IVRIT

Topics taught									
Year Group	Autumn Term			Spring Term			Summer Term		
	Beginners	Continuers	Native speakers	Beginners	Continuers	Native speakers	Beginners	Continuers	Native speakers
Year 7	In Year 7, pupils begin their journey in learning Ivrit by developing the fundamental skills needed to read, write and communicate in Ivrit. The lessons focus on building confidence with the Hebrew alphabet and introducing basic conversational language.	This course is designed for pupils who studied Ivrit in primary school and are continuing their learning in Year 7. Building on their existing foundation, pupils will further develop their speaking, listening, reading, and writing skills in Ivrit through	This course follows the GCSE curriculum and is designed for pupils who are native or fluent speakers of Ivrit and already have strong speaking, reading, and writing skills. The course focuses on developing advanced language use, including expressing opinions, describing	During this term, pupils continue developing their foundational skills in Ivrit, building on their knowledge of the Hebrew alphabet and beginning to expand their ability to read, write and communicate. **1. Reading and Writing Additional**	**3. Music** Topics covered include: A) Musical Instruments B) Music Preference: pupils learn how to express their opinions about music, describing the types of music they like and dislike. C) The Hatikvah: Pupils will learn the lyrics and explore the cultural and historical significance of	**2. Technology** Pupils explore how technology influences modern life and society. Topics covered include: A) Mobile Technology: discussing the uses and potential dangers of mobile technology in daily life. B) Advantages and Disadvantag	In the final term, pupils consolidate their knowledge of the Hebrew alphabet and continue developing their reading, writing, listening and speaking skills. The focus is on completing the introduction to the Ivrit letters and building confidence in simple	**4. Travelling in Tel Aviv** Pupils learn language that helps them navigate a city and talk about places of interest. Topics covered include: A) Famous landmarks and tourist areas: Learning about well-known places in Tel Aviv and identifying	In the final term, pupils explore cultural aspects of Hebrew-speaking communities while continuing to develop their language skills. The term also includes a comprehensive review of key GCSE language skills in preparation for assessments. **4. Customs and festivals in Modern Hebrew speaking countries/communities** Pupils learn about traditions, celebrations, and cultural practices connected to

	1.Introduction to the Hebrew Alphabet Pupils learn to recognise Ivrit letters and understand the difference between vowels and consonants in Ivrit. **2. Reading and Writing Hebrew Letters** Pupils practise reading and writing 10 Ivrit letters in both block and script. **3. Reading with Vowels** Pupils begin reading simple Hebrew syllables and	practical communication and vocabulary expansion. **1. Introducing Myself** Pupils practise language needed to introduce themselves and ask others for basic information. E.g. name, age, date of birth, and where they live. **2. My Family** Pupils expand their vocabulary and descriptive language while	experiences, and discussing social and cultural topics. THEME 1: Identity & relationships **1. Me, My Family and Friends** Topics covered include: A) Describing myself: Talking about physical appearance and character traits. B) Describing my family: Describing family	**Hebrew Letters** Pupils learn a further 10 Ivrit letters (including some final letters), practising how to read and write them in both block and script. **2. Reading with Additional Vowels** Pupils are introduced to four additional vowel sounds, enabling them to read a wider range of simple Hebrew syllables and words.	*Hatikvah*, the Israeli national anthem. D) Favourite Musicians: Pupils practise talking about their favourite musicians or singers, explaining their preferences using simple descriptive language. E) Reading authentic materials: Pupils develop reading skills by exploring authentic Hebrew music advertisements / posters, identifying key information and vocabulary.	es of technoligy in every day life: Expressing and justifying opinions about the benefits and drawbacks of different devices. C) Israeli Inventions: Learning about important technological innovations from Israel and their global impact. D) Social Media: Discussing how social media is used, its influence on communication, and sharing	spoken interactions. **1. Reading and Writing Additional Hebrew Letters** Pupils learn the last 7 Ivrit letters (including some final letters), practising how to read and write them in both block and script. **2. Pronouncing Non-Native Sounds** Pupils practise reading and writing sounds that are not traditionally native to	key vocabulary related to the city. B) Comparing cities: describing similarities and differences between London and Tel Aviv. C) Directions: learning how to follow and give directions in Ivrit. D) Transportation: talking about different methods of transport and how to travel from	Jewish and Hebrew-speaking communities around the world. Topics covered include: A) Jewish Festivals: discussing the customs and traditions associated with Jewish festivals, and sharing personal experiences of how they are celebrated. B) Family Celebrations: sharing memories and describing special family events, such as birthdays, weddings, and other celebrations, using a range of descriptive language and time frames.

