

Curriculum Overview

Year 10 – Languages 2021-2022



Rationale for Year 10 Languages

Students in Year 10 are given the opportunity to choose at least one language from a choice of French and Italian, for study at GCSE and beyond. Learning a foreign language will foster students' curiosity and deepen their understanding of the world. The teaching will enable students to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. Teaching will provide the foundation for learning further languages, equipping students to study and work in other countries.

As outlined in the National Curriculum for Languages at Key Stage 4, our curriculum for Year 10 will enable students to develop their ability to communicate confidently and coherently with native speakers in speech and writing, conveying what they want to say with increasing accuracy. They will be able to express and develop thoughts and ideas spontaneously and fluently and listen to and understand clearly articulated, standard speech at near normal speed. They will deepen their knowledge about how language works and enrich their vocabulary in order for them to increase their independent use and understanding of extended language in a wide range of contexts. They will acquire new knowledge, skills and ways of thinking through the ability to understand and respond to a rich range of authentic spoken and written material, adapted and abridged, as appropriate, including literary texts. They will develop awareness and understanding of the culture and identity of the countries and communities where the language is spoken and they will be encouraged to make appropriate links to other areas of the curriculum to enable bilingual and deeper learning, where the language may become a medium for constructing and applying knowledge. They will also develop language learning skills both for immediate use and to prepare them for further language study and use in school, higher education or in employment and develop language strategies, including repair strategies.

What will students learn and why?

We aim to cover most aspects of the French and Italian (AQA) specifications at GCSE during the course of the year. The courses will be cumulative and progressive in content and language. They will take account of the matters, skills and processes specified in the national curriculum programmes of study for Key Stages 2 and 3. They will also build on the foundation of core grammar and vocabulary outlined in the programmes of study for Key Stages 2 and 3, increasing the level of linguistic and cognitive demand. In line with the specifications, students will be required to understand and use language across a range of contexts, appropriate to their age, interests and maturity levels. They will be expected to use language for a variety of purposes and with a variety of different audiences, including for personal, academic and employment-related use. They will make use of appropriate social conventions, including informal and formal address and register, as relevant to the task and language studied. Students will be expected to understand different types of spoken language, including recorded input from one or more speakers in public and social settings and recorded material from authentic sources and the media, appropriate to this level. Students will be able to understand different types of written language, including relevant personal communication, public information, factual and literary texts, appropriate to this level. The language contexts will be organised in a specified number of broad themes, addressing relevant matters relating to: identity and culture, local, national, international and global areas of interest and current and future study and employment.

Students will develop and use their knowledge and understanding of grammar progressively throughout their course, appropriate to the language studied and to the relevant tier of entry.

How will students learn?

We will use a blended pedagogical method that combines introducing students to sentence builders and model texts for each topic. We will then support them with independent and creative writing and speaking. This will enable students to process languages more easily and make links. Target communicative functions and key grammar are recycled and interleaved in different topics to aid retention and develop routinisation of the language. Homework tasks have also been designed to this end. They will develop all four skills of listening, writing, reading and speaking in different contexts. The topics have been selected in line with the AQA GCSE specifications. In both French and Italian, to begin with, students will learn to talk about their relationship with family and friends recycling and consolidating their grammatical knowledge. They will learn how to talk about more age-appropriate topics, such as different types of relationships and relationship issues, new technology, customs and festivals and social and global issues. They will consolidate and develop language competencies such as expressing opinions and points of view on a range of topics, forming and answering questions, making plans, expressing a wish and predicting. Each lesson will have at least one skills focus, which links to the GCSE assessment objectives. There will be regular opportunities for students to reflect on their learning and develop their language skills. Students will also be encouraged to make appropriate links to other areas of the curriculum to enable bilingual and deeper learning, where the language may become a medium for constructing and applying knowledge.

How will students be assessed?

Low-stakes testing of knowledge continues to be crucial to our curriculum. Students will be assessed in reading, writing, listening and speaking in line with the format for GCSE exams. These tests will take place at regular intervals within each topic. Exams will consist of a GCSE exam past paper or tasks designed with the format of exams in mind.

What is the aim for learners by the end of the year in comparison to the previous year?

By the end of Year 10 students will be able to produce larger chunks of language in speaking and longer and more detailed paragraphs in writing that also includes some interesting detail, personal information and some idiomatic language. They will be able to explain their opinions and points of view on topics that are more complex, they will be able to refer to past, present, and future time as well as using some more complex structures, such as the imperfect tense, modal verbs and the subjunctive. Students will have developed their ability to understand different types of spoken language, including recorded material. Students will have developed their ability to understand different types of written language, including literary texts.