

## Curriculum Overview: Polish

This option is designed for bilingual (Polish-English) students for whom English language has become the dominant language. As students have acquired English to the level where they can converse fluently, read and write, they no longer use their first language (Polish), they do not read books and consequently limit their skills in their first language.

Polish GCSE option offers bilingual students the opportunity to:

- improve their reading and writing skills in the first language
- expand on their vocabulary
- improve their speaking skills and pronunciation
- give them a broader understanding of communities and culture where Polish is spoken
- enables students to take their place within a global multilingual society

	Year 9	Year 10	Year 11
<b>HT1</b>	<p>Theme: Identity and culture. Topics: Family' occasions; Customs and festivals: Harvest festival Grammar:</p> <ul style="list-style-type: none"> <li>• Polish alphabet, <i>Spółgłoska</i> – consonant, <i>samogłoska</i> – vowel.</li> <li>• Parts of speech: nouns, gender of nouns: masculine, feminine, neutral (ten, ta, to), singular and plural.</li> </ul>	<p>Theme: Identity and culture. Topic: Me, my family and friends; Relationships with family and friends. Grammar:</p> <ul style="list-style-type: none"> <li>• <i>mieć</i> and <i>być</i> in present tense</li> <li>• The instrumental case to express profession, nationality</li> <li>• Nominative case in the structure: <i>mój brat to inżynier</i></li> <li>• Comparatives <i>bardziej niż/mniej niż</i></li> <li>• Direct object pronouns (<i>mnie, tobie, jego, jej, nas, was, ich</i>)</li> </ul>	<p>Theme: Local, national, international and global areas of interest. Topics: Global issues; the environment. Grammar:</p> <ul style="list-style-type: none"> <li>• Verbs expressing commands, commitments, promises wills (<i>musieć, móc, chcieć, powinien</i>)</li> <li>• Impersonal forms of verbs eg <i>zrobiono, sprzątnięto</i></li> <li>• <i>Jeśli</i> sentences revised for outlining consequences of action.</li> </ul>
<b>HT2</b>	<p>Theme: Identity and culture. Topics: Halloween, All Saints Day; History lesson: Independence Day. Grammar:</p>	<p>Theme: Local, national, international and global areas of interest. Topics: Social issues; Healthy and unhealthy living. Grammar:</p> <ul style="list-style-type: none"> <li>• Quantity adverbs used with food items <i>trochę, mało, dużo</i></li> </ul>	<p>Theme: Current and future study and employment. Topics: Jobs, career choices and ambitions. Grammar:</p> <ul style="list-style-type: none"> <li>• Enhanced statements of possibility including: <i>pozwolić, ułatwić, pomóc</i></li> <li>• Active and passive voice of verbs</li> </ul>