	words using four vowel sounds. **4. Introductory Conversational Vocabulary** Pupils learn simple everyday words and phrases to support basic spoken communication in the classroom.	learning to talk about their families. Topics covered include: A) Family members: recap and consolidation of key family vocabulary in Ivrit. B) Numbers: practising numbers in both masculine and feminine forms. C) Descriptions: describing family members using a	members and discussing family relationships, including who they get along with and who they sometimes argue with. C) Role Models: Sharing opinions about people they admire, discussing who their role models are and why they are influential.	**3. Developing Conversational Vocabulary** Pupils learn new vocabulary and simple phrases to help them participate in short, basic conversations in Ivrit.		personal views about it. **3. Free Time Activities** Pupils expand their vocabulary and improve their ability to discuss hobbies, interests, and leisure activities. Topics covered include: A) Entertainment: talking about television programmes, music, and films, and expressing preferences B) Past Activities: describing	Hebrew, such as ch, th, g, j, and w, and learn how these are represented when using Ivrit. **3. Learning the Final Vowel** pupils are introduced to the final vowel sound, completing the set of vowels studied during the year and enabling them to read a wider range of words. **4. Short Conversations in Ivrit** Pupils practise	one place to another **5. Shopping** Pupils practise practical language used in everyday shopping situations. Topics covered include: A) Transactional language: using common phrases for buying items in a shop or market. B) Describing purchases: explaining what they	

		range of adjectives.				free time activities in the past, using appropriate past tense forms C) Food and Eating Out: discussing different cuisines and experiences of eating in restaurants D) Sport: talking about sports and physical activities, including participation and opinions.	simple spoken interactions, including introducing themselves, asking basic questions, and responding to others in short Ivrit conversations.	would like to buy. C) Shopping preferences: saying where they like to shop. D) Handling money: practising how to count change and understand prices.	
Year 8		This course builds on the foundation developed in Year 7 and is designed for pupils who	Modern Hebrew GCSE curriculum **THEME 2** **1. Home, town,**		**2. Clothes** Pupils expand their vocabulary and practice using numbers, colours, and descriptive	**2.Social issues - Healthy & unhealthy living** pupils learn to discuss		**4. Friends & free time** Pupils revisit and expand their knowledge of adjectives	**4.Gobal issues – The environment** Pupils explore environmental challenges and solutions, practising relevant vocabulary and

		are continuing to develop their speaking, listening, reading, and writing skills in Modern Hebrew (Ivrit). pupils expand their vocabulary, improve their confidence in conversation, and begin using a wider range of grammatical structures and time frames. **1. Holidays** Pupils learn to discuss holidays and travel experiences while	**neighbourhood & region** Pupils explore topics related to their living environment, local area, and community, while practising expressing preferences, describing surroundings, and discussing plans for the future. Topics covered include: A) Describing Where I Live: discussing city, town, or village, location,		language in context. Topics covered include: A) Revisiting key vocabulary: numbers, colours, adjectives, and transactional language. B) Describing Clothing: describing items of clothing, expressing what they want to buy, and asking questions in shops C) Packing for Holidays: describing what to pack for a holiday using appropriate vocabulary	health, nutrition, and lifestyle choices in Ivrit. Topics covered include: A) Food Groups: identifying and describing different types of food and their nutritional value. B) Healthy vs Unhealthy Eating: expressing opinions about eating habits, and discussing consequences of diet choices. C) Youth & Addictions: exploring		and descriptive language in the context of friendships and family. Topics covered include: A) Adjectives and Character Traits: revisiting adjectives while exploring who is a good friend. B) Describing Personality: describing someone's personality and characteristics. C) Talking and Writing	communication skills. Topics covered include: A) Environmental Issues: discussing topics such as pollution, deforestation, climate change, and waste. B) Solutions & Actions: describing ways to recycle, reduce waste, and protect the environment. C) Expressing Opinions: giving personal views on environmental responsibility and sustainability. **5. Global Issues – Poverty & Homelessness** Pupils develop empathy and vocabulary to discuss social

