

Year 7 Languages Support Evening 2nd October 2019



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Aims

- Gain a brief understanding of how learning is assessed at RPS
- Have an understanding of where your child is in terms of their language learning.
- Know ways to support your child.
- Be able to help your child reflect upon his/her own work and performance.

Roundwood Park School



**An overview of
whole-school assessment
in KS3**

Key Stage 3 assessment

RPS Core assessment principles

1. Simple and easy to understand - for staff, students and parents.
2. Based on high expectations and challenge for all.
3. Closely linked to the curriculum and focused on developing the knowledge, understanding and skills needed for success at KS4.
4. A system that informs all involved how well a student is doing and what they need to do to improve
5. Provides evidence of progress over time, enabling intervention where appropriate.
6. Differentiates between pupils of different abilities.

The mastery curriculum

- Whilst there are no obvious “steps” for students to climb as they develop knowledge and skills, the focus is on **mastering** the core knowledge, skills and concepts associated with each year of the programme of study.
- These have been identified by each subject. Skills required at GCSE have been identified and are routinely practised at KS3. Curriculum maps have been produced which have also been uploaded to the school’s website. These are currently being updated

Year / term	Unit of work	Core Knowledge Year 7	Intent and Skills of Year 7 PRE
YEAR 7 AUTUMN TERM 1	Religion = Judaism	Who is Abraham and why is he significant? How are Judaism, Islam and Christianity connected? Who is Moses and why is he significant? What are the 10 plagues and why are they important today? What is Passover and why is it important to Jews? What are the 10 commandments and are they relevant today? HL mini assessment – world religions chart KO/ and key words Assessment - on line quiz	<i>Students will know how to question and understand the importance of others views and beliefs in the context of the world they live in. To have the opportunity to study beliefs and philosophies that challenge them and develop their curiosity about the ultimate questions in life.</i>
YEAR 7 AUTUMN TERM 2	Ethics = Prejudice and Discrimination	What is prejudice and discrimination and why does it happen? What is sexism and racism, the issues and causes? Can prejudice and discrimination be prevented? What are the religious responses and why do they respond? HL mini assessment – human rights / UDHR Assessment – on line quiz	6-world religion – key beliefs, founders Core beliefs in Christianity – concepts and misconceptions Key philosophical and religious language
YEAR 7 SPRING TERM 1	Religion = Christianity	What is belief and do all people have beliefs? What are the metaphorical and literal interpretation of the creation story? Who is Jesus – messiah, man, miracle maker? what does the evidence say? What is the Bible? HL mini assessment – denomination tree	Key philosophical and ethical concepts – does God exist, prejudice and discrimination, the problem of evil

Year 7 Subject Knowledge Outline – Geography

Students will know that....	Students will be able to ...
<p>Key ideas which underpin year 7 geography</p> <p>Locational knowledge To extend students locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on the seven continents with a focus on Antarctica, UK, Africa and Asia. To focus on their key physical and human characteristics, countries and major cities.</p> <p>Place Knowledge To understand geographical similarities, differences and links between places through the study of human and physical geography of Antarctica, the UK, Africa and Asia.</p> <p>Human and physical geography To understand, through the exemplar of Antarctica, Africa, the UK and Asia the key processes in how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems. Through the use of detailed place-based exemplars at a variety of scales, students will have the opportunity to understand the key processes in human geography relating to urbanisation and international development. Students will have an opportunity to develop a greater competence in using geographical knowledge, approaches and concepts [such as the Burgess model, settlement hierarchy, Bradshaw model; and theories such as sustainability, resilience and vulnerability].</p>	<p>Key skills which underpin year 7 geography:</p> <ul style="list-style-type: none"> - Build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field - Interpret Ordnance Survey maps in the classroom and the field, including using grid references scale, map symbols, compass direction, and contours. Students to use topographical and other thematic mapping, and aerial and satellite photographs. (Promote use of BING OS maps in lessons) - Use Geographical Information Systems (GIS) to view, analyse and interpret places and data - Develop geographical skills in analysing and interpreting different data sources. - Students will have the opportunity to carry out fieldwork locally to collect, analyse and draw conclusions from geographical data. - Enquiry learning through decision making exercises - Metacognition – students will have the opportunity to become more self-regulated independent learners through being taught explicitly how to revise, (e.g. through spaced learning and interleaving in 'do it now' tasks); given opportunities to plan out how to answers, chances to evaluate their work. - Literacy focus – Use of PEEL paragraphs, structure strips and BUG the questions.
<p>Key facts and understanding within the following topic area:</p> <p>Year 7</p> <ul style="list-style-type: none"> • Types of geography – physical, human and environmental • Longitude and latitude map skills • World's continents, oceans and regions • Case Study: Antarctica – threats faced, interactions between human and physical geography • Map skills – map symbols, scale, direction, contours, relief, grid references • Hydrological cycle • Features of a river • Bradshaw Model • River landform formation • Causes, impacts and responses of flooding • HIC/LIC case studies of flooding – UK; Bangladesh, Asia • Soft and hard engineering/flood Management • Settlement theory • Local/historical geography: St Albans and Harpenden* • Burgess Model • Urbanisation and megacities • LIC Case study – Kibera, Africa 	

