



Willingdon

COMMUNITY SCHOOL



CURRICULUM BOOKLET

Languages

Our vision

At Willingdon we provide a broad and balanced curriculum which motivates, challenges and engages our students.

Our vision is to provide a syllabus fit for our students' future, building on the successes of their past and paving the way for post 16 and life. This allows our students to be safe, happy and well-informed global citizens who have experienced a 5-year progressive and dynamic curriculum whereby students have the opportunity to aspire, achieve and embody our school's values of 'Personal Excellence' which is inclusive and reflective of our local needs.

Le Louvre, Paris



City of Art and Science, Valencia



Pompeii Ruins, Italy



“Our desire is to create an enriching and nurturing language experience that broadens cultural horizons and builds independent, resilient and successful linguists for life”.

Languages purpose and intent

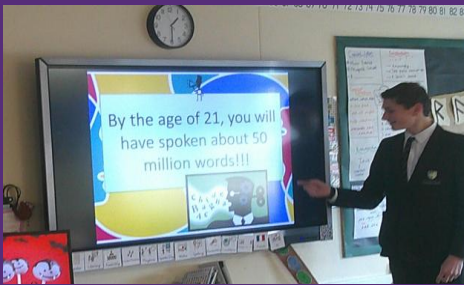
The Languages Faculty has six full-time specialist language teachers, and our aim is to encourage a love of learning for languages and for students to make progress at all levels regardless of their starting point.

We believe language learning is more important than ever and we believe equipping students with language skills will prepare them for the wider world and the work place. We aim to promote the value of language learning in our multicultural society, and prepare our students to become global citizens in our competitive international marketplace. Our objective is for our students to become independent linguists through an emphasis on communicative skills and to be culturally aware.

In Spanish and French, students grow by developing their linguistic awareness through the ability to understand and respond to a range of spoken, written and authentic material in the classroom in which target language is promoted. Our aim is to provide opportunities for students to be able to communicate for practical purposes as well as laying a foundation for further study and work.

Our aim is for students at Willingdon to become confident, resilient and gain high levels of self-efficacy.

Year 11 students teaching French at Willingdon Primary school



Year 10 Latin students teaching about Roman life to Year 5 students at Willingdon Primary School



As for Latin, we want students to be able to tap into the wisdom of the ancient world to inform their life in the 21st century.

Latin is a subject which has often been the reserve of the 'elite.' Our vision is to ensure that everybody can access the ancient world and its languages to give them cultural and social capital.

We want students to learn about all elements of the Roman world, paying particular attention to the 'hidden stories' of those who are often under-represented in Roman history.

We want students to draw on a range of technical grammar features and Latin vocabulary in order to translate Latin literature in its original form. We want students to aim for excellence, and will invite speakers from Oxford and Cambridge to challenge our students and promote ambition.

Ultimately, we want our students to learn from the ancient world, for today.



In order for students to develop a successful, rich, linguistic and cultural knowledge, students currently study 2 languages in year 7, then opt for either French or Spanish at the end of year 7. All students study Latin in year 9.

In Year 9, students are strongly encouraged to continue their studies in Spanish, French or Latin at KS4.

Programme of Study for French and Spanish

Key Stage 3

Implementation

In Years 7, 8, 9 students will have language lessons twice a week.

Our curriculum is based on Gianfranco Conti's Extensive Processing Instruction (EPI) method.

Our EPI method includes:

- Sentence builders which are central to each lesson, enabling our students to build accurate sentences.
- Extensive drilling of chunks of language through games and speaking activities.
- Focus on Speaking and Listening at the start of every unit of work.
- Explicit teaching of language learning and decoding skills.
- Systematic revisiting of knowledge to produce deep learning and fluency.



Christmas lights in Gran Via: Madrid's main street

Students cover a range of skills in order to converse in everyday topics. Our curriculum will provide students opportunities to see the relevance of their language learning beyond school and gain an appreciation of languages which are both challenging and fun.

The key skills and structures which are introduced at KS3 are building blocks for more in-depth learning at KS4.

Impact

The impact of our curriculum will be evidenced in seeing an uptake in languages at GCSE and beyond. Impact will also be evidenced by the progress students will make as well as gaining an understanding of different cultures and the difference languages can make in our global society.

Bastille Day Parade on les Champs Elysées on the 14th July in Paris

Parents can help students at KS3 by:

- Testing students on fortnightly vocabulary /sentences.
- Encouraging students to practice language learning at home using our online language software.
- Learn the language with the students! Download one of the language learning apps (for example, Quizlet, Duolingo) or go online to SENECA, BBC Bitesize.
- Watch films in French or Spanish.
- Cook French/Spanish food.
- Attend local events that promote French / Spanish culture.

