




OUR CURRICULUM



MODERN FOREIGN LANGUAGES

PHILOSOPHY & NARRATIVE

A quote by Johann Wolfgang von Goethe is presented within a hexagonal frame that has a torn paper effect. The frame is black and set against a dark red background. The quote itself is written in a dark red, cursive font. There are four black speech bubble icons: two at the top left and two at the bottom right of the hexagon.

*Those who know
nothing of foreign
languages know
nothing of their own.*

*Johann Wolfgang
von Goethe*

OUR PHILOSOPHY

Learning a foreign language immerses students into entirely new cultures and world perspectives, inviting them to experience a world beyond their own to help them fully appreciate the language thereby expanding their horizons, which is the surest way for them to develop into tolerant individuals, with an understanding of life that is open-minded and embraces cultural differences and leads to an appreciation of cultural diversity helping “the children of today meet the challenges of tomorrow”.

Learning a foreign language provides students with a better understanding of their own native language and culture, not only cultural customs, but of the grammar, vocabulary and pronunciation patterns of their first language.

KEY STAGE THREE

We need to begin with the tools of communication so our initial focus in Year 7 is pronunciation and students are taught the sound-spelling links in French or Spanish through explicit teaching of phonics. Students quickly become confident in their ability to pronounce correctly new or unfamiliar vocabulary and become adept at reading out aloud in the classroom.

Grammar is an intrinsic feature of language learning, and initially students are introduced to high-frequency language and structures in the first person, which mimics natural language acquisition. This enables students to communicate their opinions and answer questions which seek information about themselves.

The high-frequency language is introduced through 'chunks' to help the internalisation of language without consciously processing the grammatical rules.

Students quickly progress from answering questions in the first person to asking questions of others and reporting back in the third person. The topics which are chosen to enable this language acquisition and to deliver the content and structures are: myself, free time, my school, my house, my town.

As students' language develops, the range of vocabulary and grammar available to them increases. Piece by piece, the full conjugation of verbs - both regular and irregular- is taught and the range of tenses is increased to speak in the different time frames (past, present and future).

Students are taught to recognise patterns in order for them to be able to apply the rules independently as they progress in their studies. As students become more able to communicate in different contexts, the topics become broader and more universal. Students are exposed to vocabulary and dialectic learning opportunities which help them to practise, review and re-use language.

Language is presented in context and is practised both receptively and productively, aiming for greater accuracy and independence as their learning journey continues.

KEY STAGE FOUR

As development of their language learning progresses we expect and encourage students to manipulate more complex language and grammatical structures for their own purpose to provide more individual responses in more challenging contexts.

Key Stage 4 fosters the spontaneous use of language and encourages students to play around with language more creatively.

The topics studied are now more linked to societal issues such as relationships, customs, environmental issues and homelessness which require a greater level of vocabulary, as well as thought and depth to questions, as the answers become far more open-ended and without a 'right answer' and students are able to communicate in a more fluent and natural way.

Students are expected to develop their reasoning behind their opinions.

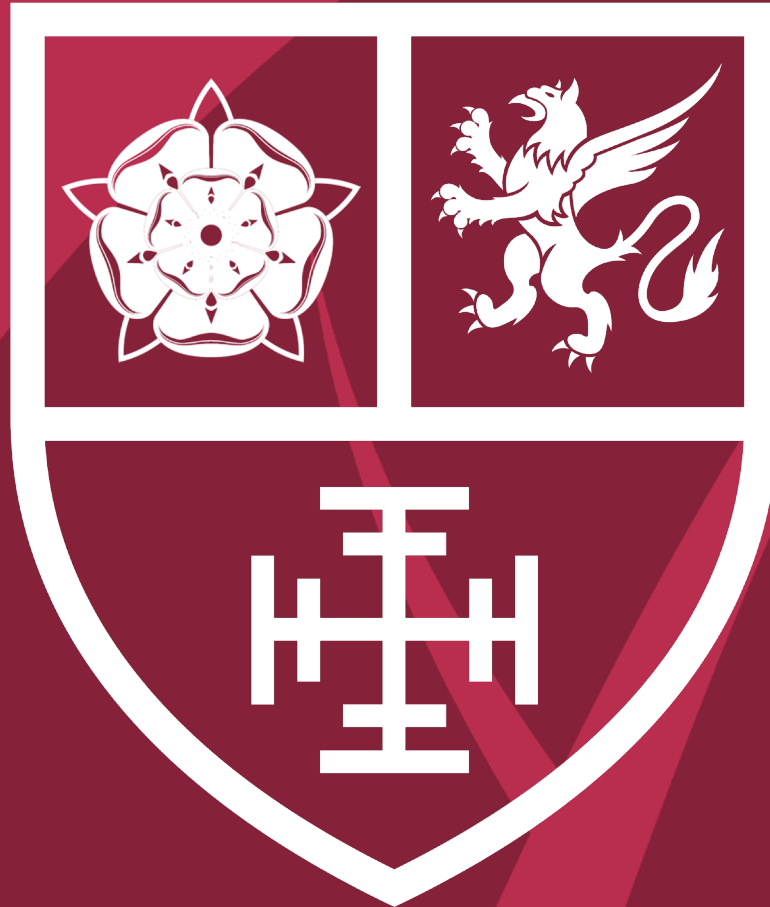
By the end of KS4, we aim for a level of linguistic and grammatical mastery, which then allows students to go on to more culturally-focused studies in the sixth form.

KEY STAGE FIVE

In Key stage 5 students are not only continuing their journey to mastery but are also opening doors to communicating about, amongst others, the arts, literature, cuisine and philosophy.

At A-Level students are exposed to much more authentic material which enables the dialectic and rhetoric of language learning to come into their own, as students now have the solid foundations in grammar on which to develop their understanding and the ability to produce more complex language and concepts in the target language using more sophisticated and extensive vocabulary.

Students philosophise, debate and consider deeper concepts such as the advances in human development and technology through the medium of the target language and consider how these changes have impacted modern society as it is today.



BUILDING ON THE KNOWLEDGE OF THE PAST
TO HELP THE CHILDREN OF TODAY
MEET THE CHALLENGES OF TOMORROW