**Primary 5-11 Curriculum Map (Languages)**

***Year 1 Undergraduate***

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| **University Curriculum – Year 1** | | | | | |
| **Session Sequence** | **Session Content Subject Specific Components** | **Learn That**  **(CCF reference in numerics e.g. 1.1)** | **Learn How**  **(CCF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment mode** |
| **Session 1**  **An introduction to primary languages**  **(2 hrs)** | * the rationale behind including teaching languages in the early years of primary school * the main messages from the NC for languages (2014) and consider some challenges and implications for your practice * how to break down composite knowledge from NC aims into component knowledge | 1.6  3.1  4.2 | 4a | [What can languages offer a primary school?](https://bibliu.com/app/#/view/books/9781473916807/epub/OEBPS/s9781473916821.n2.i142.html#page_26) (pgs 31-49)  [National Curriculum - Languages key stages 1 to 2 (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239042/PRIMARY_national_curriculum_-_Languages.pdf) | Observation of trainee discussions, asking targeted questions and addressing any misconceptions.  National curriculum quiz. |
| **Session 2**  **Best practice principles**  **(2 hrs)** | * The 4 modalities of speaking and listening (oracy), reading and writing (literacy) * The 3 pillars of primary language are essential for best practice * How research informs discussions surrounding best practice | 2.2, 2.3, 2.4, 2.7, 2.8  3.9, 3.10,  3.3, 3.7 | 1a | [Research review series: languages - GOV.UK (](https://www.gov.uk/government/publications/curriculum-research-review-series-languages/curriculum-research-review-series-languages)[www.gov.uk](http://www.gov.uk)[)](https://www.gov.uk/government/publications/curriculum-research-review-series-languages/curriculum-research-review-series-languages)  [**Clare Seccombe's**](https://changing-phase.blogspot.com/) discussions on Vocab, Phonics, Grammar and cultural awareness and understanding  [Ripl summary of Porter (2014)](https://ripl.uk/wp-content/uploads/2020/02/RiPL-Summary-Porter-2014.pdf) (phonics)  [Lit review and research](https://www.jbe-platform.com/content/journals/10.1075/ltyl.00003.but) on vocab  [CELTA- What do you need to consider when you are teaching vocabulary?](https://youtu.be/91CgQ5Vah-k) | Observation of trainee discussions, asking targeted questions and addressing any misconceptions. |
| **Session 3**  **Teaching and learning in oracy and literacy**  **(2 hrs)** | * Various ways to present language to pupils * Strategies for pupils to practise their oracy and literacy * How to adapt your teaching and have a positive classroom environment to support progress across KS2, supporting pupils with SEND and EAL and using effective grouping * Some formative assessment approaches | 2.2, 2.3, 2.4, 2.7, 2.8  3.9, 3.10, 4.8  5.3, 5.7 | 3u  1a, 3d, 4e  1a,1c  6a, 6g | Jones and Coffey 2017. Modern Foreign Languages 5-11.  Chapter 4- Teaching the four skills: Practical ideas and activities. | Observation of trainee discussions, asking targeted questions and addressing any misconceptions. |
| **Session 4**  **Planning**  **(2hrs)** | * How to create a stand-alone learning episode, from a MTP drawing on best practice principles and consideration of behaviour management * How planning, teaching and assessment expectations differ according to school context * That a whole school approach to languages’ planning is necessary to ensure “substantial progress.” | 7.1, 7.2  3.3, 3.7 | 1a, 2c, 2e, 2k, 4e  8d | [**Assessment considerations**](https://bibliu.com/app/#/view/books/9781473916807/epub/OEBPS/s9781473916821.n8.i584.html#page_169)pgs 169-187 (How do I know if the children are learning?)  Hood, P. 2019. | Observation of trainee discussions, asking targeted questions and addressing any misconceptions. |
| **Lecture 1**  **Toolkit for your developing practice**  **(1hr)** | * How to self-assess your confidence and substantive knowledge of primary languages and set targets for your subject knowledge development * How to reflect on best practice as well as the planning process and offer colleagues supportive and constructive feedback * How to access support for your ongoing professional and subject knowledge development | 3.2  8.3 | 4i  8c | [Language audit](https://docs.google.com/document/u/0/d/1RIHHMo7vmWf8md2cwz_8_2HCnlofyk7mH1Oj3yRy4_I/edit)  [Primary Languages Network](https://primarylanguages.network/)  [Home (languageangels.com)](https://www.languageangels.com/schools/) | Trainee self- assessment using audit to set SMART targets for linguistic subject knowledge development and professional practice  Padlet feedback comments to colleagues’ plans.  The whole module for foundation has a reflective journal and languages forms part of this. Marked by the FS team with formative comments and annotations and trainees are also given a summative grade. |