By the end of year 9, students will be able to understand around 1200 high frequency words in the TL and become aware of the sound system in order to express themselves on familiar occurrences encountered in school, leisure and family life. They will also understand the main points of clear standard aural and written information, be able to form more complex opinions in the present, past and future and communicate for practical purposes. Students will be able to justify their opinions and have an awareness of the different cultural aspects and history of France/Spain. They will be able to use their analytic skills to work out meanings in different contexts and become autonomous learners in order to apply their linguistic skills in the real world.



Assessment at Key Stage 3

Students will be tested on 2 of the 4 skills each term - Reading comprehension (including translating into English), listening comprehension, writing (including translating into French or Spanish) and speaking.

Students will have 'quick fire fortnightly quizzes' throughout the year to assess recall of vocabulary and sentence structures learnt to date. This is to allow students to know where they are in their learning, to help to inform future teaching and learning activities and to provide additional support/intervention where needed as well as to track and monitor students' progress.

Students are given regular feedback within each sub-unit and following our quick-fire fortnightly quizzes. Feedback comes with targets for improvement which students are expected to respond to by adding their own reflective and evaluative comments on how they are going to make improvements.

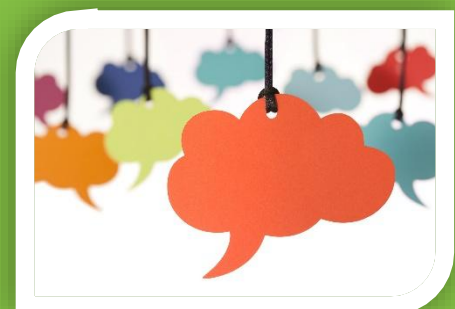
Programme of Study for French and Spanish

Key Stage 4



The GCSE course at WCS enables students to:

- develop their ability to communicate confidently and coherently in more sophisticated ways resulting in more spontaneity and fluency.
- consolidate their knowledge from prior learning in KS3 and develop their awareness, understanding of the culture and identity where these languages are spoken through the learning of festivals, holidays and local celebrations. Students will have consistent exposure to exam style questions and assessments throughout the course.
- develop language learning skills both for immediate use and to prepare them for further language study in higher education or in employment.
- develop listening, reading and translation skills and be exposed to literary texts to analyse meaning and recognise different tenses.
- learn to understand and respond to a range of authentic spoken and written material spontaneously and fluently.



Implementation

A GCSE in Spanish or French broadens students' horizons and encourages them to step outside the familiar.

The language GCSE will equip learners with the knowledge, understanding and skills, required to communicate in the target language. Students will work on a range of current and relevant topics from environmental issues to social media, pressures at school to hopes and ambitions for their future.

The **Edexcel** course is designed to cover six themes divided into sub-topics which are relevant to young people and our current society.

My personal world

Family, friends, relationships

Lifestyle and wellbeing

Equality, physical and mental wellbeing, food and drinks, sports

My neighbourhood

Places in town, shopping, natural world, environment

Media and technology

Music, TV, film, social media and gaming

Studying and my future

School and future opportunities

Travel and tourism

Transport, accommodation, tourist attractions



Impact and Assessment at Key Stage 4



The exams board used is Edexcel. The exam measures achievement in the following assessment skills:

- Listening (25%) – understand and respond to different types of spoken language, as well as undertake a short dictation in the TL
- Speaking (25%) – communicate and interact effectively in a read aloud task, Role play, picture description and conversation. Depending on the tier sat, at Foundation speaking exam can last between 7-9 minutes or 10-12 minutes at Higher.
- Reading (25%) – understand and respond to different types of written language.
- Writing (25%) – write about a variety of topics using different tenses and justification.

Foundation: students can achieve grades ranging from 1-5.

Higher: students can achieve grades ranging from 3-9

By the end of year 10, students will be able to understand high frequency words in the TL. Students will be confident using the past, present and future tenses in a range of contexts rationalising opinions given.

Students will develop their communicative and recall skills and gain more automaticity to help create opportunities to transfer these to new and real-life situations. Year 10 will have the opportunity to sit a mock exam in reading, writing, speaking and listening. Students are given exposure to exam conditions and given detailed feedback to identify gaps in knowledge.

By the end of year 11, focus will be on consolidating and revising language skills from previous years through teaching and learning strategies as well as developing fluency through exposure and emphasis of a communicative approach to learning.

