Modern and Classical Foreign Languages

“If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart”

Nelson Mandela

Languages at Noel-Baker

Our mission is to ensure that all students value the knowledge of Languages in the world today. Our aim is to provide an excellent learning experience in Languages to motivate students to take Languages not only at GCSE and Advanced level but beyond. Due to the advances in technology such as the use of the internet, communication around the world has become much easier and more inexpensive than ever before. The only barrier to this communication is the lack of knowledge of a foreign language. Employers are looking for employees who can speak another language and universities consider language a facilitating subject which means that it is valued for any path of study you may want to embark on. There is no surprise that our government has highlighted the need for students in the UK to learn another language.

As teachers we aim to develop our own teaching based on reflection and using innovative strategies based on research to provide high calibre teaching. We aim to follow a rich-knowledge SOW carefully devised to include spaced learning and retrieval practices. We also place a strong emphasis on accurate pronunciation resulting from the study of phonics and thorough choral and individual repetition. Our excellent approaches to learning including appropriate questioning encourage students to become independent, confident and articulate learners in the language learned to achieve well. Students are encouraged to communicate in the target language in Spanish and French, both in speaking and writing as well as developing reading and listening skills. For Latin, emphasis is placed on receptive skills such as reading instead.

With high-calibre teaching, outstanding leadership and pastoral care we expect to prepare our pupils well for entrance to higher education, high quality employment and the future careers of their choice.

Year 7 Latin

We are delighted to have placed Latin in our Curriculum this year – the first Latin cohort in Derby! The study of Latin provides students with an insight into the structure of an inflected language and encourages them to make instructive comparisons with their own language. Students learn that many English words are derived from Latin and improve their command of their own language by adding to their vocabulary. They develop a sound basis for the study of Romance languages such as Spanish, French and Italian and an understanding of how they are related through their origins in Latin.

The aim of the course is to teach comprehension of the Latin language for reading purposes. Our Latin course presents language not as an end in itself; but as a means of gaining access to literature and to the culture from which it springs. Students will gain an understanding of the context, style and value of Roman civilisation, with special reference to the 1st Century AD.

Unit 1: Caecilius and life in Pompeii. This unit focuses on the importance of Latin as a cross-curricular subject and its historical and geographical setting in Pompeii. Students will learn about the life of a Roman called Caecilius, his family household and daily life including food.

Grammatical structures covered:
Word order in sentences with/without est adding to their vocabulary. They develop a sound basis for the study of Romance Languages such as Spanish, French and Italian and an understanding of how they are related through their origins in Latin.

- Nominative and accusative singular/ Sentence pattern Nominative + accusative + verb
Unit 2: Business and the Forum in Pompeii. This unit focuses on town life and business in Pompeii. Business, religion and local government were the primary purposes of the forum and its surrounding buildings. Students will understand conversations taking place at a typical barber’s shop in Roman times. Throughout the unit students will be retrieving their knowledge of verbs and vocabulary learned in the previous unit and will build new knowledge on them.

Main language features:
- Nominative and accusative of 1st, 2nd and 3d declensions.
- 1st and 2nd person singular present, including sum, es.

Unit 3: The theatre and freedmen. This unit provides an insight on the theatre in Roman times, the institution of slavery, the work and treatment of slaves and freedmen.

Main language features:
- Nominative plural 3d person plural present.
- Imperfect and perfect (v-stems) in 3d person singular and plural.
- Erat and erant

Unit 4: Dinner and gladiators. Students will learn about Roman beliefs about life after death, the amphitheatre and gladiatorial shows. A translation of the account of the riot in the amphitheatre at Pompeii.

Main language features:
- Sentence pattern: Accusative + verb (i.e. Nominative omitted)
- Perfect tense (other than forms in v)
- Accusative plural and Superlative

Unit 5: The Roman baths and the Roman education system. This unit talks about a visit to a bath. Different rooms, activities and heating system used are discussed. Students will also gain an outline of the Roman educational system and the preparation it gave for adult life.

Main language features:
- Dative singular and plural.
- 1st and second person plural present including esse
- Comparative

Unit 6: Elections and government and Vesuvius. This unit covers the system of local government and the way in which Roman values of public service influenced small-town life. It also provides an account of the destruction of Pompeii in the eruption and the subsequent history of the site.

Main language features:
- Intransitive verbs with daive.
- Sentence pattern: nominative + Dative + Verb
- Placet
- Nóbis and Vóbis
- Different ways of asking questions:
- Quis, quid, etc no interrogative -ne

Year 7 French

Unit 1: Phonics and introduction; this unit provides the basic principles of phonics for students to gain excellent pronunciation. These principles are applied to the content of exchanging greetings and personal information. Students are encouraged to give opinions in the target language to be able to express themselves in the topic learned. They will learn phrases and sentences in relation to
comparisons of age, future birthdays and activities. They will be using negative forms in the imperfect tense. Many of these topics should have been seen in primary school and therefore the structures they are being presented within are more complex.

