

Curriculum Intent – Modern Foreign Languages

The aim of the Modern Foreign Languages curriculum is to enable our students to communicate effectively in a rapidly changing global society and appreciate the diverse culture and customs of others.

Our curriculum builds on and reinforces learning from Key Stage 2 and is designed around the four key skills: writing, speaking, reading and listening. We then link in cultural experiences to broaden students' understanding of our multi-cultural world so that they respect others for who they are. The implicit and explicit teaching of grammar, interleaved with skills and knowledge, enables our students to become confident independent manipulators of language, whether as part of their chosen career or through interactions on holiday. It also equips them with a plethora of transferrable skills that will enhance their ability to succeed both at school and beyond.

The Key Stage 3 curriculum is designed to engage students in language learning, to provide them with a secure linguistic base upon which to build in Key Stage 4 and to provide them with an understanding of how even our closest geographical neighbours have different cultural identities. The spoken element is crucial to this and so developed as a priority. Then, focusing on all four skills, they learn how to describe themselves, their family, life at school and their hobbies. A wider cultural appreciation is interleaved within each topic, so that there is always a mix of knowledge, skills and understanding commensurate with the National Curriculum. In Year 8, students begin to learn how to form tenses and increase their range of vocabulary through the study of home, town and holidays. By the end of Year 9, whether students continue to study a language at Key Stage 4 or not, we expect them to have a comprehensive grasp of a variety of linguistic structures, a breadth of vocabulary and the cultural awareness to communicate spontaneously and effectively with Francophone or Hispanic students of their own age.

At Key Stage 4, we follow the AQA specification. Students explore topics studied at Key Stage 3 in greater depth but with a broader vocabulary, an ability to form more complex tenses and an appreciation of how to successfully use what they know to impress an examiner. They are expected to understand and discuss current affairs in the target language country, global issues and to analyse differences between countries. Our students are also encouraged to apply knowledge learnt from other areas of the curriculum and to discuss these in the target language, for example environmental problems and solutions studied in Geography and social issues studied in RE. However, Key Stage 4 is not simply about Years 10 and 11, it is also about preparing students for post-16 study and raising their aspirations. We work with external providers to ensure students experience A level teaching and understand the options for pursuing language study at university and beyond.

Lessons are structured to support, challenge and build the confidence of students, so that they enjoy the process of learning a language. The ten building blocks underpin our drive for quality first teaching. Expert questioning is used to enable students to think about how language is formed, modelling is used to develop comprehension skills in reading and listening and 'progress' and 'progress +' tasks are designed to engage, support and challenge individual learners. Lessons also include a variety of collaborative and individual learning activities, to encourage students to value learning from others, as well as becoming independent and resilient – qualities that are both part of the college's Core Values. There is a deliberate move to increase

the use of target language within lessons, so that students become familiar with hearing it in use on a regular basis.

Assessment is key to informing and supporting students with their learning. Home learning is used to help students learn and recall key vocabulary. It is set weekly from the appropriate knowledge organiser and then quizzed on in class, developing students' retrieval skills and so building their resilience when under pressure to recall key knowledge. Regular progress checks are designed to establish what students have understood within a specific topic across each of the four skills. These are marked by the teacher, who uses the information to inform 'next-steps', whilst students are given the opportunity to reflect on their success and identify where they can improve further. These tasks are structured to build students' independence and their ability to learn from their mistakes. Finally, summative assessments are planned at the end of each topic and bring together the four key skills needed to become confident linguists, whilst also preparing them for the demands of GCSE.

Learning a Modern Foreign Language enables students at Horizon to become successful, tolerant individuals, confident to belong in a global society.