Year 11 will also sit mock exams in all four skills. These assessments require recall skills and home learning opportunities to revise and review learning.

Year 10 and 11

Students will be tested on 2 of the 4 skills following each subtopic- Reading comprehension (including translating into English), listening comprehension, writing (including translating into French or Spanish) and lastly speaking.





Programme of study for Latin Key Stage 3

Latin is more than just a language, and there are a range of concepts which are taught:

- 1) **Knowledge** of Roman Civilisation, with particular focus to the hidden stories of those all across the empire.
- 2) **Understanding** the nature of an inflected language. The idea that the endings of words tell us everything in Latin.
- 3) **Analysis** of ancient literature with a focus on themes, literary devices, and forming a personal response.
- 4) **Utilising** language skills by translating Latin into English.

The Key Stage 3 curriculum is designed to offer a huge breadth of study to which students feel they can contribute their own experiences. The students follow Book 1 of the Cambridge Latin Course. All students progress through the stages, but adapted to varying pace, and with additional challenge depending on the class group and year group. The design of the curriculum builds skills, knowledge and learning techniques over time to provide a solid foundation of Latin, whether they choose to continue with Latin at GCSE or not.

Over the three years course at Willingdon Community School, students learn and consider the following themes...

1. The Roman family
2. The role of women
3. Roman religion
4. Empire
5. Slavery
6. Conflict

Through the various stages of the curriculum, students will learn many transferable skills and broaden their cultural and linguistic capital thanks to the:

- Explicit teaching of language learning and decoding skills.
- Explicit teaching of grammar, syntax, vocabulary and etymology
- Systematic revisiting of knowledge to produce deep learning and fluency.
- Thorough and meticulous study of the Ancient Roman civilisation (houses, families, cities, jobs, government and politics...)

Programme of study for Latin

Key Stage 4

Paper 1: Language (50% of GCSE)

1 hour 30 minutes final exam

Section A: Comprehension

Section B: Translation (Latin into English)

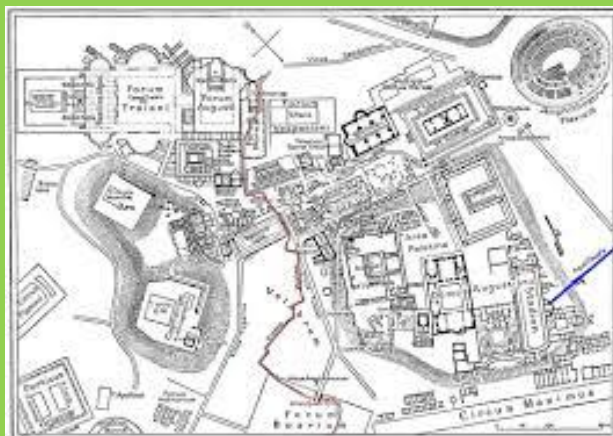
Section C: English into Latin OR Grammar questions

Paper 2: Literature (30% of GCSE)

1 hour 15 minutes final exam

Paper 3: Roman Civilisation (20%)

1 hour final exam

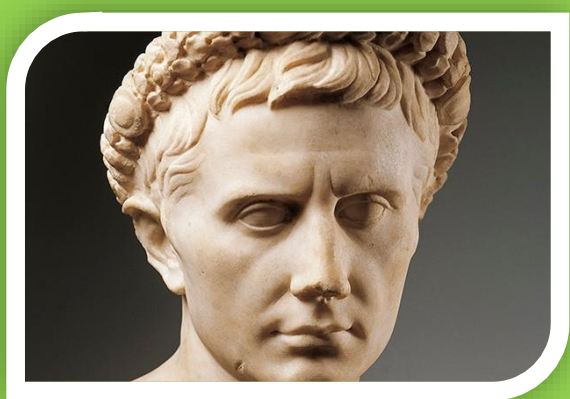


Impact and Assessment at Key Stage 4



"I really enjoy Latin, because while simultaneously learning the language, I get to learn the culture of the romans. I would 100% recommend this subject as this widely broadens my knowledge of the Roman period."

Blake Lee (Year 10)



The course is organised into the three separate papers, and they are taught in order of language alongside civilisation, with literature being taught in the last few months of Year 11.

The GCSE is delivered through the Cambridge Latin Course. For every stage of the Cambridge Latin Course, students receive a knowledge organiser to make it clear what is required for the GCSE exam. The GCSE course is designed for regular checking of understanding. For example, students are given a set of 10-15 Latin words to learn a week, with a vocabulary test being given in the last lesson of each week.

