



The Henrietta Barnett School

Modern Foreign Languages



Authenticity - Kindness - Curiosity
Connection - Endeavour

www.hbschool.org.uk

Key Stage 3

Year 7 French and German

In Modern Languages we aim to instil a love of, and confidence in the learning of French and German, as well as stimulating a real interest in these fascinating cultures. We achieve this using a variety of interactive teaching methods, which emphasise immersion in the target language from the very first lesson, avoiding English where at all possible. We also foster confidence in listening, writing, and the ability to communicate about topics such as family and school life in an enjoyable atmosphere.

In Year 7 students learn to express themselves in the target language on a range of topics including greetings, family, descriptions, the time, school life with a range of regular and irregular verbs.

Assessment will be through two Moderated Assessment tasks (one spoken and one written), as well as an end of year examination in May consisting of a listening and written task. Translation in and out of the language has been a key facet of the department's teaching and assessment for a number of years from Year 7 onwards.

Year 8 French and German

In French and German, students will build on the rapid progress made in Year 7 and become much more confident in speaking and writing the language. They will also learn a lot more in terms of varied and exciting topics to enable them to speak more authentically. In German, girls will learn the past tense by the end of the year. Girls begin Spanish this year, but will be familiar with the order of topics from their language learning in Year 7. This means much of the material can be covered quickly giving the students a real sense of achievement and enjoyment.

Girls are exposed to foreign language cinema and/or short film to learn the language through authentic cultural sources rather than the textbook. In Year 8 students learn to understand, write and talk about the topics as varied as hobbies, towns, food and drink, leisure activities, and grammar such as consolidation of the present tense and learning the past tense.

Year 8 Spanish

Girls also begin Spanish this year as a third modern language, but will be familiar with the order of topics from their language learning in Year 7. This means much of the material can be covered quickly giving the students a real sense of achievement and enjoyment. The students are effectively fast-tracked through the year, with the aim of getting them to a similar level in two years as their other two languages. They will cover greetings, numbers, family members, personal description, school and opinions of it, as well as gaining knowledge of a wide range of regular and irregular verbs,

Assessment will be through two Moderated Assessment tasks (one spoken and one written), as well as an end of year examination in May. Translation has been a key facet of the department's teaching and assessment for a number of years.

Year 9 French and German

Students will build on the progress made in Years 8-9 and become much more confident in speaking the language. Their past tense knowledge in German and French will become firmly rooted in their writing and conversation and topics relate closely to what is asked at GCSE. They will then opt for at least one to enter Year 10.

Girls are exposed to foreign language cinema and/or short film and fairy tales in order to learn the language through authentic cultural sources other than the textbook. In Year 9 students learn to understand, write and talk about topics such as francophone countries, holidays in the past tense, film and literature, song, and a wide range of grammar.

Year 9 Spanish

Continuing with their rapid progress in Year 8, students will reach the same level of Spanish by the end of this year as their other two modern languages. Students build quickly on the foundations they laid in Year 8 and cover topics such as reflexive verbs and daily routine, healthy eating and diet, as well as the past tense (preterite) and imperfect tense of key regular and irregular verbs.

Assessment will be through two Moderated Assessment tasks (one spoken and one written), as well as an end of year examination in May consisting of a listening and written task. Translation has been a key facet of the department's teaching and assessment for a number of years.

Key Stage 4

Year 10 Modern Languages

Students study the new AQA GCSE syllabus this year. They opt for at least one modern language to GCSE in Year 9, and a good number continue with two. The aim now is to build fluency without fear of making mistakes and build on the progress they made in KS3. They will be able to converse more confidently about a range of topics. More open ended and inspirational topics are studied and students' written and spoken style will become far more mature. Translation, which we train students to do from Year 7, is a key part of the syllabus. We translate both into and out of the language. There are also some questions in English relating to authentic literary extracts to give students an authentic insight into the language cultures. They will learn to cope with the unpredictable and improvise more expanded responses through explanation, personal opinion and classroom debate. They are also encouraged to appreciate wider culture through foreign language cinema. In Year 10 students cover a range of topics and have twice the number of lessons. These include book and cinema reviews, future plans and careers, the pros and cons of city or country life, and grammar such as the conditional tense and more advanced constructions to make their expression more elevated. We look to consolidate the tenses learnt in Key Stage 3 and gain fluency using them.

