Intent:

"One language sets you in a corridor for life. Two languages open every door along the way."
Frank Smith

Impossible n’est pas français.

Literal translation: Impossible is not a French word – There is no such thing as impossible!

Here at Altrincham College we provide all students with the opportunity to learn another language. We teach that language learning is a liberation from insularity and provides an opening to other cultures. Our high-quality languages education and curriculum offer will foster students’ curiosity and deepen their understanding of the world. The teaching will enable young people to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It will also provide opportunities for them to communicate for practical purposes, learn new ways of thinking, and read great literature in the original language. Language teaching will provide the foundation for learning further languages, equipping pupils to potentially study and work in other countries.

We expose our pupils to a broad and ambitious Languages curriculum, which is rich in skills and knowledge, develops self-efficacy, kindles curiosity and promotes diversity and tolerance of other cultures. Our Languages curriculum at KS3 will give pupils the opportunity to:

- Use language skills, receptively and productively, for communication in the real world, for practical purposes, for their immediate needs, interests and beyond and to express and justify opinions.
- Develop their confidence and autonomy to access new and unfamiliar language through the use of decoding skills brought about by the explicit teaching of phonics and sound patterns.
- Work towards becoming a fluent and spontaneous speaker of the foreign language.
- Learn within a coherent and progressive framework.
- Explore the breadth and depth of the national curriculum in languages.
- Foster enjoyment and independence through the teaching of new skills across a wide range of familiar themes and contexts.
- Become aware of the advantages that learning a language can both in their personal and working lives.
- Build on their understanding of the importance of British values, including democracy, the rule of law, individual liberty, tolerance and respect.
- Improve their spiritual, social, moral and cultural understanding.
- Develop their character, including resilience, confidence and independence, so that they contribute positively to the life of the school, their local community and the wider environment.

By the end of Key Stage 3, a successful linguist will be confident in the receptive skills of listening and reading and the productive skills of speaking, writing and translation. This will enable them to listen for detail, infer meaning, tackle larger texts, speak spontaneously, translate accurately, and convey meaning. The most successful linguists will be able to apply existing knowledge to new situations and produce language creatively. Grammar is the foundation of all language learning and
Our Key Stage 3 topics expose students to the necessary structures and vocabulary needed to be a competent linguist. These topics allow students to develop their understanding in order to further succeed at GCSE level and beyond.

Altrincham College has a diverse student population and in addition to our two timetabled languages, we encourage and support students to take GCSE qualifications in their home languages. The languages department encourages our vibrant school community in raising their global awareness and cultural knowledge by allowing them to interact with people from a wide variety of backgrounds. Our up to date resources contain current cultural references and students are encouraged to research further. This not only enables them to understand what it is to be a global citizen but also improves their literacy in the English language. Students are taught about how employers value languages, as they are increasingly important to make sure we can compete in the global market. Because of this, languages are increasingly becoming a requirement for many graduate schemes. Languages are a passport to the world and we can offer various routes by which to travel.

Implementation:

As a team of experienced language specialists, we implement the curriculum through the delivery of high-quality lessons, placing learning and outcomes at the forefront of planning. The department plan highly ambitious and aspirational schemes of learning in collaboration, building our students’ linguistic and cultural knowledge, understanding and skills explicitly and progressively. Schemes of learning and resources are regularly reviewed and evaluated to rigorously ensure the implementation of the MFL curriculum has maximum impact on the development of all students’ knowledge and skills.

We also promote the use of ‘Active Learn’ an online interactive program where students have access to activities and grammar which directly consolidates the language we are learning in lessons at any time. Learners can track their own progress through the interactive, self-marking question banks. Students can access this at home to increase their confidence as well as using it to support homework tasks and consolidating understanding from lessons. The results of any completed tasks are automatically recorded to track progress and highlight areas for development. Students are also provided with a vocabulary booklet for each half term, which allows them to ‘master’ the vocabulary being taught in lessons. Students are assessed on vocabulary on a regular basis.

During Years 10 and 11 we offer students either Higher (grade 4-9) or Foundation (grade 1-5) tiers in order to provide appropriate challenge and high success rates for all our students. Decisions on which paper students are entered for are based on open dialogue and are constantly reviewed to ensure we meet the best interests of every child. We follow the AQA GCSE course, which provides a broad, coherent, satisfying and worthwhile course of study. We believe it encourages students to develop confidence and to have a positive attitude towards Language learning, recognising the importance of the subject in their own lives and the role it plays in society. It should also provide a strong linguistic foundation for students who go on to study a language at a higher level post-16.

