

Modern Foreign Languages – Curriculum Intent and Implementation 2019-2020

The **intent** of our Modern Foreign Languages curriculum at Chipping Sodbury School is to develop language learners who see that being a speaker of more than one language is a normal aspect of modern life, and that learning a foreign language at school is essential preparation for citizenship in the 21st Century.

Different students have different reasons for learning a modern foreign language. We categorize these needs under the areas as below, but recognise that students' progress at different rates and that individual needs may run across these areas and may change over time.

- **Enjoyment:** all students are able to experience the intellectual thrill and motivation of expressing themselves in another language
- **Transferrable Attributes:** Life poses tough challenges and requires perseverance; through learning a foreign language, students become more resourceful and develop the ability to negotiate meanings through reflection and problem-solving. The implicit challenge and inevitable setbacks involved in learning a language help students develop both resilience and independence
- **Citizenship and Anti-Racism:** all students should learn to see themselves as citizens of the world and should learn to accept, appreciate and celebrate linguistic diversity as part of our multi-cultural, multi-ethnic society
- **Literacy:** students need to continue to develop their level of literacy. Learning a foreign language helps them to see language as a structure separate from the world around them. This awareness of language is crucial for students to be able to decontextualise and re-use language, and learning another language will clearly support developing proficiency in English
- **Cognitive Development:** language-learning practises a huge range of thinking skills, including higher-order thinking; it can be difficult for students to understand that learning a foreign language improves brain functionality, but it is a compelling argument for lower-ability students and reluctant learners
- **Apprenticeship in Learning Languages:** it is impossible to predict which language(s) students may need to know in the future. Learning a foreign language at school should equip students with skills and knowledge about language which will enable them to learn other languages as the need arises
- **Practical Communication:** many students will need to communicate with native speakers in visits and exchanges and, in the future, some will need to speak a foreign language for employment purposes or in leisure situations. These students will need to learn practical communication and to develop a degree of expertise in one or more languages
- **Academic Qualifications:** many students at Chipping Sodbury will be expected to gain qualifications with real currency which enable them to continue into higher and further education or to enter the world of work; all students should be able to have their language learning accredited at the highest level of which they are capable

Whilst we have a key role in delivering the English Baccalaureate and in providing a broad and challenging curriculum, we prioritise enthusing and engaging our students so that we can (a) contribute strongly to their employability, and (b) challenge insularity and promote British values at a time of narrow thinking nationally.

The intent of our curriculum is **implemented** through:

- the expectation that the target language is routinely used in the classroom, through our strategy of "Talk so that pupils listen, and listen so that pupils talk" to develop confidence, resilience and independence

- accelerated learning through early exposure to challenging materials and language
- celebration of attempts to communicate and to manipulate language, by supporting movement through our taxonomy of learning from simple language to higher order thinking
- the building of memory, through a growing spiral of grammatical understanding and linguistic skills around a core of vocabulary knowledge
- Schemes of Learning which map out clear progression and purposeful repetition across a two-year Key Stage 3 course and a GCSE course from Year 9 through to the end of Year 11
- careful selection of contexts for learning, including songs, stories and films, to engage learn
- opportunities for enrichment through competitions and trips to France