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| **School Based Curriculum – Year 1** | | | | |
| **Observing :** Observe how expert colleagues use and deconstruct approaches, in this subject, in at least one lesson throughout school.  **Planning :** Observe how expert colleagues break tasks down into constituent components, in this subject, for at least one lesson.  **Teaching :** Rehearse and refine particular approaches in this subject for a group/whole class. Deliver group/whole class teaching.  **Assessment :** Check prior knowledge and understanding during lessons.  **Subject Knowledge :** Discuss and analyse subject specific components with expert colleagues | | | | |
| **Subject Specific Components/s (know, understand, can do)** | **Learn That**  **(CCF reference in numerics e.g. 1.1)** | **Learn How**  **(CCF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment** |
| Know that the 3 pillars of Vocabulary, Phonics and Grammar are central to best practice in primary languages.  Understand how the school delivers the primary languages’ statutory requirements  Can use school’s/ Language Angels’ resources and the National curriculum to ensure good subject knowledge and inform discussions around curriculum, teaching and learning.  Can observe an expert practitioner teach primary languages.  Can plan and deliver a language learning episode | 2.2, 2.3, 2.4, 2.7, 2.8, 3.9, 3.10, 3.3, 3.7  3.1 | 3c, 3f  8d | [National Curriculum - Languages key stages 1 to 2 (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239042/PRIMARY_national_curriculum_-_Languages.pdf)  Research review series: languages - GOV.UK ([www.gov.uk](http://www.gov.uk)[)](https://www.gov.uk/government/publications/curriculum-research-review-series-languages/curriculum-research-review-series-languages)  [Language Angels](https://www.languageangels.com/schools/) | Weekly Development Summary  Lesson Observations  Link Tutor |

***Year 2 Undergraduate***

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| **University Curriculum – Year 2** | | | | | |
| **Session Sequence** | **Session Content Subject Specific Components/s** | **Learn That**  **(CCF reference in numerics e.g. 1.1)** | **Learn How**  **(CCF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment mode** |
| **Session 1**  **Where are we now with primary languages?**  **(2hrs)** | Retrieval from last year’s content  Reflect on professional practice including supporting pupils with SEND and EAL  Review audit and make new SMART targets for your substantive knowledge and professional development  To consider the main messages from the latest Language Trends (2022) survey and implications for your practice, including pupils with SEND/EAL  To review composite and component knowledge and how this can be used to build on prior learning and consider implications for planning | 8.2  5.1, 5.2, 5.4 | All previous year’s references where appropriate to trainee needs  8f  8g  4a | [National Curriculum - Languages key stages 1 to 2 (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239042/PRIMARY_national_curriculum_-_Languages.pdf)  Research review series: languages - GOV.UK ([www.gov.uk](http://www.gov.uk)[)](https://www.gov.uk/government/publications/curriculum-research-review-series-languages/curriculum-research-review-series-languages)  [Language Trends England 2022 | British Council](https://www.britishcouncil.org/research-policy-insight/research-reports/language-trends-2022) | Observation of trainee discussions, asking targeted questions and addressing any misconceptions from the quiz.  Trainee self-assessment using audit to set SMART targets. |
| **Session 2**  **Creative approaches in primary languages**  **(2hrs)** | To consider the rationale for cross-curricular and thematic approaches  To experience how to engage in such practice, including behaviour management implications  To promote creativity in planning pupils’ learning opportunities | 4.1 | 4c | <https://ripl.uk/wp-content/uploads/2020/10/Otwinowska-and-Forys-2017-RIPL-summary.pdf>  [British council starter pack for teaching foreign languages](https://www.britishcouncil.org/sites/default/files/primary-language-resources.pdf) | Observation of trainee activities and discussions, asking targeted questions and addressing any misconceptions. |
| **Session 3**  **Challenges of purposeful planning in primary languages**  **(2 hrs)** | To use thematic and cross-curricular longer-term schemes to plan learning episodes and sequences using component knowledge  To consider implications and challenges associated with cross curricular learning and teaching  To use real time curriculum plans and commercial schemes |  | 5a | [French PPA Cover - Gramacri](https://gramacri.com/french-ppa-cover/)  [Language Angels](https://www.languageangels.com/schools/)  (Romans, habitats, healthy lifestyle, the Olympics etc)  [History and French project](https://www.all-languages.org.uk/initiatives/remembering-agincourt/)  [Progression and assessment for primary languages- Ensemble project](https://www.all-languages.org.uk/wp-content/uploads/2017/11/Languages-Progression-and-Assessment.pdf) | Observation of trainee activities and discussions, asking targeted questions and addressing any misconceptions.  Trainee summative assessment in PED2032 may be chosen to incorporate primary languages into the learning outcomes for this foundation subject module. |