Unit 2: Family. This unit builds on vocabulary and grammatical structures previously learned. For example, students will be learning to give opinions of others, opinions of activities and in the future. In addition, students will be able to talk about activities in the past tenses and describe pets and colours.

Unit 3: Where do you live. This unit builds on vocabulary and grammatical structures previously learned for example reinforcing the imperfect tense to describe how your town used to be and comparing it to how it is now.

Unit 4: Sports and hobbies. This unit builds on vocabulary and grammatical structures previously learned for example the present and future tenses within the context of activities, sports and hobbies. Students will also reinforce their knowledge of opinions of others adding reasons to their opinions.

Unit 5: Francophone countries. This unit provides a global cultural knowledge whereby students study the life in Francophone countries. Students will be introduced to the use of reflexive verbs in the daily routine topic.

Unit 6: Food and drinks. This unit provides a good insight on typical French food and eating habits in France. Possibility to visit a French restaurant to be immersed in an authentic real situation putting into practice the vocabulary and structures learned.

Year 8 Spanish

Unit 1: Holidays. Students are introduced to the topic of holidays within carefully devised sequenced lessons. Students learn about means of transport, types of accommodation, weather and activities. Students build on the previous lesson knowledge until they can give an account of their past holidays giving opinions and reasons.

Unit 2: My identity. This unit presents a variety of vocabulary such as clothes, media and telling the time. In this unit students will consolidate and apply grammatical structures seen previously including frequency adverbs, opinions and reasons, adjectives, connectives, negatives and sequencers.

Unit 3: At the doctor Students will learn parts of the body to indicate what is hurting them at the doctor. This is useful vocabulary to learn in roleplay situations. Students will build on their knowledge of present tense to include object pronouns phrases and sentences.

Unit 4: Grammar This is a spaced learning unit allocated to grammar manipulation and retrieval. Students will have a chance to reinforce their existing grammatical knowledge in a variety of topics to ensure excellent understanding of verb forms manipulation and application from memory at its best.

Unit 5: School This unit reinforces giving opinions and reasons within the topic of uniform and school. Students will be applying the grammatical structures seen previously within the context of education and school.
Unit 6: Hispanic music module. This unit will provide students with the cultural knowledge of Hispanic countries and rhythms of the Hispanic world. There is the possibility of students attending a Hispanic music workshop.

Year 9 Spanish

Unit 1: Family and friends Students reinforce their knowledge of family vocabulary and grammatical structures seen in previous years to produce more complex sentences such as giving comparisons among family members and explaining the concept of being a good friend using object pronouns.

Unit 2: Activities and Technology This unit builds on vocabulary and grammatical structures previously learned within the new content of reading preferences, technology and social media. Students will now give more complex opinions and reasons and apply sentences with object pronouns.

Unit 3: Sports This unit builds on vocabulary and grammatical structures previously learned within the new content of sports. They will now be able to provide a variety of complex opinions as well as convincing opinions using a variety of intensifiers.

Unit 4: Leisure times and daily routine This unit builds on the knowledge of present tense verb forms to ascertain the formation and conjugation of reflexive verbs in the present tense. Students will learn about mealtimes and daily routine activities. They will gain confidence to be able to describe their daily routine in the target language. Students will understand cultural differences in daily routine habits for example the concept of “la siesta” in Spain. In addition, students will learn about the different diets in Hispanic countries.

Unit 5: Cinema and festivals. In this unit students will study the content of a Spanish film consisting of the life of a Spanish boy called “Valentin”. Students will also learn about the important festivals in the Hispanic world and will be required to describe their favourite festival in the target language. They will be able to give convincing opinions and reasons applying the grammatical structures seen so far in a meaningful context.

Unit 6: Spanish football and news. In this unit students will learn techniques to tackle listening and reading activities effectively. They will be exposed to scripts of comments done by the most popular Spanish speaking footballers and will find out about the life of a footballer. In addition, students will be exposed to “news in slow Spanish” regarding the football world.

Key stage 4: French (year 10) and Spanish (year 11)

Pupils will sit the AQA GCSE examinations at the end of year 11. At KS4 We aim to give pupils a deeper knowledge in all aspects of language learning i.e. complex grammatical structures, lexical knowledge in all the AQA themes and most of all confidence in using their receptive and productive communication skills.

The students gain an increasing cultural awareness of countries where the language is spoken as they will have been exposed to it not only through our cultural activities but through the learning of the language itself. Overall, we aim to provide a strong grounding knowledge through a carefully devised Scheme of Learning to ensure students are well prepared for their GCSE examination and beyond.
In year 10, students will complete a carefully sequenced scheme of learning based on 5 modules of the AQA GCSE course at Foundation level.