Assessment will be through one Moderated Assessment speaking and written test, as well as an end of year examination in May.

Year 11 Modern Languages

Our aim is to take students beyond the examination syllabus, so that by the time they take their GCSE examinations, they will be fully competent, as well as being prepared for A Level should they opt for a modern language. We cover topics such as environmental issues (local and global), school life in the UK and the target language countries and health and fitness, as well as more advanced grammatical constructions such as basic subjunctives and conditional clauses.

Assessment will be through one Moderated Assessment essay in the Autumn Term, followed by Mock Examinations in January. We follow the AQA course.

Key Stage 5

Year 12 Modern Languages

Modern languages aim to develop far greater fluency and confidence through discussion and justification of ideas. Students will be speaking and engaging in lessons far more from the beginning of the year. By the end of Year 12 they will be twice as competent and fluent as compared to the end of the GCSE course. Known grammar is embedded and some new grammar acquired. We use the Hodder AQA A Level textbooks and online resources. Conditional tenses are covered in more detail as is the subjunctive in its entirety. We also begin the study of a Cultural Topic which will comprise either a literary text or a film. A second will be studied next year.

The course this year will cover some of the following topics:

- Current trends in the target language society: Family, technology, volunteering, equality, identity
- Artistic culture: heritage and traditions, art, contemporary music, cinema
- One literary text or film or two texts: From a prescribed AQA list.

Assessment: Two Moderated Assessments and an end of year internal examination in May.

Year 13 Modern Languages

Students will continue with the AQA two year course, and continue to build their fluency and confidence. They cover a range of very interesting topics that may have been discussed in PSHE or at Debating Society in Key Stage 4 , but of course in the target language. These include immigration and integration, poverty, crime and punishment, and country-specific social issues. Students' fluency will improve greatly in the same way as it did in Year 12, and the aim by the end of Year 13 is that students will be as fluent as they can be without having lived in the target language country. Our teaching at this level is enhanced by authentic and up to date texts from newspapers, magazines, cinema, song, blogs and literature.

The examination comprises two translations in and out of the language, two essays on each cultural topic, as well as the preparation of an Individual Research Project (IRP), where students research any area of the target language culture independently of their teachers, and discuss for 10 minutes in the Speaking Test in May.

Previous French A level students have studied most recently *Un secret* by Philippe Grimbert and *Boule de Suif et autres contes de la guerre* by Guy de Maupassant, but also *Le Gone du Chaâba* by Azouz Begag, *L'Avare* by Molière, *L'Etranger/Les Justes* by Albert Camus, *Un Sac de Billes* by Joseph Joffo, and the films *Au Revoir les Enfants* by Louis Malle and *Les 400 Coups* by François Truffaut and in 2018-20, *Entre les murs*, by Laurent Cantet.

In German, students have studied *Ich fühle mich so fifty-fifty*, the film *Goodbye Lenin* by Wolfgang Becker, Bertolt Brecht's *Der gute Mensch von Sezchuan*, *Der Vorleser* by Bernhard Schlink and *Angst essen Seele auf* by Rainer Werner Fassbinder, as well as *Das Leben der Anderen*.

In Spanish, students have studied the art of Frida Kahlo, Lorca's *La Casa de Bernarda Alba* and *Yerma*, the novels, *La Sombra del viento* and *Como agua para chocolate*, and the film *Volver*.

Assessment: Moderated Assessment (written) and a mock examination in February.