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| **School Based Curriculum – Year 2** | | | | |
| **Observing :** Observe how expert colleagues use and deconstruct approaches, in this subject, in at least one lesson throughout school.  **Planning :** Observe how expert colleagues break tasks down into constituent components over a sequence of lessons. Plan, as appropriate, for a sequence of lessons in all core and selected foundation subjects.  Plan, as appropriate, one lesson / group activity in all remaining subjects.  **Teaching :** Rehearse and refine particular approaches in all core and selected foundation subjects.  **Assessment :** Draw conclusions about what pupils have learnt by looking at patterns of performance over a number of assessments with support and scaffolding from expert colleagues  **Subject Knowledge :** Discuss and analyse subject specific components with expert colleagues | | | | |
| **Subject Specific Components/s (know, understand, can do)** | **Learn That**  **(CCF reference in numerics e.g. 1.1)** | **Learn How**  **(CCF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment** |
| Know that the 3 pillars of Vocabulary, Phonics and Grammar are central to best practice in primary languages.  Understand how the school delivers the primary languages’ statutory requirements  Can use school’s/ Language Angels’ resources and the National curriculum to ensure good subject knowledge and inform discussions around curriculum, teaching, learning, planning and pupil progress.  Can observe an expert practitioner teach primary languages.  Can plan and deliver a language learning episode  Plan to incorporate all four skills (listening, speaking, reading and writing) over a sequence of lessons to consolidate pupil knowledge. | All previous year’s references where appropriate to trainee needs, depending on if their initial practice was in KS1 or KS2. | All previous year’s references where appropriate to trainee needs, depending on if their initial practice was in KS1 or KS2.  8d | [National Curriculum - Languages key stages 1 to 2 (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239042/PRIMARY_national_curriculum_-_Languages.pdf)  Research review series: languages - GOV.UK ([www.gov.uk](http://www.gov.uk)[)](https://www.gov.uk/government/publications/curriculum-research-review-series-languages/curriculum-research-review-series-languages)  [Language Angels](https://www.languageangels.com/schools/) | Weekly Development Summary  Lesson Observations  Link Tutor |

