

Train up a child in the way he should go; even when he is old he will not depart from it.  
Proverbs 22:6



# Subject Information: Languages

Can recognise and respect differences between cultures?



Can I talk about different customs?

Can I find language patterns?

Can I join in with songs, games and role plays from another language?

What role do teachers and pupils play?

What are the benefits of learning a language?



# Principles of Languages at St Chad's C of E (VC) First School

At St Chad's C of E (VC) First School, Eco Schools is:

- An opportunity to empower children to drive change and improve our environment.
- An opportunity to improve children's skills, raise environmental awareness and improve the school environment.
- An opportunity for children to become one of the 18 million attending Eco Schools worldwide.
- An opportunity for the whole school to work together to bring about change.
- An opportunity for closer links to be developed between schools and their communities.



## What are languages?

Languages are a foundation subject that are taught in Key Stage 2. However, a love of languages is adopted throughout the school. The development of language skills help to improve memory, problem-solving and critical-thinking skills, enhance concentration, ability to multitask, and increase listening skills. It is also vital for pupils in developing their understanding and respect of other cultures.

## How are languages taught?

Pupils in Year 2 have a 1 hour lesson each week, the vocabulary and skills used in those sessions are recapped in other lessons during the week. The weekly sessions include activities such as;

- ❖ Dialogues
- ❖ Story telling
- ❖ Songs
- ❖ Games
- ❖ Drama
- ❖ Music
- ❖ Country comparisons
- ❖ Comparing different customs



## **How are languages assessed?**

Learning in the Language curriculum is assessed continually within each lesson to ensure that staff plan for progression. This ensures that all groups of pupils are both supported and challenged to enable them to make at least expected progress. At the end of each unit, staff take into account their knowledge of each individual pupil to come to a judgement as to whether they are: Working Towards/Working at/Working Above the Expected Standard. As pupils are viewed as individuals with their own prior experiences and with each unit being unique with its own knowledge, understanding and skills, the judgement at the end of each unit may vary to reflect the progress that pupils make.

## **Access to Resources**

Staff and pupils have access to a rich and varied set of resources, across the school enabling learning to happen at any time and in any place.



## How does it promote fundamental British Values and SMSC?

**British Values** - Pupils will experience democracy through leadership, decision making and working as a team. They will also experience rule of law through discussions about different expectations within countries government systems. Pupils will gain respect for others and the multi-cultural world that we live in.

**Spiritual Development** - Pupils will be learning about the world and its cultural differences. Pupils will use their knowledge and understanding to discuss how we may adopt different cultures into their own lives.

**Moral Development** - Pupils will learn the difference between right and wrong in terms of how we treat others. Pupils will understand the consequences of our actions upon others.

**Social Development** - Pupils will learn a range of social skills through working within the eco community and engaging with the wider community. Pupils will participate in activities that require social skills. Pupils will be engaging with the British values of democracy and the rule of law.

**Cultural Development** - Pupils can learn about other cultures and customs.