

# LANGUAGES

## Curriculum Vision Statement

"Language exerts hidden power, like a moon on the tides. It is the road map of a culture. Language tells you where people come from and where they are going".

Rita Mae Brown



## Vision

In a globalised world defined more and more by international and intercultural links, learning a language is vital. Communicating confidently in another language provides us with the ability to embrace the diverse, cultural richness of the world and its distinct customs, traditions and perspectives.

At Northampton School for Girls (NSG), the Languages curriculum deepens and promotes a mutual understanding and appreciation of cultural and linguistic differences. Our students use the tools that language learning gives them to become confident, resilient and independent individuals. The NSG Languages curriculum gives students transferable skills, such as critical thinking and problem solving, that prepare them for their academic, personal and professional futures.

NSG language lessons address a range of themes through extensive use of the target language and role modelling of how the target language is used. This results in a high level of engagement and active contribution from all learners. The languages teachers are a dedicated group of highly skilled linguists who encourage students to progress in all four skill areas of listening, speaking, reading and writing while incorporating appropriate levels of both support and challenge.

Language skills can lead directly into a career in translating, interpreting or teaching, and are also in demand in areas such as hospitality, law, publishing and business services. Being bilingual or multilingual has increasingly shown to significantly improve employability and it has fast become highly desirable by further education establishments and employers.

## Our aims

- To develop and practise linguistic skills in all four areas (listening, speaking, reading and writing).
- To understand and respond to a variety of authentic sources.
- To improve spontaneity and fluency when speaking another language.
- To deepen an understanding of grammatical structures and patterns.
- To use phonics to boost confidence with the pronunciation of key sounds.
- To broaden the awareness and appreciation of multiculturalism.

## Implementation

Learning languages is a journey that starts in KS3 and evolves through their learning in KS4. Our classes use a range of learning and teaching strategies to ensure that all students are challenged, engaged, and enjoy the lessons. Our schemes of learning focus on current and traditional aspects of our subject. We focus on developing knowledge, understanding and skills through our teaching.

Through our carefully sequenced learning experiences students will discover how the world works and how it can and will change in the future.

Key Stage 3 and 4 topics to be covered from September:

## French KS3

YEAR 7	YEAR 8	YEAR 9
Eurovision Song Contest Phonics and key sounds Introducing myself and my family Physical and personal descriptions School	Media (Films, TV, Internet) Weather Visiting Paris Hobbies and free time activities Clothing and colours	French identity and culture Famous French people Music opinions TV & Film reviews Reading preferences

## Spanish KS3

YEAR 7	YEAR 8	YEAR 9
Eurovision Song Contest Phonics and key sounds Greetings and introductions School Me and my family My home	My local area Weather Hobbies and free time activities Likes and dislikes Arranging to meet	Daily routine Accepting and rejecting invitations Future plans Food and drink Recent holidays

## KS4 French and Spanish - AQA GCSE 2 Year Course

THEME 1 Identity & Culture	THEME 2 Local, National & Global Areas of interest	THEME 3 Current & Future study & employment
Me, my family and friends Technology in everyday life Free time activities Customs and festivals in French/ Spanish speaking countries	Home, town, neighbourhood and region Social issues Global issues Travel and tourism	My studies Life at school/college Education post 16 Jobs, career choices and ambitions

## Assessment

Pupils at KS3 and KS4 are assessed weekly via vocabulary testing and termly on targeted skills embedded in end of unit tests. The data is then used to track progress throughout the course of the year, as well as ensuring adequate stretch and challenge and timely intervention. At the end of KS4, students complete end of course exams in all four skills, each contributing to 25% of their overall GCSE grade.

## Independent Learning

As learning a language requires consistent reviewing and retrieval practice, we encourage our students to dedicate independent study time to practise and manipulate key words and phrases covered in lessons. Students are expected to revise specific topic vocabulary on a weekly basis. Creative projects and tasks in a specific language skill are punctually issued to consolidate and extend their learning.

Home Learning skill-based tasks are set every two weeks for Years 7 and Year 8, and weekly for Year 9 and GCSE students. Home Learning aims to give the opportunity for learners to apply the knowledge that has been learnt in lessons independently, as well as enhance and extend their range of language.