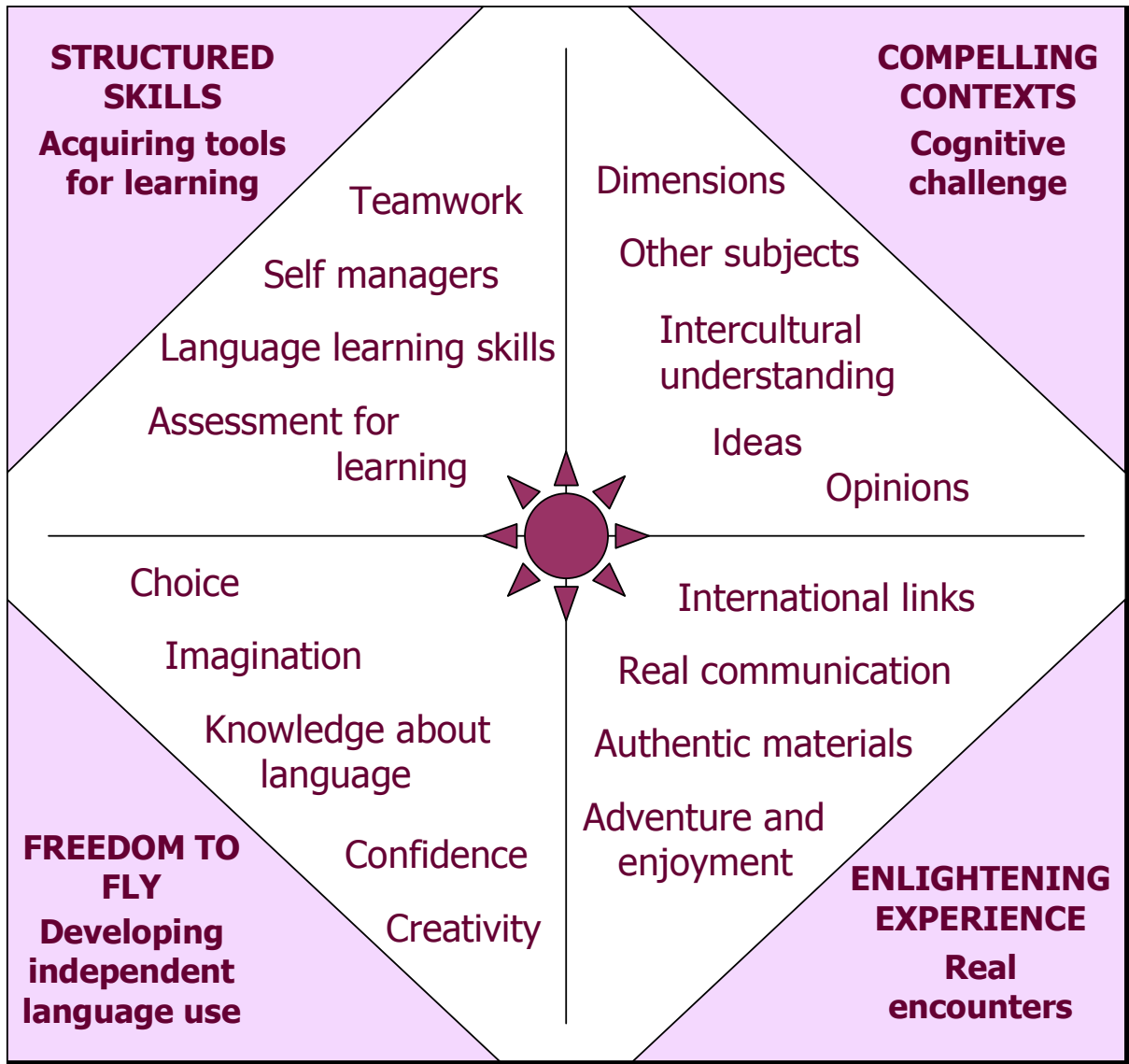


Bringing it all together

The new secondary curriculum for languages



<http://curriculum.qca.org.uk>

Information about all aspects of the new secondary curriculum

www.all-nsc.org.uk

Information, advice, examples and planning tools for languages

Bringing it all together

The new secondary curriculum for languages

The new secondary curriculum is in a continuing process of innovation. If you haven't made many changes yet, now is a good time to consider how you could give your curriculum a makeover.

What is the new curriculum all about?

The new curriculum expects schools to:

- Make learning more engaging and relevant for learners
- Try new approaches based on clear goals, and measure their impact
- Put more emphasis on skills development and creativity
- Look for opportunities to make connections between subjects
- Address important 21st century themes and issues

What changes do we have to make in languages?

The changes to the languages curriculum reflect the curriculum as a whole. Key elements are:

- Cutting back on content to focus more strongly on developing language skills
- Making contexts meaningful and engaging, with opportunities for active and creative learning
- Focusing more on intercultural understanding
- Looking for opportunities to make links with other subjects

THE DIAGRAM

It can be difficult to know where to start when planning for the new curriculum for languages, because there are many different aspects to consider. The diagram opposite tries to address this by fitting the different elements into a single vision. It aims to:

- link the languages programme of study and the wider curriculum into a single set of ideas
- show how the different elements of the programme of study fit together
- simplify planning into four overarching aspects

How can it be used?

You might find the diagram useful for:

- reviewing the balance between the elements in your units of learning
- discussing how you can give more attention to a particular aspect
- reviewing progression through the key stage – for example, are you helping pupils to acquire the underpinning skills that enable them to fly?
- adding your own notes and additions, perhaps as part of a team discussion

All four of the overarching aspects depend on each other and are equally important. Each can provide a starting point for learning activities and needs to be built into all stages of a pupil's language learning experience.