**Year 3 Undergraduate**

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| **University Curriculum – Year 3** | | | | | |
| **Session Sequence** | **Session Content Subject Specific Components/s** | **Learn That**  **(CCF reference in numerics e.g. 1.1)** | **Learn How**  **(CCF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment mode** |
| **Session 1**  **Ensuring solid foundations for curriculum design in primary languages**  **(2 hrs)** | Revision and reflection of good practice in primary languages teaching and learning from theory and practice  Review and reflection of primary languages’ audit and professional practice experiences | All previous year’s references where appropriate to trainee needs and key stage. | All previous year’s references where appropriate to trainee needs and key stage. | [National Curriculum - Languages key stages 1 to 2 (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239042/PRIMARY_national_curriculum_-_Languages.pdf)  Research review series: languages - GOV.UK ([www.gov.uk](http://www.gov.uk)[)](https://www.gov.uk/government/publications/curriculum-research-review-series-languages/curriculum-research-review-series-languages)  [White paper-Primary languages policy in England- the way forward](https://www.ripl.uk/wp-content/uploads/2019/02/RIPL-White-Paper-Primary-Languages-Policy-in-England.pdf#:~:text=The%20Research%20in%20Primary%20Languages%20%28RiPL%29%20network%20was,and%20collaboration%2C%20in%20order%20to%20inform%20policy%20%28www.ripl.uk%29.) | Observation of trainee activities and discussions, asking targeted questions and addressing any misconceptions, including any points arising from the review quiz.  Self-assessment and target setting from the primary languages’ audit |
| **Session 2**  **Whole school considerations for curriculum design in primary languages**  **(2 hrs)** | Ensuring pupils can do more and remember more with a progressive curriculum- consolidation of prior learning before teaching more complex grammar concepts.  School values:  SMSC  Cultural awareness and understanding ( including EAL considerations)  FBV/Prevent  Diversity  Cross curricular links- PSHE, geography: identity  Positive, inclusive ethos (how should we respond to pupil errors?)  Consideration of various curriculum plans/schemes |  |  | Smith, S., and Conti, G. 2021. Memory: what every language teacher should know. | Observation of trainee activities and discussions, asking targeted questions and addressing any misconceptions. |
| **Session 3**  **Critical approaches to curriculum design in primary languages**  **(2 hrs)** | Formative and summative assessment approaches and implications  Examination of  KS2 Languages progression and assessment framework critical consideration (Ensemble project)  Transition from KS1-2 and KS2-3: seamless progression across age phases |  |  | [Assessing young learners](https://ripl.uk/wp-content/uploads/2020/02/RIPL-Summary-Courtney-Graham.pdf)  [RIPL](https://ripl.uk/research/) (Research in Primary Languages)  [Transition in MFL](https://ripl.uk/wp-content/uploads/2019/08/CourtneyFinal.pdf) | Observation of trainee activities and discussions, asking targeted questions and addressing any misconceptions.  Summative assignment in PED3032 may involve primary languages.  Module evaluation |

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| **School Based Curriculum – Year 3** | | | | |
| **Observing :** Observe how expert colleagues use and deconstruct approaches, in this subject, in at least one lesson throughout school.  **Planning :** Plan a sequence of lessons in all core and foundation subjects.  **Teaching :** Rehearse and refine particular approaches in all core and selected foundation subjects.  **Assessment :** Discuss with expert colleagues summative assessment, reporting and how data is used.  **Subject Knowledge :** Discuss and analyse subject specific components with expert colleagues | | | | |
| **Subject Specific Components/s (know, understand, can do)** | **Learn That**  **(CCF reference in numerics e.g. 1.1)** | **Learn How**  **(CCF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment** |
| Understand how the school delivers the primary languages’ statutory requirements  Can use school’s/ Language Angels’ resources and the National curriculum to ensure good subject knowledge and inform discussions around curriculum, teaching and learning.  Can observe an expert practitioner teach primary languages.  Can plan, deliver and evaluate a language learning episode  Plan to incorporate all four skills (listening, speaking, reading and writing) over a sequence of lessons to consolidate pupil knowledge  **Discuss the following with the school’s language subject leader/co-ordinator:**  How pupils are assessed in languages- formatively and summatively  How pupil progress is recorded and reported  How teachers make use of this data in their planning and/or pre-teaching and interventions to enhance learning. | All previous year’s references where appropriate to trainee needs, depending on if their initial practice was in KS1 or KS2. | All previous year’s references where appropriate to trainee needs, depending on if their initial practice was in KS1 or KS2. | [National Curriculum - Languages key stages 1 to 2 (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239042/PRIMARY_national_curriculum_-_Languages.pdf)  Research review series: languages - GOV.UK ([www.gov.uk](http://www.gov.uk)[)](https://www.gov.uk/government/publications/curriculum-research-review-series-languages/curriculum-research-review-series-languages)  [Assessing young learners](https://ripl.uk/wp-content/uploads/2020/02/RIPL-Summary-Courtney-Graham.pdf)  [RIPL](https://ripl.uk/research/) (Research in Primary Languages)  [**Assessment considerations**](https://bibliu.com/app/#/view/books/9781473916807/epub/OEBPS/s9781473916821.n8.i584.html#page_169)pgs 169-187 (How do I know if the children are learning?)  Philip Hood  Teaching languages in the primary school, 2019  Chapter 8 e-book | Weekly Development Summary  Lesson Observations  Link Tutor |