		expressing opinions and describing events in different time frames. Topics covered include: A) Holiday Destinations: describing where they go on holiday, who they go with, and how long they stay. B) Seasonal Activities: talking about holiday activities in different seasons. C) Opinions about	and surroundings. B) Describing My House: describing the inside and outside of the house, including rooms and features. C) Local Activities: talking about what they like to do in their city or neighbourhood. D) Future Improvements: discussing planned changes to improve their city or local area.		and sentences. **3. School** Pupils learn to describe their school environment and express opinions about education. Topics covered include: A) School Environment: describing what is in the school, classroom, and school bag. B) Subjects and Opinions C) School Rules and Uniform D) Israeli School System: learning about	issues such as smoking, alcohol, and other addictions, and discussing their impact. D) Visiting the Doctor: practising describing symptoms, common illnesses, and advice, using relevant vocabulary and tenses. **3. Charity & Voluntary Work** Pupils learn about volunteering and ways to contribute to their community locally and		about Relationships: discussing and writing about family and friends, sharing personal positive experiences. **5. Making plans with friends** Pupils practise using language for planning and discussing social activities. Topics covered include: A) Time & Days: revisiting time	challenges on a global scale. Topics covered include: A) Homelessness: describing how homeless people may feel and understanding their experiences. B) Poverty: discussing ways to combat poverty, including community initiatives and international aid. C) Proposing Solutions: suggesting practical actions to help those in need, using appropriate vocabulary and sentence structures.

		Holidays: expressing likes, dislikes, and preferences about different types of holidays. D) Describing past Holidays. E) Weather: describing weather conditions in different countries and how they affect holiday plans.	E) Household Chores: describing daily routines and household responsibilities.		how schools in Israel operate, comparing with their own school experience.	internationally. Topics covered include: A) Introduction to Charities: learning about international and Israeli charities and the work they do. B) Volunteering: discussing ways to make a positive difference, sharing ideas about helping others and community service.		phrases and days of the week. B) Activities with Friends: talking about what activities they do with friends. C) Future Plans: discussing what they are going to do with friends soon. D) Making Suggestions: using Ivrit to suggest places to go and things to do.	
Year 9		This course builds on the	This course is designed for native pupils who		**2. Going out to the cinema**	**3. Education post-16**		**4. Work & money**	In the final term, pupils focus on consolidating knowledge and

		vocabulary and skills developed in previous years, helping pupils to develop confidence in speaking, listening, reading, and writing in Ivrit. Emphasis is on using Ivrit in practical, real-life contexts while expanding vocabulary, grammar, and sentence structures. **1. Eating out** Pupils learn to use Ivrit to navigate restaurant	wish to prepare for the GCSE exam, building on prior Ivrit knowledge and exam skills from Years 7 and 8. **THEME 2** **1. Travel & tourism** Pupils learn to discuss holidays, travel experiences, and tourist attractions, practising both present and past/future tenses. Topics covered include:		Pupils practise discussing films and cinema experiences in Ivrit. Topics covered include: A) Movie Preferences: expressing likes and dislikes using a range of opinion phrases and connectives. B) Booking and Ordering: learning to book a cinema ticket and order snacks or drinks. C) Recommending Films: giving recommendations for movies, explaining	Pupils learn to talk about future study plans and post-school options. Topics covered include: A) Future Studies: discussing plans for further education, including college, sixth form, or vocational options. B) University: exploring the advantages and disadvantages of university, and expressing opinions		Pupils learn language to describe professions, workplaces, and financial topics, while practising expressing opinions and using extended sentences. Topics covered include: A) Jobs and Workplaces B) Opinions about Professions: expressing likes, dislikes, and opinions about	practising exam skills in preparation for the GCSE assessments, which take place between April and June. Lessons are designed to ensure pupils feel confident across all four language skills: speaking, listening, reading, and writing.

