

Curriculum Overview

Year 11 – Languages 2021-2022



Rationale for Year 11 Languages

This year is undoubtedly the most crucial year in the academic journey of our students. Students in Year 11 will continue with the study of their chosen language(s) at GCSE. As outlined in the National Curriculum for Languages at Key Stage 4, our curriculum for Year 11 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 all aspects of the French and/or 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 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, students will study the theme of local, national, international and global areas of interest, they will also learn how to talk about more age-appropriate topics, such as travel and tourism and issues surrounding tourism. In addition, they will study the theme of current and future study and employment. They will further develop language competencies such as forming and answering questions, expressing one's feelings, describing physical states, and describing places, objects and the natural world. Moreover, students will focus on revising and consolidating grammar and vocabulary outlined in the programmes of study for Key Stage 3 and Year 10, increasing the level of linguistic and cognitive demand. Each lesson will have at least one skills focus, which links to the GCSE assessment objectives in preparation for the exams. 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 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 GCSE exam past papers 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 11, students will be able to produce larger chunks of language in speaking and more detailed paragraphs in writing where they are able to express interesting detail, personal information and language that is more idiomatic. 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. 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. By developing the routines centred on exam practice, students will make better progress in their studies, consolidate their knowledge and learning and improve their examination technique.