MAKING PROGRESS IN CULTURAL AWARENESS

Although it appears that the same cultural themes would be repeated from Primary 1 through to Primary 7, there are many opportunities for progression. Key vocabulary and learning can be revisited in different contexts to allow for cultural development. See the example below of what this might look like in terms of whole school planning.

<table>
<thead>
<tr>
<th>Early Level</th>
<th>First Level</th>
<th>Second Level</th>
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| **Countries** | • Where is France/Spain/Germany in the World?  
• Basic geography of Country. | • Where are other countries that speak the target language?  
• How far away are they? | • Why is the target language spoken in other countries?  
• This could be linked with history.  
• Comparing another country to Scotland. |
| **Food** | • Learn vocabulary for snacks or fruit eaten at school.  
• Link to healthy eating discussions. | • Learn food vocabulary for café foods  
• Tasting foods traditionally from the country of study. | • Learning food vocabulary for different meals or ingredients to make meals.  
• Using instructions to make a simple dish.  
• Learn about food customs in chosen country.  
• Role play café, shops, adverts for food.  
• Learn about shopping customs in chosen country. |
| **Money/Currency** | • Learn numbers | • Introduce currency  
• Use money in role plays. | • Converting money from pounds to euros.  
• Using money in role plays. |
| **Music** | • Nursery rhymes in target language | • Learn songs and rhymes for different occasions.  
• Children can develop their own songs to familiar tunes using the vocabulary they have learned. | • Learn about pop stars and music from target country. |
| **Stories** | • Reading stories in target language | • Look at stories and books that children enjoy in target country.  
• Learn about famous characters from target country. | • Look at films, cartoons or TV shows from target country. |