Here is a further example of Yr7 curriculum overview for Geography:

YEAR 7	GEOGRAPHY					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Introduction to Geography, human and physical studies					
	Around the world in 80 days <ul style="list-style-type: none"> What is geography? Where are we? Continents Where are we? Oceans and regions Longitude and latitude Introduction to Antarctica 	Map Skills <ul style="list-style-type: none"> Compass directions Map symbols Grid References Relief Scale 	Water Water Everywhere <ul style="list-style-type: none"> Water cycle Features of a river Landforms Causes of flooding Impacts of flooding – Bangladesh 	Water Water Everywhere <ul style="list-style-type: none"> Impacts of flooding UK case study Managing flooding DME 	Location Location Location <ul style="list-style-type: none"> Settlement - DME Zone of the city Historic Harpenden Rural Urban fringe 	Location Location Location <ul style="list-style-type: none"> Field trip to St Albans World cities Megacities Kibera slum case study
	Assessment 1: Antarctica Report (Knowledge enquiry)	Assessment 2: End of unit test (Knowledge /understanding)	Assessment 3: Bangladesh flooding (Knowledge/ enquiry understanding)	Assessment 4: End of unit test (Understanding/ enquiry)	Assessment 5: Historical Harpenden (Understanding /enquiry)	Assessment: End of year exam (Knowledge/ understanding)

The mastery curriculum



- The core knowledge, skills and concepts that underpin each subject have been assigned to thresholds - **acquiring, developing, securing, mastering and mastering+** - provide students with a clear indication of how well they are progressing.
- These thresholds correspond broadly to the old National Curriculum Levels, but have been updated and to reflect significant recent changes to KS2, KS3 and GCSE.

Basebands

- In order to provide students and parents with a **measurable indicator** of how well learners are progressing and what they are currently on track to achieve at the **end of Key Stage 3 / 4**, student achievement in each subject area will be reported in relation to their pathway (BASEBAND)
- Students will be assigned one of the basebands based on their MIDYIS test and estimated outcome at GSCE using Fischer Family Trust data.
- By using GSCE estimates we can work backwards to identify where they need to be at the end of Year 7, 8 and 9 in order to achieve their aspirational GCSE grade.

OLD GCSE

NEW
GCSE

				A*	9
			MASTERING +	A*-A	9-8
		MASTERING +	MASTERING	A-B	7-6
	MASTERING +	MASTERING	SECURING	B-C	5-4
5a+	MASTERING	SECURING	DEVELOPING	D-G	3-1
5	SECURING	DEVELOPING	ACQUIRING		
4	DEVELOPING	ACQUIRING			
3>	ACQUIRING				