Students will be able to:

- Confidently understand and respond to spoken and written language from a variety of authentic sources
- Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- Write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- Begin to discover and develop an appreciation of a range of writing in the language studied.

Literacy within Languages as a discipline

The development of literacy skills in Languages is integral to a students’ success. The subject specific literacy demands include:

- Vocabulary acquisition – Specific to the language being learnt
• Specificity of grammar terminology relating only to the language being learnt (preterite tense)
• Understanding and application metalanguage which is transferable across languages (tenses, perfect tense, superlative adjectives, etc)
• Using cognates/near cognates to decipher meaning of vocabulary (grande/interesante)

In order to ensure students are equipped with the specific disciplinary literacy knowledge pertinent to the language being taught, students will be given a ‘rubric’ containing the key terminology and focus for each unit of work and this should be referred to throughout the half term in order to regularly review the specific language and grammar being taught. Staff will use meta language with students from the start of Key Stage 3 in order to develop students’ application and understanding of grammar and grammatical terminology. Command words are usually in the target language.

<table>
<thead>
<tr>
<th>Year</th>
<th>Curriculum Title</th>
<th>HT1 topics</th>
<th>HT2 topics</th>
<th>HT3 topics</th>
<th>HT4 topics</th>
<th>HT5 topics</th>
<th>HT6 topics</th>
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<tbody>
<tr>
<td>10</td>
<td>Higher tier</td>
<td>Qui suis-je Point de départ 1 Revising family and describing people Point de départ 2 Revising places in town and activities 1 A comme amitié Talking about friends and what makes a good friend Using irregular verbs in the present tense 2 C'est de famille! Talking about family relationships</td>
<td>Les temps de loisirs Point de départ 1 Revising sport and music Point de départ 2 Revising technology, films and TV 1 Tu es plutôt foot, tennis ou basket? Talking about sport Using depuis + the present tense 2 Ma vie d'internaute Talking about your life online Using the comparative 3 La lecture Talking about books and reading More practice of the imperfect tense 4 Mes émissions préférées (pp. 40–41)</td>
<td>Jours ordinaires jours du fête Point de départ 1 Talking about food and meals Point de départ 2 Discussing and shopping for clothes 1 C'est bientôt dimanche? Describing your daily life Using pouvoir and devoir 2 Regarde ce que je mange! Talking about food for special occasions Using the pronoun en 3 On peut se tutoyer? Using polite language</td>
<td>Theme 1: Identity and Culture consolidation Theme 1, Topic 1: Me, my family and friends (Relationships with family and friends) Theme 1, Topic 2: Technology in everyday life (Mobile technology) Topic 3: Free-time activities (Food and eating out) Theme 1, Topic 4: Customs and festivals in Spanish-speaking countries/communities Repaso: During half term 4 we will consolidate HT 1-3 and complete assessments across all four skills and covering the topics, vocabulary and De la ville a la campagne Point de départ 1 Talking about where you live, weather and transport Point de départ 2 Describing a town and asking the way 1 Ma région est top! Describing a region Using the pronoun y 2 Ville de rêve ou ville de cauchemar? Talking about your town, village or district Using negatives 3 C'est pour un renseignement ... Discussing what to see and do Asking questions using quel/quelle/quels/quelles 4 Il fera beau demain? Discussing plans and the weather Using the future tense</td>
<td>Le grande large Point de départ Talking about what you normally do on holiday Point de départ 2 Talking about holidays (past, present and future) 1 Des vacances de rêve Talking about an ideal holiday Using the conditional 2 Les hôtels, mode d'emploi... Booking and reviewing hotels Using reflexive verbs in the perfect tense 3 Bon appétit! (pp. 104–105)</td>
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<tr>
<td>10 – Foundation tier</td>
<td>Using reflexive verbs in the present tense</td>
<td>Talking about television programmes using direct object pronouns (le, la, les)</td>
<td>Asking questions in the tu and vous forms</td>
<td>grammar taught throughout the year.</td>
<td>5 En pleine action! Describing community projects Using the present, perfect and future tenses</td>
<td>Ordering in a restaurant Using en + the present participle 4 En route! Talking about travelling Using avant de + the infinitive 5 On négocie au souk Buying souvenirs Using demonstrative adjectives and pronouns 6 C'était catastrophique! Talking about holiday disasters Using the pluperfect tense</td>
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<td>3 On va voir un spectacle? Making arrangements to go out Using the near future tense</td>
<td>4 Quelle soirée! Describing a night out with friends Using the perfect tense</td>
<td>5 Il était une fois... Talking about your life when you were younger Using the imperfect tense</td>
<td>6 La personne que j’admire Discussing role models Using the present, perfect and imperfect tenses</td>
<td>Talking about actors and films Using superlative adjectives</td>
<td>4 Félicitations! Describing family celebrations Using venir de + infinitive 5 C’est la fête! Describing festivals and traditions Using a combination of tenses</td>
<td>3 On va voir un spectacle? Making arrangements to go out Using the near future tense</td>
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</table>
| 11 – Higher tier | resources used are differentiated for Foundation candidates | **Theme 2:** Local, national and international/global areas of interest  
- Consolidation  
  - Theme 2, Topic 1: Home, town, neighbourhood and region  
  - Theme 2, Topic 2: Social issues (Charity/Voluntary work, Healthy/Unhealthy living)  
  - Theme 2, Topic 3: Global issues (The environment)  
  - Theme 2, Topic 4: Travel and tourism Review – consolidate Theme 2 by conducting assessments across all four skills and covering the relevant topics, vocabulary and grammar | **Au college**  
- Point de départ  
  - Revising school subjects and talking about your timetable  
  - 1 Mon bahut  
    - Talking about your school  
    - Using the pronouns il and elle  
  - 2 L’école chez nous, l’école chez vous  
    - Comparing school in the UK and French-speaking countries  
    - Using the pronouns ils and elles  
  - 3 Liberté, égalité, fraternité?  
    - Discussing school rules  
    - Using il faut and il est interdit de  
  - 4 En pleine forme  
    - Discussing healthy living  
    - Using the imperative | **Bon travail!**  
- Point de départ  
  - Discussing jobs and work preferences  
  - 1 Quelle orientation t’attire?  
    - Discussing career choices  
    - Saying ‘better/worse’ and ‘the best/worst thing’  
  - 2 Il faut que je fasse ça!  
    - Talking about plans, hopes and wishes  
    - Understanding the subjunctive  
  - 3 Je voudrais postuler  
    - Applying for jobs  
    - Using direct object pronouns in the perfect tense  
  - 4 Mon boulot dans le tourisme  
    - Understanding case studies  
    - Using verbs followed by à or de | **Theme 3 consolidation-Repaso:** Topics covered based on RAG analysis of the second mock. |
| 11 – Foundation tier | 5 Les grands événements  
Discussing big events  
Giving arguments for and against | 5 Sous influence  
Discussing vices  
Using the present and future tenses  
6 En échange  
Talking about a school exchange  
Using past, present and future timeframes | Au college |
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<tbody>
<tr>
<td>Topics are the same, but the complexity of language taught, vocabulary exposure and resources used are differentiated for Higher candidates</td>
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</table>
### What will your future career be?