In Year 10 students will have the following assessments:

- Weekly vocabulary tests
- Practice comprehension in October
- Practice translation in November
- Full language mock during Y10 mock week
- In Class civilisation mock in June

In Year 11 students will have the following assessments:

- Weekly vocabulary tests
- Full language mock
- Literature mock
- Civilisation mock

The aim is to complete the course by the end of Term 3 so meaningful revision can take place to ensure students are well prepared for their final examinations.

Literacy in Languages

From year 7, students are taught to proof read their work with a literacy focus, in English and in the target language. In addition, students will learn how to use linguistic terminology with parts of speech and phonology:

- Verbs
- Adjectives
- Nouns
- Adverbs
- Pronouns
- Articles
- Tenses
- Connectives
- Clauses

Students also learn to make links between the language they learn and English.

Numeracy in Languages

Numerical skills feature very often in lessons. One of the first things taught are numbers in the foreign languages as they later apply to a range of topics covers:

- Telling the time
- Dates
- Money/ How much something costs
- Quantity (e.g. food and drink vocabulary)

The subject traditionally works well alongside the Sciences and Maths as it relies on a learning verb and noun endings by rote in groups of 3 or 6.

Students who are able to recognise a pattern can manipulate the endings of hundreds of words and find efficient techniques to learning the vocabulary list and its principal parts.

Raising aspirations in Languages

Students who study GCSE French, Latin or Spanish will be qualified to go on to further study at college or university. Learning a language is a portable skill that will create opportunities in your professional life as well as bridging opportunities to forge social contacts across the world and raising awareness of your mother tongue. Many universities actively welcome languages at A level for entry on courses involving science, business, engineering, medicine as well as art subjects.

Possible employment sectors include:

- Hospitality
- Tourism
- Journalism
- International Aid/Development
- Education
- Translation / Interpreter
- Diplomatic services
- Intelligence
- Business
- Marketing
- International law



Extra-Curricular

The languages team aim to offer a range of extra-curricular activities to bridge the gap outside the classroom. GCSE students will be able to sign up for intervention classes which take place after school or during a lunchtime session. All students are able to buy GCSE revision guides and Pupil Premium students will be able to use their funding to purchase these.

We are committed to giving our students the opportunity to visit France, Italy or Spain to broaden their horizons and develop their cultural and language knowledge.

All students are also encouraged to use our language software outside of the classroom to further develop their language skills.

Latin will provide students with extracurricular visits including a GCSE trip to The Bay of Naples to visit the ancient sites of Pompeii and Herculaneum as well as a day visit to Rome. Local visits to Fishbourne Roman villa and The British Museum in London mean all students should have the opportunity to see the ancient world in person.

Broadening horizons

Traditionally Latin is often only taught in Independent Schools. At Willingdon Community School we are aware that the subject of Latin itself will provide students with a high level of cultural capital to ensure they can compete with the very best.

Students who have a GCSE in Languages will have a competitive advantage when it comes to applying for prestigious degree courses such as Medicine, Biology, Veterinary Sciences, Law, and Politics. The subject can be further studied at A-level at the East Sussex College campus in Lewes.

We have strong links with both Oxford and Cambridge Universities and will ask for guest speakers to address our students across their 5 years at Willingdon Community School.