		situations and describe experiences related to food and dining. Topics covered include: A) Reading Menus: learning to read and understand a menu in Ivrit, including common food and drink items. B) Ordering Food: practising how to order food politely in a restaurant and ask questions about dishes.	A) Describing Holiday Destinations: talking about where you go on holiday, what it's like, and who you go with. B) Holiday Preferences & Activities: expressing likes, dislikes, and favourite activities during holidays. C) Past & Future Holidays D) Booking a Holiday: practising how to book flights, hotels, and trips, using		reasons for their choice. **3. Health** Pupils develop vocabulary and language structures to describe health, common illnesses, and well-being. Topics covered include: A) Parts of the Body B) What Hurts: describing what hurts in the present and past tense. C) Illnesses and Doctor Visits: talking about common illnesses and	about higher education. **4. Jobs, career choices and ambitions** Pupils practise discussing career goals and the world of work. Topics covered include: A) Job Preferences & Ideal Job: describing preferred careers, dream jobs, and personal ambitions. B) Getting a Job: discussing how to find and apply for work,		various careers. C) Job Adverts: reading and understanding job advertisements in Ivrit. D) Future Career Aspirations: describing what they want to do in the future and their ambitions. E) job Interview Practice: role-playing a job interview scenario, practising questions and answers. F) Pocket Money: discussing	

		C) Past Experiences: describing a past visit to a restaurant, using past tense and appropriate descriptive language.	transactional language. E) Holiday complaints F) Tourist Attractions in Israel: learning about key sites and experiences in Israel, and describing them in Ivrit. **THEME 3** **2. Life at school** Pupils explore education-related topics, comparing experiences in Israel and Britain, while practising descriptive		visiting a doctor. D) Healthy Lifestyle Advice: giving tips on staying healthy and maintaining well-being. E) Magen David Adom: exploring the work of Magen David Adom and understanding its role in healthcare.	including skills, qualifications, and experience. C) Professions: exploring various types of jobs, understanding responsibilities, and comparing roles.		pros and cons of receiving pocket money, using reasoning and opinion phrases.	

			language and opinions. Topics covered include: A) Describing Your School & Subjects B) A Day in School: describing a typical school day, using time phrases and sequencers. C) Comparing School Life: discussing similarities and differences between Israeli and British schools. D) School Uniform:						

			expressing advantages and disadvantages of wearing a uniform. E) School Rules: describing rules, expectations, and responsibilities at school.						

Year Group	What parents can do to support learning	Useful links and reference materials
Year 7, 8 & 9	• Ask your child to read aloud simple words, phrases, or texts in Ivrit. • Use labelled items at home in Ivrit (e.g., doors, fridge, bed) to reinforce vocabulary. • Listen together to Hebrew songs, simple videos, or podcasts for children, repeating words and phrases. • Encourage your child to identify familiar words and repeat short phrases to improve pronunciation. • Ask your child to write words, sentences or essays about themselves, their family, hobbies, or holidays. • Practice writing Ivrit letters in script, especially the letters learned each term.	**Native Ivrit pupils** AQA Modern Hebrew GCSE specification – details the course content, assessment objectives, and links to past exams: https://www.aqa.org.uk/subjects/hebrew-modern/gcse/hebrew-modern-8678/specification