Language skills can be used in almost any career, and particularly in businesses that trade internationally.

#### Possible careers after a Spanish degree:

Jobs directly related to your degree include:

- **Academic researcher**
- **Interpreter**
- **Political risk analyst**
- **Secondary school teacher**
- **Translator**

Jobs where Languages would be useful include:

- **Broadcast journalist**
- **Detective**
- **Diplomatic service officer**
- **Education consultant**
- **English as a foreign language teacher**
- **International aid/development worker**
- **Logistics and distribution manager**
- **Marketing executive**
- **Patent examiner**
- **Private tutor**
- **Publishing rights manager**
- **Sales executive**
- **Tour manager**

#### Where can Languages take me?
The video resources available on a link from this report are connected with the successful webinar hosted by British Council as part of the North-East Festival of Languages on 8th March 2022, in which almost 2000 children and young people from across the North East participated. [https://expressyourselfne.com/2022/03/21/careers-videos/?s=03](https://expressyourselfne.com/2022/03/21/careers-videos/?s=03)

#### Subject discovery:

**Seven hundred reasons for learning languages**: "I think languages just set you free. If you look at a map and you notice how small Britain is in relation to the rest of the world and you look at the size of Latin America with, goodness knows, twenty countries, and you think, you know, you can go out there when perhaps the person next door to you... is just going to be working here for the rest of their lives ... it's just like liberation" (language undergraduate).