In year 11, students will consolidate and build on modules seen the previous year and will complete the remaining 3 more modules of the AQA GCSE course at a Higher level in a carefully devised sequence to ensure high quality of learning.

All 4 skill areas are taught, practised, developed and assessed; each is worth 25% of the final exam. Please see below for more examination details.

**Paper 1: Listening**

**What's assessed**
Understanding and responding to different types of spoken language

**How it's assessed**
- Written exam: 35 minutes (Foundation Tier), 45 minutes (Higher Tier)
- 40 marks (Foundation Tier), 50 marks (Higher Tier)
- 25% of GCSE

(Each exam includes 5 minutes' reading time of the question paper before the listening stimulus is played.)

**Questions**

**Foundation Tier and Higher Tier**
- Section A – questions in English, to be answered in English or non-verbally
- Section B – questions in Spanish, to be answered in Spanish or non-verbally

**Paper 2: Speaking**

**What's assessed**
Communicating and interacting effectively in speech for a variety of purposes

**How it's assessed**
- Non-exam assessment
- 7–9 minutes (Foundation Tier) + preparation time
- 10–12 minutes (Higher Tier) + preparation time
- 60 marks (for each of Foundation Tier and Higher Tier)
- 25% of GCSE

**Questions**

**Foundation Tier and Higher Tier**

The format is the same at Foundation Tier and Higher Tier, but with different stimulus questions for the Photo card and different stimulus materials for the Role-play. The timings are different too:
- Role-play – 15 marks (2 minutes at Foundation Tier; 2 minutes at Higher Tier)
- Photo card – 15 marks (2 minutes at Foundation Tier; 3 minutes at Higher Tier)
- General conversation – 30 marks (3–5 minutes at Foundation Tier; 5–7 minutes at Higher Tier)
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Paper 3: Reading

What’s assessed
Understanding and responding to different types of written language

How it’s assessed
- Written exam: 45 minutes (Foundation Tier), 1 hour (Higher Tier)
- 60 marks (for each of Foundation Tier and Higher Tier)
- 25% of GCSE

Questions

Foundation Tier and Higher Tier
- Section A – questions in English, to be answered in English or non-verbally
- Section B – questions in Spanish, to be answered in Spanish or non-verbally
- Section C – translation from Spanish into English (a minimum of 35 words at Foundation Tier and 50 words at Higher Tier)

Paper 4: Writing

What’s assessed
Communicating effectively in writing for a variety of purposes

How it’s assessed
- Written exam: 1 hour (Foundation Tier), 1 hour 15 minutes (Higher Tier)
- 50 marks at Foundation Tier and 60 marks at Higher Tier
- 25% of GCSE

Questions

Foundation Tier
- Question 1 – message (student produces four sentences in response to a photo) – 8 marks
- Question 2 – short passage (student writes a piece of continuous text in response to four brief bullet points, approximately 40 words in total) – 16 marks
- Question 3 – translation from English into Spanish (minimum 35 words) – 10 marks
- Question 4 – structured writing task (student responds to four compulsory detailed bullet points, producing approximately 90 words in total) – there is a choice from two questions – 16 marks

Higher Tier
- Question 1 – structured writing task (student responds to four compulsory detailed bullet points, producing approximately 90 words in total) – there is a choice from two questions – 16 marks
- Question 2 – open-ended writing task (student responds to two compulsory detailed bullet points, producing approximately 150 words in total) – there is a choice from two questions – 32 marks
- Question 3 – translation from English into Spanish (minimum 50 words) – 12 marks
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**MFL Enrichment activities**

*Languages Club – lunchtime (Year 7 and Year 8)*

*French cultural exchange trip (Year 10)*

*Spanish cultural exchange trip (Year 9 and Year 11)*

*Visit to a Spanish restaurant (Year 8)*

*Visit to a French restaurant (Year 7)*

*Arabic club – after school*

**EAL students will have the opportunity to take a GCSE in their language. We will provide exam preparation tutoring for Polish, Russian and Italian this year.**

**Further studies and career progression**

Obtaining A levels in a language can access a wide variety of careers. This is because top universities have classed Languages as a facilitating subject which means that no matter what university course a student wants to study in the future, a language qualification will be looked upon favourably by universities. More specifically some jobs associated with a language qualification are the following: an interpreter, a Language teacher, a translator, a Bilingual office employee etc. However, irrespective of the career a student wants to pursue, it is wise to remember that employers are looking for employees who can speak a second language therefore it is always an advantage to gain a qualification in a foreign language. Remember it may be the decisive factor in an interview situation!