



Big Question - People Around Me

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 do people around me shape my world and relationships?	Students will have a good foundation in Welsh language basics.They will be empowered to develop a strong foundation in the Welsh language while exploring essential themes related to their personal lives, relationships, and the world around them. Introduction to My Family Animals and their Welsh names Exploring the Welsh Alphabet How do I spell? Welsh spelling rules. People who care for me. Exploring different occupations.	All students will have a developing understanding of Welsh but this scheme of work does not rely on this. It is expected, however, that the students will be able to recall their previous Welsh learning from Year7.

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 translinguaging opportunities to enhance my learning and communication in my languages.</p>	<p>I can <b>create</b> sophisticated dialogues or presentations discussing themes in Welsh.</p> <p>I can <b>evaluate</b> and <b>analyse</b> cultural aspects and values related to family and different occupations.</p> <p>I can <b>synthesise</b> information from various sources to present a comprehensive understanding of Welsh culture and language.</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 <b>apply</b> grammar rules and vocabulary to <b>engage</b> in extended conversations about personal experiences and relationships.</p> <p>I can <b>compare</b> and <b>contrast</b> different family structures, animals, or occupations in Welsh.</p> <p>I can demonstrate cultural sensitivity and respect through interactions with others in Welsh.</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 engage in role-plays or dialogues to practise using basic vocabulary and phrases related to family, animals, and occupations.</p> <p><b>Recall</b> and <b>summarise</b> information about family members, animals or workers in Welsh.</p> <p>Identify and <b>explain</b> basic cultural practices and traditions in Welsh-speaking communities.</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 use basic vocabulary and phrases to introduce themselves, <b>describe</b> family members, or talk about simple topics.</p> <p>Recognise and <b>recall</b> common words and phrases related to family, animals, and occupations in Welsh.</p> <p>I can identify basic cultural practices and traditions in Welsh-speaking communities.</p>

Authentic learning experiences (Local / National / International)	Skills (Literacy / Numeracy / DCF) / Cross Curricular links
<p>Local - trips to local farms, zoos, or wildlife sanctuaries where students can observe and interact with animals, using Welsh vocabulary to describe them. Interview local community members, such as family members, neighbours, or workers, to share their experiences and roles in caring for others. Students can practise conversing in Welsh while learning about different perspectives.</p> <p>National - attend Welsh cultural festivals or events where students can immerse themselves in the language, traditions, and celebrations of the Welsh-speaking community. Engage in joint projects with students from other schools in Wales, exchanging information about their families, local</p>	<p>Literacy Skills:</p> <p>Reading: students will develop reading skills by engaging with Welsh texts, such as stories, articles, and informational materials related to family, animals, and occupations.</p> <p>Writing: students will practise writing skills by creating descriptive paragraphs, short stories, or letters in Welsh, focusing on accurate spelling, grammar, and sentence structure.</p> <p>Speaking and Listening: students will participate in conversations, discussions, and presentations</p>



<p>wildlife, or favourite Welsh stories, students can communicate in Welsh and learn from one another.</p> <p>International - virtual language exchanges, video conferences with students from other countries learning Welsh as a second language or studying their native language. Students can engage in language exchanges, promoting cultural understanding and language skills development.</p>	<p>in Welsh, demonstrating effective speaking and active listening skills.</p> <p><b>Numeracy Skills:</b>  <b>Data Analysis:</b> students can collect and analyse data related to animals or occupations, creating graphs, charts, or infographics to present their findings.  <b>Measurement:</b> students can explore measurements and dimensions related to animals, their habitats, or the tools used by different workers, incorporating numeracy skills in their investigations.  <b>Budgeting:</b> students can engage in activities related to personal finance, budgeting for their family's needs or exploring the costs associated with different occupations.</p> <p><b>Digital Competence Framework (DCF):</b>  <b>Information and Data Literacy:</b> students can use digital tools to research and gather information about animals, family structures, or occupations in Welsh-speaking communities.  <b>Communication and Collaboration:</b> students can utilise digital platforms to communicate and collaborate with peers, both locally and internationally, as part of language exchanges or joint project  <b>Digital Citizenship:</b> students will develop an understanding of responsible and ethical behaviour online, including respect for others' cultural perspectives and appropriate use of digital resources.</p> <p><b>Cross-Curricular Links:</b></p> <p><b>Science:</b> explore the habitats and characteristics of animals, their life cycles, and the role of animal conservation in Welsh-speaking communities.  <b>Social Studies:</b> investigate the cultural traditions, family structures, and historical context of Welsh-speaking communities, promoting cultural understanding and appreciation.  <b>Art and Design:</b> create visual representations, such as family trees or illustrations of animals, using traditional Welsh artistic styles or techniques.  <b>Physical Education:</b> engage in activities related to animals' movements, exploring animal-inspired physical exercises or traditional Welsh games.  <b>Citizenship:</b> discuss the rights and responsibilities of individuals within families, communities, and society, emphasising the importance of caring for others and contributing to the community.</p>
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Assessment (How will we know that students have learnt what we taught them?)	
<p><b>Formative assessment:</b></p> <p><b>Observations:</b> observe students during class activities, discussions, and group work. Assess their language proficiency, pronunciation, vocabulary usage, and ability to participate in conversations.  <b>Class Discussions:</b> engage students in discussions related to family, animals, or occupations. Assess their ability to express ideas, ask questions, and provide relevant responses in Welsh.  <b>Exit Tickets:</b> use quick exit tickets at the end of a lesson to assess students' understanding of key concepts or vocabulary. Ask them to write or speak a short response in Welsh summarising what they have learned.  <b>Peer Assessments:</b> encourage students to work in pairs or small groups and provide feedback to their peers on their language usage, pronunciation, or accuracy in spelling and grammar.  <b>Writing Samples:</b> collect students' written work, such as paragraphs, stories, or letters, to assess their writing skills in Welsh. Provide constructive feedback on grammar, vocabulary usage, and sentence structure.  <b>Vocabulary Quizzes:</b> administer short quizzes or online assessments to assess students' mastery</p>	<p><b>Summative assessment:</b></p> <p><b>Written Assessments:</b>  <b>Letter or Email Writing Task:</b> write a formal or informal letter or email in Welsh to a family member, friend, or fictional character, demonstrating their ability to use appropriate language conventions and express themselves effectively.</p> <p><b>Spoken Assessments:</b>  <b>Oral Presentations:</b> assign students a topic related to family, animals, or occupations and require them to deliver a short oral presentation in Welsh. Assess their ability to speak fluently, use appropriate vocabulary and grammar, and organise their thoughts effectively.</p>



of Welsh vocabulary related to family, animals, or occupations.  
Role-Plays: organise role-play activities where students can demonstrate their language skills by engaging in conversations related to the themes studied. Assess their ability to use appropriate vocabulary, grammar, and conversational phrases.  
Self-Reflection: have students reflect on their language learning progress and set goals for improvement. Ask them to identify areas they find challenging and suggest strategies for improvement.  
Listening Comprehension Activities: use audio recordings or videos in Welsh to assess students' listening skills. Ask them comprehension questions or have them summarise what they heard in Welsh.  
Checklists and Rubrics: develop checklists or rubrics to assess specific language skills, such as pronunciation, vocabulary usage, grammar, and sentence structure. Use these tools to provide specific feedback to students.

Evaluation (to be completed 2024)

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Strengths	Areas for Development	Pupil Voice