Old NC
level on
entry

Y7

Y8

Y9

GCSE

Assessment



- In lessons students will be continually assessed informally by their teachers.
- In most subjects students will complete a end of module test / written assessment which will give a clear picture of what the student has learned and understood.
- For each assessment, the descriptors will fit with the context of the work that has been studied.
- When grading the assessment teachers will use the following:

**Mastering +
Mastering
Securing
Developing
Acquiring**

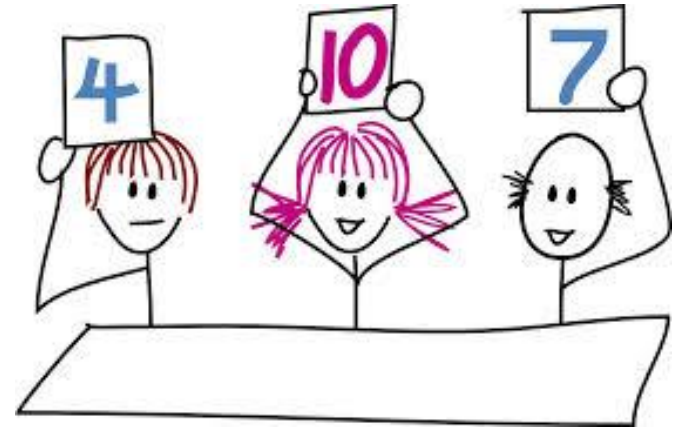


Aims

- Gain a brief understanding of how learning is assessed.
- Have an understanding of where your child is in terms of their language learning.
- Know ways to support your child.
- Be able to help your child reflect upon his/her own work and performance.

How students are **assessed** & given **feedback**:

- Vocabulary tests
- Home Learning
- Classwork
- End of cycle assessments
- Teacher comments (written/verbal)
- Peer comments (signed)
- Merits/good news notes/distinctions/postcards/stickers
- End of cycle assessment feedback sheet





YEAR 7 Language progression - AVOCADO

Cycle 1

What we would expect to see
from RECEDING students with
upper/intermediate



A Adjectives	<p>Adjectives describing people, places, things, feelings, etc.</p> <p>Adjectives describing people: <i>jeune, vieux, grand, petit, gentil, méchant, intelligent, bête, etc.</i></p> <p>Adjectives describing places: <i>grand, petit, beau, laid, agréable, désagréable, etc.</i></p> <p>Adjectives describing things: <i>bon, mauvais, intéressant, ennuyeux, etc.</i></p> <p>Adjectives describing feelings: <i>heureux, triste, fatigué, etc.</i></p>
V Verbs	<p>Verbs in the present tense: <i>je parle, tu parles, il parle, elle parle, on parle, vous parlez, ils parlent, elles parlent.</i></p> <p>Verbs in the past tense: <i>je parlais, tu parlais, il parlait, elle parlait, on parlait, vous parliez, ils parlaient, elles parlaient.</i></p> <p>Verbs in the future tense: <i>je parlerai, tu parleras, il parlera, elle parlera, on parlera, vous parlerez, ils parleront, elles parleront.</i></p>
O Opinions	<p>Opinions: <i>je pense, je crois, je suis sûr, je suis sûr(e), etc.</i></p>
C Conjunctions	<p>Conjunctions: <i>et, mais, or, car, donc, ainsi, etc.</i></p>
A Adverbs	<p>Adverbs: <i>ici, là, partout, nulle part, etc.</i></p>
D Pronouns	<p>Pronouns: <i>je, tu, il, elle, on, nous, vous, ils, elles.</i></p>
O Other concepts	<p>Other concepts: <i>le temps, le lieu, le nombre, etc.</i></p>

Year 7/8 Language Booklet



Français

Nom: _____

Classe: _____

You must bring this booklet to every French lesson.