#### Subject discovery:

**Fifty reasons you should learn a new language**: learning a new language can help tremendously with your career prospects, your college education and some modern language graduates work on a self-employed basis as interpreters or translators. However, many others are employed by companies who trade or offer services internationally, or to non-English speaking customers and suppliers. Language graduates are therefore employed by a wide variety of employers and sectors, including:

- **Education**
- **Civil service**
- **Foreign Office**
- **Finance, banking and accountancy firms**
- **Government - local, central and agencies**
- **Insurance companies**
- **IT, business consultancy and operational research companies**
- **Market research and marketing companies**
- **Medicine and health - including private pharmaceutical companies and the NHS**
- **Petroleum and nuclear industries**

#### Search by keyword or subject search: Spanish/French/Languages

- [Chinese Language Students Give a College Tour](https://www.youtube.com/watch?v=9chp0CiwwZo)
- [Beyond the Classroom: Spanish Lunch Tables](https://www.youtube.com/watch?v=OPBB898MIY)
- [Modern Language Majors Reflect on Studying Abroad](https://www.youtube.com/watch?v=UUF7SUnTFHM)

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**Technology, globalisation and ease of international travel are bringing more of the world within our reach. Below you will find links to advice from people who know the answer to the question "Why study languages?"**

Read about the powerful reasons why learning languages equips your students with the knowledge and skills to take full advantage of 21st Century opportunities and to encourage those who are not quite on board ...... yet! [https://www.all-languages.org.uk/research-practice/why-study-languages/](https://www.all-languages.org.uk/research-practice/why-study-languages/)

Search by keyword or subject search: Spanish/French/Languages
Here are some benefits of learning Languages:

**Connect!** One of the most rewarding aspects of the human experience is our ability to connect with others. Being able to communicate with someone in his or her language is an incredible gift. Bilinguals have the unique opportunity to communicate with a wider range of people in their personal and professional lives.

**Advance Your Career:** Language skills can be a significant competitive advantage that sets you apart from your monolingual peers. They are among the top eight skills required of all occupations—no matter your sector or skill level—and the demand for bilingual professionals is rising exponentially. In fact, between 2010 and 2015, the number of U.S. job postings specifically geared toward bilingual candidates more than doubled.

**Feed Your Brain:** The many cognitive benefits of learning languages are undeniable. People who speak more than one language have improved memory, problem-solving and critical-thinking skills.

**Deepen Your Connection to Other Cultures:** Language is the most direct connection to other cultures.

<table>
<thead>
<tr>
<th>Jobs that use Languages</th>
<th>Articles to read:</th>
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<tbody>
<tr>
<td>Job 1</td>
<td><a href="https://www.fluentu.com/blog/foreign-language-jobs/">https://www.fluentu.com/blog/foreign-language-jobs/</a></td>
</tr>
</tbody>
</table>

What do modern language graduates do?
Secondary education teaching professional is the top job held by graduates in employment in the UK. Graduate destinations for modern languages

- Business, HR and finance – 18%
- Marketing, PR and sales - 16.5%
- Retail, catering and customer service %14.4
- Clerical, secretarial and administrative 14.1 %
- Other 37%

**Studying a Languages degree give you opportunity to live and study abroad:**
Many modern language degrees offer a year studying or working abroad. If you choose to undertake a work placement during this year, try to find one in a career that you’re interested in and take the opportunity to develop skills specific to that job, as well as your proficiency in the language.

Any time you can spend abroad perfecting your language skills will be helpful, and you may be able to find a temporary job that allows you to do this. Teaching English or working in the tourism sector can be good options.
If your aim is to move into translating or interpreting, you may want to carry out some work on a voluntary basis in order to build up a portfolio of experience. Experience in areas such as administration and IT will also be useful for many jobs that use language skills. Registering with a
| **See the World:** Traveling as a speaker of the local language can revolutionize a trip abroad. |
| **Go to the Source:** In a world of more than 6,000 spoken languages, we sometimes require translation. |
| **Become a Polyglot:** Not only does learning a second language improve communication skills and multiply vocabulary in your first language—yes, really! but research shows that it makes picking up additional languages much easier. |

**suitable employment agency** can help you in your search for work. Search for placements and find out more about work experience and internships and self-employment.