

Scheme of work

This scheme of work is designed to help you deliver our new GCSE Polish specification.

It's important to:

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

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 this scheme of work, the themes (column two) and the topics within them (column three) span 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 | Topic | Grammar |
| --- | --- | --- | --- |
| September | Identity and culture | Me, my family and friends  Relationships with family and friends | * *mieć* and *być* in present tense * the Instrumental case to express profession, nationality * nominative case in the structure: *Mój brat to inżynier* * possessive adjectives * adjectives and nouns agreement (grammatical number, gender and case) * reflexive verbs: sprzeczać się/gniewać się/dogadać się * comparatives *bardziej niż*/mniej niż * adverbs of frequency * direct object pronouns (*mnie, tobie, jego, jej, nas, was, ich)* |
| October | Local, national, international and global areas of interest | Home, town, neighbourhood and region | * *być, znajdować się,* in present, past, future * *interesować się* * use of the locative case to indicate place with prepositions w/przy/na * use of the genetive case with prepositions od/do/z/ze and adverbs naprzeciw/obok/blisko/niedaleko/wokół * demonstrative pronouns * expressions of quantity (dużo/mało/tyle/wiele/ kilka) + Genetive plural * móc + infinitive * verbs iść/znaleźć się in present, past, future * enhancing descriptions using który/jaki in masculine, feminine and neuter * demonstrative adjectives *ten, ta, to, tamten, taki* |
| November | Current and future study and employment | My studies | * imperative – introduction. * uninflected verbs: *trzeba, warto, można, należy, powinno się* * musieć + infinitive * use of the accusative case to express the direct object * ponieważ to express reasons * *mieć* in future tense * lepiej/woleć/preferować to express preferences * comparative and superlative in expressing opinions about subjects * use of ty and Pan/Pani 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 verbs *móc, pomóc, wejść, wyjść, wziąć, zebrać, znaleźć* * formation of perfective aspect of verbs (*lubić – po+lubić)* * future tense introduced for eg weekend plans * adverbs such as *zwykle/normalnie* * clauses introduced by *kiedy/gdy/*jeśli/jeżeli |
| January | Local, national, international and global areas of interest | Social issues  Healthy/unhealthy living | * quantity adverbs used with food items *trochę, mało, dużo* * introduction of conditional forms – affirmative and negative * jest lepiej/byłoby lepiej * negative nigdy * previous health habits using adverbs *kiedyś/dawniej* |
| February | Current and future study and employment | Life at school/college | * c*hcieć/móc/musieć trzeba* in the context of the school rules * jeśli clauses with conditional (*Nauczyłbym się, jeśli miałbym czas)* * quantity words *wiele/zbyt dużo/dość/mało/za mało* + Genetive (including plurals) * formation of perfective aspects of verbs in past and future tense (*powtórzyłem/powtórzę)* * personal pronouns |
| March | Identity and culture | Customs and festivals in Polish-speaking countries/communities | * verbs in the perfective and imperfective aspects * reflexive verbs in imperfective and perfective aspects * possessive pronouns * superlative degree of adjectives * numerals: cardinal and ordinal numbers * describing a past event/festival; actions and opinions |
| April | Local, national, international and global areas of interest |  | * sequencing words, expressions and phrases *najpierw, potem/później/w końcu*   *przed/zanim/w tym samym czasie/po*   * conjugation of verbs with suffixes -*bym, -byś, -by, -byśmy, -byście* * developing greater complexity in spoken and written accounts of past events or experiences * weather expressions |
| May | Current and future study and employment |  | * using conjunctions in complex sentences * conditional sentences *(Jeśli zdam dobrze egzaminy, pójdę na studia ; Gdybym zdał dobrze egzaminy, poszedłbym na studia)* * more complex structures (*mam zamiar/pragnę/mam ochotę na/mam prawo do)* with subordinate clauses |
| June |  | Year-end assessments |  |
| June, July | Identity and culture | Transition to Year 2:  Me, my family and friends  Marriage/partnership | * revisiting adjectives to describe ideal partner and enhance descriptions. Use of pronouns *ten, jaki, który, czyj* in appropriate case, gender and number * Present adverbial participle in sentence equivalents eg *Wracając z pracy, zrobiła zakupy.* * revision of future tense to outline future plans * direct and indirect object pronouns |

Year 2

| Month | Theme | Topic | Grammar |
| --- | --- | --- | --- |
| September | Local, national, international and global areas of interest | Global issues  The environment | * verbs expressing commands, commitments, promises, wills *(musieć, móc, chcieć, powinien)* * impersonal forms of verbs eg z*robiono, sprzątnięto* * jeśli sentences revised for outlining consequences of actions |
| October | Local, national, international and global areas of interest | Social issues  Charity/voluntary work | * chcieć + infinitive * formation of adverbs from adjectives * cardinal and ordinal numbers * revision of adjectival and adverbial present participle * możliwe (jest), że + future tense |
| November | Current and future study and employment | Jobs, career choices and ambitions | * enhanced statements of possibility including *pozwolić/ułatwić/pomóc* * active and passive voice of verbs * adjectives - irregular forms of comparison * compound comparison of adjectives by adding *bardziej/mniej* |
| December, January | Identity and culture | Technology in everyday life:   * social media * mobile technology | * revision of tenses to recount how social media have been used; or life before technology * degree of comparison of adverbs * dzięki temu/bez tego/z/za pomocą * enhanced statements of possibility including *umożliwić/pozwolić/ułatwić/udoskonalić* * transformation of sentences from active to passive voice |
| December, January |  | Mock exam/assessment |  |
| February | Local, national, international and global areas of interest | Global issues  Poverty/homelessness | * gdybym był/a…/na twoim miejscu… with conditional completions * imperative mode of verbs * collective numerals * revision of use of personal pronouns |
| 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.