular connections: History - Learning about Welsh history and culture. Geography - studying the geography of the local area. Art - create mood boards
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Assessment (How will we know that students have learnt what we taught them?)

Formative assessment: Quick check: quizzes on a regular basis to remind students of words and to help retain knowledge. Oral presentations: students will work in pairs to discuss and answer questions. Writing: students will be constantly reviewed on their written work. Peer reviews : students will be asked to review each others work at various points during the term	Summative assessment: Written: students will write a descriptive paragraph or essay about themselves and how they like to dress. Speaking: students will create a presentation on their home.
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Evaluation (to be completed 2024)

Strengths	Areas for Development	Pupil Voice