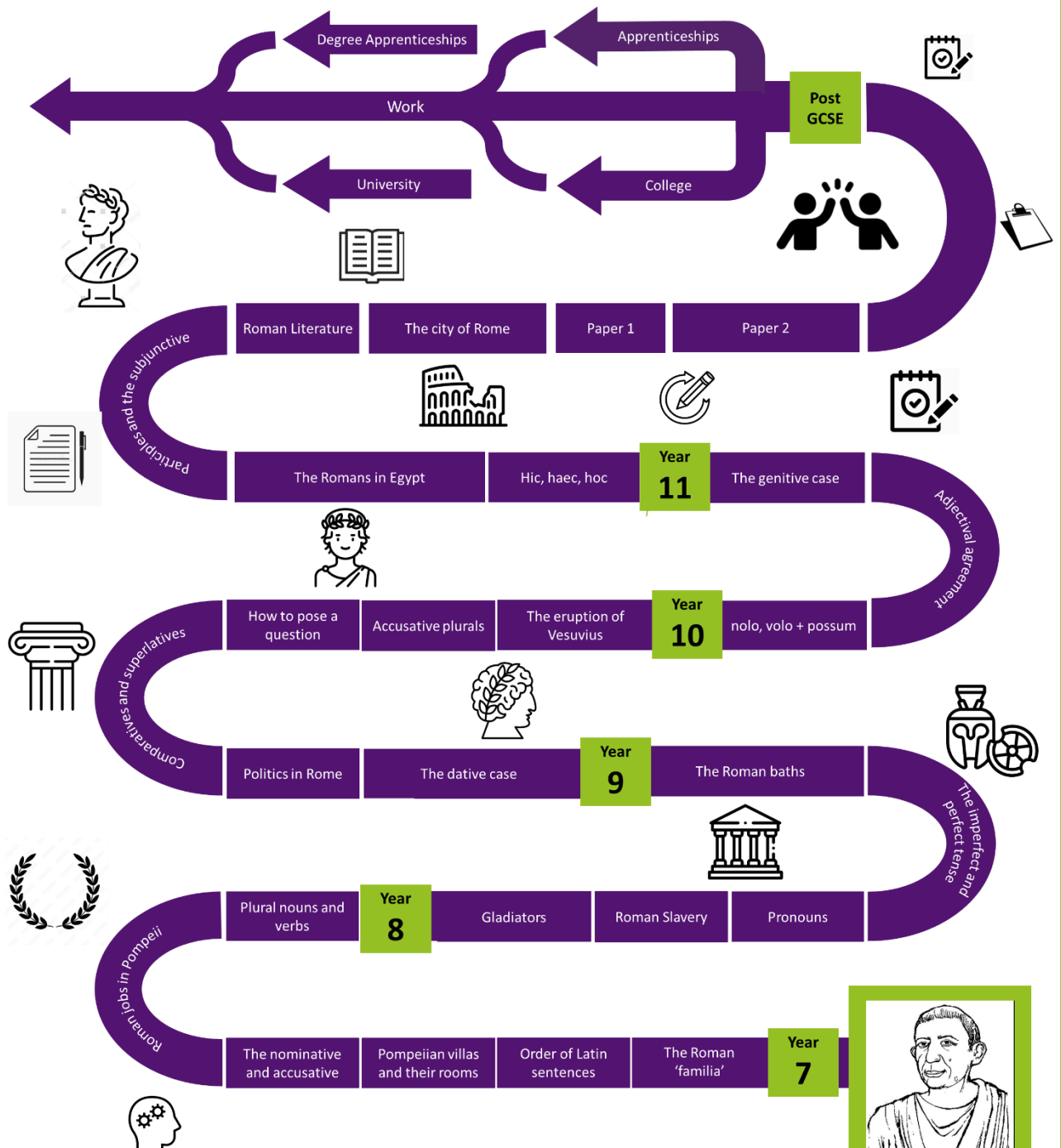
French and Spanish students have the opportunity to work with Bexhill college to prepare the speaking exam, and go on A Level taster day.



Latin Learning Journey

Latin might not be spoken any more, but the learning of this language will help you develop your own English, and assist you with learning other languages. We also want to use Latin to learn about The Romans so that we can learn from the ancient world, for today.

The introduction of Latin to our school in 2022 means all of KS3 are starting with step 1, but will accelerate at a different pace.





How Parents can help their child

- Expose your child to films, songs, podcasts and books in a different language. (Netflix, YouTube, Audible, Radio garden, BBC Teach, BBC Bitesize, Spotify, Mon petit Quotidien, Mary Glasgow, French with Eileen, Easy Spanish and Easy French). There is also a wide range of good programming from the BBC and Channel 5 which focuses on Roman life. Some titles include 'BBC The Last days of Pompeii' and Bettany Hughes' series on The Romans on Channel 5.
- Food from the country. Make it a routine by having a "French" or "Spanish/South American day" every week.
- Getting your child to read more widely about The Roman World. For example, Percy Jackson novels, Asterix comics, and The Roman Mysteries are all great introductions to antiquity.
- Support the learning of vocabulary and practise the languages using your child's sentence builders and knowledge organisers which contain all the vocabulary we learn in lessons. Use memory techniques; say it out loud, cover it up, write it down, repeat.
- Use language resources such as; The language gym, Seneca, Duolingo, BBC Bitesize, Conjuguemos, Quizlet, Blooket, CSCP / Cambridge Latin course online.
- In KS4 for French and Spanish, use your child's speaking booklet to practice GCSE questions.
- Visit the country. By talking with other native speakers, your child will improve quickly! You should visit local Roman landmarks such as Bignor Roman Villa, Fishbourne Roman Villa, or The British Museum in London.
- Consider a pen pal for your child (talk to the Languages team). The best way to learn a language is in real life situation, with real people!

