

# Languages

**Subject Leader:** Ms J Askew

**Email:** [jaskew@taptonschoool.co.uk](mailto:jaskew@taptonschoool.co.uk)

**Curriculum Intent:** We are passionate that all students enjoy the right to learn a language at Tapton, regardless of their background and we believe our strength lies in our diversity. We have a challenging curriculum which encourages students to become global citizens with a clear pathway into both higher education and the world of work. Cultural and social horizons are broadened and self-esteem is built, not only in lessons but also through wider opportunities such as trips and visits. We guarantee depth and breadth, developing students' written and verbal communication skills and literacy

	Core Knowledge - Y10 + Y11	Procedural Knowledge
Autumn Term 1	<b>Y10 topic:</b> Travel and tourism and places of interest  <b>Y11 topic:</b> Environment and social issues	<b>Students will:</b>  Acquire more grammatical terminology as this continues to be explicitly taught and referred to throughout the KS4 course.  Have assessment rubrics explained and referred to frequently throughout the KS4 course.
Autumn Term 2	<b>Y10 topic:</b> Travel and tourism and places of interest General celebrations, celebrations in French/German/Spanish-speaking countries  <b>Y11 topic:</b> School and post 16/18 plans	Continue to develop key skills of listening, reading, speaking, writing and translation as they are interweaved throughout the Y10 + Y11 courses, using a variety of strategies to facilitate language acquisition to allow students to understand and produce both spoken and written work in the target language.
Spring Term 1	<b>Y10 topic:</b> Celebrations in the past Future celebration plans  <b>Y11 topic:</b> Future plans and work	Revisit all the time frames and be able to express themselves across a range of tenses.  Re-employ all grammatical knowledge and build more sophisticated structures and vocabulary into their work.  Re-engage with the phonics of the language in preparation for the speaking element of the course.
Spring Term 2	<b>Y10 topic:</b> Healthy living, sports and lifestyles, food, mealtimes, how to lead a healthy lifestyle, diet, fast food, contrasting present and past habits  <b>Y11 topic:</b> Revision of GCSE topics (identity and relationships with others, celebrity culture, free time activities, media and technology),	Utilise a range of techniques acquired throughout KS3 and enhanced at KS4 to facilitate a deeper understanding of lexical and grammatical concepts, enabling them to better communicate in the Target Language.
Summer Term 1	<b>Y10 topic:</b> How to lead a healthy lifestyle. Stress and the effects, pros and cons of alcohol, drugs, smoking/vaping, the importance of sleep, illness and remedies.  <b>Y11 topic:</b> Revision of GCSE topics (Travel and tourism, including places of interest, customs, festivals and celebrations, healthy living and lifestyle, where we live).	Be taught a range of strategies which are used in Y10 and Y11 to facilitate students' success in the final GCSE exams and enable students to understand how to manipulate language independently and successfully. In addition, the Y11 course supports students who wish to make the transition to A Level language study.

Summer term 2	<b>Y10 topic:</b> Where we live - house, bedroom, town	
	<b>Homework:</b> The purpose of homework set in MFL is to consolidate the learning that happens in the classroom & develop the key skills of reading, listening, writing, speaking & translation.  Students are issued with several booklets throughout the KS4 course and homework is set once a week through Class Charts, normally taking the form of: <ul style="list-style-type: none"><li>• Reading comprehension exercises</li><li>• Listening comprehension exercises</li><li>• Vocabulary learning</li><li>• Grammar consolidation</li><li>• Written tasks</li><li>• Research</li></ul>	
	<b>Assessment:</b> In addition to the assessment points (detailed below), throughout the Y10 and Y11 courses students are assessed through a variety of low-stakes vocabulary and grammar tests, assessment for learning activities, targeted questioning and a range of pair, group and whole class tasks.	
	<b>Assessments in Y10:</b>  <b>Assessment Point 1:</b> Listening, reading & writing (Topics covered so far in Y10)  <b>Assessment Point 2:</b> Listening, reading & writing (Full GCSE past exam papers)  <b>Assessment Point 3:</b> Mock Speaking Exam (Role Play, Reading aloud, Photo cards)	<b>Assessments in Y11:</b>  <b>Assessment Point 1:</b> Reading & writing (GCSE past papers)  <b>Assessment Point 2:</b> Mock Speaking Exam  <b>Assessment Point 3:</b> Trial Exams Listening, reading & writing (Full GCSE past exam papers)  <b>GCSE oral exam and written papers - May/June</b>
<b>Links to Personal Development:</b> Teaching and learning focus on preparing students for the demands of the GCSE exam and how to succeed. Confidence, Resilience and Knowledge are built with increased challenge and mistakes and misconceptions are used as part of their learning process. Students continue to build their cultural capital and learn to respect other cultures and tolerate different ways of life and students work in pairs and groups and learn to respect each other's ideas and opinions.		
<b>How is my knowledge developed further at Key Stage Five?</b> In terms of core knowledge, the AS/A level course in MFL builds upon the three pillars of MFL learning - Phonics and pronunciation accuracy, vocabulary acquisition and grammatical understanding that students have acquired throughout KS3 and 4. There are a variety of topics covered such as the changing role of family, art and architecture and cinema and music, depending on the language. <ul style="list-style-type: none"><li>• A film is studied in Y12</li><li>• A play or novel is studied in Y13</li></ul> In terms of procedural knowledge, the AS/A level course consolidates the skills of listening, speaking, reading, writing and translation and the study of the film/play/novel allows students to develop analytical and evaluation skills.		