**Curriculum – Languages Department (2023 – 2024)**

**Key stages 3 to 4**

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**Intent**

Our focus is breadth of curriculum. We want our students to experience and learn new skills and ideas in as many subjects as possible for as long as possible.

We want our curriculum to be challenging in its depth and breadth so that it will:

• Challenge all students to be the best that they can be

• Provide students with knowledge required to be successful

• Provide then with the skills to retain and apply knowledge

• Equip our students with Character Resilience Organisation Excellence C.O.R.E. values thus developing students who are resilient, lifelong learners

• Provide deep learning that accelerates our students understanding of the world around them

• Equip our students with ambition and aspirations so that they become happy and successful members of society

• Enables students have a range of qualifications that facilitate their next steps in their education and career

Our faculty mission is to create confident and articulate linguists who are able to express a variety of ideas and give a variety of opinions on topics which relate to their interests and the world around them. We believe our students should see the value in communicating with people across the globe and understanding different cultures. We also want them to know how this can support their future aspirations. We introduce a solid foundation and support in developing the four key skills in language-learning; listening, reading, speaking and writing. Our ambitious and interleaved curriculum encourages students to develop their vocabulary, grammar and phonics knowledge over time whilst always building upon familiar previous knowledge.

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| **Topic**  | **Key Stage 3** | **Key Stage 4** |
| **Year 7****(Spanish)** | **Year 8****(Spanish)** | **Year 9****(Spanish)** | **Year 10****(French – new specification)** | **Year 11****(French – legacy specification)** |
| **Topic 1** | **My identity**1. Hello!
2. When is your birthday?
3. What is your personality like?
4. What are you like?
5. Where do you live?

Grammar: Intro to the verbs to be, to have and to liveAssessment: Listening, reading and writing | **My social life**1. What did you do this summer?
2. What do you do when the weather is nice?

Grammar: Intro to the preterite tense, present tense of key regular and irregular verbsAssessment: Listening, reading and writing | **Holidays**1. Where do you normally go on holiday?
2. Where did you go on holiday recently?
3. Where are you going to go on holiday in the future?

Grammar: Using four tenses together (present, preterite, future and conditional)Assessment: Listening, reading and writing | **Theme 1 – People and lifestyle****Topic 1 – Identity and relationships with others**1. Family relationships
2. Future plans

**Topic 2 – Healthy living and lifestyle**1. How to stay healthy now and in the future

**Topic 3 – Education and work**1. Subject and teacher preferences
2. School rules
3. Future jobs

Grammar: Reflexive verbs, imperfect and perfect tenses, near future and conditional tensesAssessment: Listening, reading and writing | **School, education, future aspirations and work*****GCSE Theme 3 Topics 1-4***1. Opinions on subjects and teachers
2. School rules and uniform
3. Future jobs and volunteering
4. Plans for the future

Assessment: Mock exam – listening, reading, speaking and writing |
| **Topic 2** | **Free time**1. What do you like to do?
2. What are you going to do?

Grammar: Use of infinitive verbs to express likes and dislikes, near future tenseAssessment: Listening, reading and writing | **Town and region**1. What is your town like?
2. What are your plans?
3. What did you do in your town?

Grammar: there is/there are, near future tense, preterite tenseAssessment: Listening, reading and speaking | **Health and free time**1. What did you do yesterday?
2. What do you do in your free time?
3. What must you do to stay in shape?

Grammar: Preterite and present tenses in more detail, using modal verbsAssessment: Listening, reading and speaking | **Travel and tourism*****GCSE Theme 2 Topic 4***1. Describing a past holiday
2. Holiday preferences
3. Dream holidays
4. Future holidays

Assessment: Mock exam – listening, reading, speaking and writing |
| **Theme 2 – Popular culture****Topic 1 – Free-time activities**1. Past free-time
2. Future free-time plans

**Topic 2 – Customs, festivals and celebrations**1. Past celebrations
2. Future celebrations

**Topic 3 – Education and work**1. My favourite celebrity
2. Advantages and disadvantages of celebrity life

Grammar: Perfect, future and conditional tenses, using modal verbs to make comparisonsAssessment: Listening, reading, speaking and writing (end of year 10 mock) |
| **Topic 3** | **My school**1. What is there in your school?
2. What do you study at school?
3. What do you think about your teachers?

Grammar: Intro to the present tenseAssessment: Listening, reading and speaking  | **My daily life**1. What’s your daily routine like?
2. How do you use social media?

Grammar: Further work on the present tense and use of infinitivesAssessment: Listening, reading and writing | **Future hopes and dreams**1. What would you like to do in the future?

Grammar: Using the infinitive to express future actions | **Revision and exam preparation** |
| **Personal development** | OAT Spelling BeeResearching Spanish-speaking countries and cities across the globe, comparing school life in other countries | Discussing social media use, researching typical food and drink from the Hispanic world | Careers: Discussing potential careers and future plansDiscussing ways to stay healthy, discussing family relationships and different family types, researching Spanish-speaking holiday destinations | Discussing environmental and social issues, health, social media issues | Careers: Discussing education options, careers, professions, future plansDiscussing different school systems, volunteering opportunities, possible dream holiday destinations |

**Our contribution to numeracy:**

Very early on in the curriculum students learn how to say numbers in Spanish and these are revisited along with dates throughout the curriculum. Students are also encouraged to spot patterns in languages and identify rules and methods for conjugating verbs from these patterns. This ability to spot and apply patterns to new contexts in essential in numeracy. At GCSE level, students are often required to read texts containing statistics including larger numbers and percentages and have to infer key messages from these.

**Our contribution to literacy:**

Learning a new language develops students’ literacy skills extensively. Our ambitious choice of vocabulary helps students to develop their repertoire of vocabulary in their first language as well as the language they are learning. Reading skills also form an integral part of the curriculum as students have to employ and develop various skills including decoding, prediction strategies and inference. Students’ oracy is also developed as they are encouraged to refine their pronunciation, speak in compound and complex sentences and develop speaking in front of an audience.

**Our contribution to CORE and personal development:**

At OSWB we believe academic success is really important, but we don’t think it is everything. We want our young people to leave education feeling confident not only in knowledge, but also in personal skills and qualities. Our C.O.R.E curriculum is intended to allow students to learn for life, equipping them with knowledge of the world, essential skills and a strong character. The C.O.R.E Curriculum is built around our 4 values of Character, Organisation, Resilience and Excellence.

In Languages, students develop their character by the very fact they are learning to understand and communicate in a potentially brand-new language to them. Students are encouraged to speak in the foreign language at regular intervals which helps to build their confidence as they are often required to work in small groups or pairs. Furthermore, students learn about different cultures not only from Europe but from French- and Spanish-speaking countries across the world. Writing and speaking in a foreign language requires students to structure answers which contributes to their organisation. Students also complete regular vocabulary building homework assignments and are required to organise their time appropriately every week to complete this. Speaking a new language means students will make mistakes, but we encourage students to reflect and build upon their knowledge. By acting on feedback and refining their work, students have to demonstrate resilience as they strive to be the best possible language learners they can be. This also contributes to excellence as we encourage students to understand and use extended sentences and offer them a high-level of challenge within a safe and supportive environment. We use the academy’s rewards and sanctions policies to ensure students are clear of our expectations, thus allowing all students to learn within the classroom and make solid progress.