	<ul style="list-style-type: none"> <li>parts of speech: adjectives: appearance, colour, size and shape, personality.</li> <li>Comparative and superlative forms of adjectives, irregular adjectives (<i>duży, większy i największy</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Introduction of conditional forms – affirmative forms – affirmative and negative</li> <li><i>Jest lepiej/byłoby lepiej</i></li> <li>Negative <i>nigdy</i></li> </ul>	<ul style="list-style-type: none"> <li>Adjectives – irregular forms of comparison</li> <li>Compound comparison of adjectives by adding <i>bardziej/mniej</i></li> </ul>
<b>HT3</b>	<p>Theme: Identity and culture. Topics: History lesson - Martial Law; Christmas. Grammar:</p> <ul style="list-style-type: none"> <li>cases (Nominative, Genitive, Dative, Accusative, Instrumental, Locative, Vocative)</li> </ul>	<p>Theme: Identity and culture Topics: Free-time activities: music, cinema and TV, food and eating out, sport. Grammar:</p> <ul style="list-style-type: none"> <li>Consolidation of present tense including verbs <i>móc, pomóc, wejść, wyjść, wziąć, zebrać, znaleźć</i></li> <li>Formation of perfective aspect of verbs (<i>lubić – po+lubić</i>)</li> <li>Future tense introduced for eg weekend plans</li> <li>Adverbs such as <i>zwykle/normalnie</i></li> </ul>	<p>Theme: Identity and culture Topics: Technology in everyday life: social media, mobile technology. Grammar:</p> <ul style="list-style-type: none"> <li>revision of tenses to recount how social media have been used; or life before technology</li> <li>degree of comparison of adverbs</li> <li><i>dzięki temu/bez tego/z/ za pomocą</i></li> <li>enhanced statements of possibility including: <i>umożliwić/ pozwolić/ ułatwić/udoskonalic</i></li> </ul> <p>Mock exam/assessments</p>
<b>HT4</b>	<p>Theme: Current and future study. Topics: Life at school; Hobbies; Interests Grammar:</p> <ul style="list-style-type: none"> <li>parts of speech: verbs. Present, future and past of the verb “to be”/”być”.</li> </ul>	<p>Theme: Local, national, international and global areas of interest. Topics: Home, town, neighbourhood and region. Grammar:</p> <ul style="list-style-type: none"> <li><i>Być znajdować się</i> in present, past, future</li> <li><i>Interesować się</i></li> <li>Use the locative case to indicate place with prepositions <i>w/przy/na</i></li> <li>Use of the genitive case with prepositions <i>od/do/z/ze</i> and adverbs <i>naprzeciw/obok/blisko/niedaleko/wokół</i></li> <li>Expressions of quantity (<i>dużo/moło/tyło/wiele/kilka</i>) + genitive plural.</li> </ul>	<p>Theme: Local, national, international and global areas of interest: social issues, charity/voluntary work. Grammar:</p> <ul style="list-style-type: none"> <li><i>Chcieć</i> +infinitive</li> <li>Formation of adverbs from adjectives</li> <li>Cardinal and ordinal numbers</li> <li><i>Możliwe (jest) ze</i> + future tense.</li> </ul>

<b>HT5</b>	<p>Theme: Local, national, international and global areas of interests.  Topics: Tradition: Easter; To learn to recognise and name different values: compassion, responsibility, solidarity, etc  Grammar:</p> <ul style="list-style-type: none"> <li>personal pronouns, the use of pronoun: <i>czyj, który, jaki</i>.</li> <li>Cardinal and ordinal numbers (<i>dwaj, trzej, czterej</i>).</li> </ul>	<p>Theme: Current and future study and employment.  Topics: life at school/college  Grammar:</p> <ul style="list-style-type: none"> <li><i>Chcieć/móc/musieć/trzeba</i> in the context of the school rules</li> <li><i>Jeśli</i> clauses with conditional (<i>nauczyłbym się, jeśli miałbym czas</i>)</li> <li>Personal pronouns</li> <li>Quantity words <i>wiele/zbyt dużo/dość/moło/za mało</i>+genitive (including plurals)</li> </ul>	<p>Theme: Identity and culture. Topics: me, my family and friends, marriage/partnership.  Grammar:</p> <ul style="list-style-type: none"> <li>revisiting adjectives to describe ideal partner and enhance descriptions.</li> <li>Use of pronouns <i>ten, jaki, który, czyj</i>, in appropriate case, gender and number</li> <li>Revision of future tense to outline future plans</li> <li>Direct and indirect object pronouns</li> </ul>
<b>HT6</b>	<p>Theme: Local, national, international and global areas of interests.  Topics: Travel and tourism, environment.  Grammar:</p> <ul style="list-style-type: none"> <li>practising translation skills,</li> <li>practising opposites (<i>mały-duży, biały-czarny, otwarte-zamknięte</i>).</li> <li>Parts of speech: adverb</li> </ul>	<p>Theme: Identity and culture.  Topics: Customs and festivals in Polish speaking countries/communities  Grammar:</p> <ul style="list-style-type: none"> <li>Verbs in perfective and imperfective aspects</li> <li>Possessive pronouns</li> <li>Superlative degree of adjectives</li> <li>Numerals: cardinal and ordinal numbers</li> <li>Describing a past event/festival; actions and opinions</li> </ul> <p>Year-end assessments  Transition to year 2</p>	<b>Assessments</b>