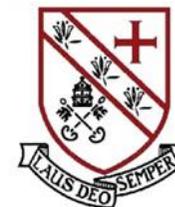


Curriculum Overview

Year 9 – Languages 2021-2022



Rationale for Year 9 Languages

Students in Years 9 are given the opportunity to choose one language from a choice of French and Italian, with a view to developing the skills and proficiency required for study at GCSE and beyond and equipping students to study and work in other countries. 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.

As outlined in the National Curriculum for Languages at Key Stage 3, our curriculum for Year 9 will enable students to recognise and use an appropriate range of vocabulary linked to the topics studied. They will be able to engage with authentic text in the target language and respond appropriately. They will be able to listen to native speakers and understand them. They will speak confidently, using accurate pronunciation and intonation and communicate their ideas clearly in written and spoken format. They will be able to apply grammatical rules and structures to a range of contexts and discuss different cultural aspects related to French and Italian speaking countries.

The new curriculum has been developed using current research in language teaching and learning. It provides a high level of challenge as language learning is very demanding and requires resilience and perseverance; students are explicitly taught the need for continual practice to develop their skills as a linguist. Although teachers and students will strive for accuracy, mistakes are an integral part of learning a language and students are encouraged to learn from their own mistakes and the mistakes of others in a mutually respectful way.

What will students learn and why?

In both French and Italian, we have selected topics that we feel are appropriate to their age, interests and maturity levels and that will engage and motivate students. They will explore their own cultural identity by learning key vocabulary and phrases on the topics of lifestyle, customs and festivals, cinema, music, free time activities, films and technology. To begin with, students will learn to talk about their lifestyle choices, they will learn how to refer to past time accurately using different tenses and they will develop their culture knowledge of eating habits in different countries and ordering food in a restaurant. Secondly, they will learn how to talk about new technology and they will revise and consolidate their knowledge of referring to past time. More complex structures will be introduced at this stage, such as comparative structures. In terms 5 and 6, students will learn how to talk about films and TV programmes. They will also revise and consolidate how they refer to their routine activities and interests as well as using more complex structures, such as the conditional tense.

There will be a continued focus on phonics and common letter combinations to enable students to master correct pronunciation and spelling. The focus in lessons is to encourage students to feel comfortable using the target language as much as possible using sentence builders, knowledge organisers and structure strips for support. All students will also engage in cultural activities to foster an understanding of different cultures and read literary texts.

How will students learn?

We will use a blended pedagogical method that combines introducing students to sentence builders and parallel texts for each topic. We will then support them with independent and creative writing and speaking using structure strips. 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. The topics have been selected in order to begin to lay the foundations for topics studied at GCSE and beyond. In both French and Italian, to begin with, students will learn to talk about their lifestyle choices, they will learn how to refer to past time accurately using different tenses and they will develop their culture knowledge of eating habits in different countries and ordering food in a restaurant. Secondly, they will learn how to talk about new technology and they will revise and consolidate their knowledge of referring to past time. More complex structures will be introduced at this stage, such as comparative structures. In terms 5 and 6, students will learn how to talk about films and TV programmes. They will also revise and consolidate how they refer to their routine activities and interests as well as using more complex structures, such as the conditional tense. There will be a continued focus on phonics and common letter combinations to enable students to master correct pronunciation and spelling. The focus in lessons is to encourage students to feel comfortable using the target language as much as possible using sentence builders, knowledge organisers and structure strips for support. All students will also engage in cultural activities to foster an understanding of different cultures and read literary texts

How will students be assessed?

Students will be assessed in reading, writing, listening and speaking with a focus on low-stakes assessment for learning that focuses on retrieval to help reduce student anxiety and develop confidence in speaking and writing. These tests will take place at regular intervals within each topic. Exams will involve GCSE-style activities in order to familiarise students with answering questions and instructions in the target language and they will address GCSE assessment objectives.

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

By the end of Year 9, students will be able to produce larger chunks of language in speaking and longer paragraphs in writing. 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 and the subjunctive. We also aim to continue to develop students who have an understanding of different cultures and to foster an open mind for a global community with lessons that explore differences and similarities in customs and traditions. A number of activities are organised to encourage students to choose a language as a GCSE option.