

HOLLAND PARK SCHOOL

LANGUAGES

SUBJECT LEADER MS TANYA HART
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CURRICULUM INTENT STATEMENT

The Languages department aims to develop all students' competence in at least one modern language (French or Spanish) and many students' competence in at least one ancient language (Latin, and then Greek) in an ambitious programme that broadens students' horizons. Practically, the languages curriculum should enable students to live, study and work in Francophone or Hispanophone countries, increase their career opportunities and provide the foundation for learning further languages (which many dual-linguist students do indeed opt for). Through exposure to diverse cultures, both modern and ancient, the languages curriculum aims to instil an appreciation of difference, whilst equipping students with a global cultural capital that transcends our shores.

KEY STAGE THREE OVERVIEW | At Key Stage 3, the languages department works to secure a strong foundation in grammar and vocabulary. All students will learn how to read, write, listen and speak about a range of topics, including families and relationships, use of technology, healthy lifestyles and travel and work opportunities. We use such topics as a springboard for reinforcing several elements addressed in PSHE. We prioritise the teaching of vocabulary, grammar and phonics for all students, thereby consolidating literacy. Our current PTI project, whereby students read and interpret a literary excerpt attached to each unit taught, aims to extend this. Year 7 students learn the present, perfect and near future tenses; students in Year 8 either reinforce and secure these tenses, or learn the conditional, simple future and imperfect tenses too. We revisit this learning regularly with a 'verb of the day'. We also emphasise the 'immersive' use of target language in the classroom, most importantly by the students themselves, as a vehicle for accelerating progression, developing oracy and delivering dynamic lessons. 10% of our most able students also study Latin, where students learn the foundations of Romance languages, as well as respond to a range of cultural aspects of the Ancient World

KEY STAGE 4 OVERVIEW | At GCSE (in French and Spanish, students use AQA and in Latin, OCR), we aim to extend students' ability to express themselves and understand a range of sources on the topics covered at Key Stage 3, and build on this with additional topics such as the volunteering, the environment and world inequalities. All students must take at least one language GCSE (either ancient or modern) at Holland Park School. In. Against a national backdrop where the proportion of boys, disadvantaged students and those with special education needs and/or disabilities (SEND) engaging in languages after key stage 3 is low, an Ofsted publication recently noted that 'a failure to secure a good GCSE grade in a language is by far the most significant obstacle to achieving the EBacc' (Curriculum research review series: languages 7 June 2021, p. 4). This is not the case at Holland Park. We work hard to dispel the perception of languages as a difficult subject and we prioritise motivation as a key to success in all students' learning, so that the EBacc is accessible for all.

KEY STAGE 5 OVERVIEW | At Key Stage 5, students take an A Level qualification (AQA), where they develop their competence in the chosen modern language(s); explore literature and film in this language (as a minimum, *La Haine* and *L'Étranger* in French and *Maria, llena eres de Gracia* and *La Casa de Bernada Alba* in Spanish); keep abreast with current affairs; and deepen their understanding and appreciation of the culture of the relevant countries. In Latin, students learn to translate, and explore and analyse prose and verse in their historical, political and literary contexts, with both seen and unseen passages.