<p>Adjectives</p> <p>Adjectives describing people, places, things, feelings, etc.</p> <p>Adjectives describing people: <i>jeune, vieux, grand, petit, gentil, méchant, intelligent, bête, etc.</i></p> <p>Adjectives describing places: <i>grand, petit, beau, laid, agréable, désagréable, etc.</i></p> <p>Adjectives describing things: <i>bon, mauvais, intéressant, ennuyeux, etc.</i></p> <p>Adjectives describing feelings: <i>heureux, triste, fatigué, etc.</i></p>	<p>Verbs</p> <p>Verbs in the present tense: <i>je parle, tu parles, il parle, elle parle, on parle, vous parlez, ils parlent, elles parlent.</i></p> <p>Verbs in the past tense: <i>je parlais, tu parlais, il parlait, elle parlait, on parlait, vous parliez, ils parlaient, elles parlaient.</i></p> <p>Verbs in the future tense: <i>je parlerai, tu parleras, il parlera, elle parlera, on parlera, vous parlerez, ils parleront, elles parleront.</i></p>	<p>Opinions</p> <p>Opinions: <i>je pense, je crois, je suis sûr, je suis sûr(e), etc.</i></p>	<p>C</p> <p>Conjunctions: <i>et, mais, or, car, donc, ainsi, etc.</i></p>	<p>A</p> <p>Adverbs: <i>ici, là, partout, nulle part, etc.</i></p>	<p>D</p> <p>Pronouns: <i>je, tu, il, elle, on, nous, vous, ils, elles.</i></p>	<p>O</p> <p>Other concepts: <i>le temps, le lieu, le nombre, etc.</i></p>
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KS3 End of Cycle Assessments

Four skills are assessed in MFL:

- Listening
- Speaking
- Reading (translation into English)
- Writing (translation into French/German)

Assessments take place 3 times per year



Listening and Reading



- Revision home learning is set prior to assessments
- Multiple choice, short TL answers or answers in English.
- The reading paper will generally also include a translation task into English.



Ways to support (Listening and reading)



- Check understanding of words from the relevant chapter in their booklets.
- Look at a text used in class and ask your child to tell you what it says or to pick out the main points.
- Practise topic vocab on www.memrise.com
Students can set up individual accounts
- Use www.Linguascope.com to target core vocabulary
- Key vocab strategy: little and often!

Vocabulary & vocabulary tests



Students will regularly have lists of vocabulary to learn and will be tested periodically on this vocabulary.

The lists will be used for an interform 'Spelling Bee' later in the year.

The vocabulary lists are on SMHW, along with tips on how to learn vocabulary...

- write the words in a notebook (with their translations or definitions)
- write the words and definitions on small cards (flashcards) .
- Use a mini white board
- say the words many times (type the word into a translate site to hear how the word is pronounced)
- put the words into different groups (you could use a graphic organiser)
- use with a computer program, such as Quizlet
- make associations (in pictures or with other words)
- mini testing
- use the words in your own speaking or writing
- DON'T LEAVE IT TO THE LAST MINUTE, learn a few words at a time and keep double checking
- Use the **LSCWC** method

A few ideas for vocabulary learning.

Look, say, cover, write, check

Use the five steps below to learn how to spell any word.

- 1. LOOK** Look carefully at the word for at least 10 seconds.
- 2. SAY** Say the word to yourself or out loud to practise pronunciation.
- 3. COVER** Cover up the word when you feel you have learned it.
- 4. WRITE** Write the word from memory.
- 5. CHECK** Check your word against the original. Did you get it right? If not, what did you get wrong? Spend time learning that bit of the word. Go through the steps again until you get it right.



Speaking

- 3 types of task: photo description, role play & conversation.
- The speaking task relates to language learned during the topic covered.
- Students will be given time to prepare their task after receiving the instructions.
- Student performance is assessed and graded as acquiring/developing/securing/mastering.



Ways to support (Speaking)

- Do you want to practise saying it to me?
- Have you practised it enough times to feel confident?
- Are you keeping the last letter of words silent?
(Except if there's a vowel/silent 'h' on next word)
FRENCH
- ARE you using the pronunciation guide in the booklet?
- Are you pronouncing every letter including -e at the end
of a word? GERMAN
- Use voice recorders and listen back.
- Use <https://www.voki.com/site/create> to hear what a
word should sound like.

Writing

Assessment:

- Unseen tasks
- Completed in class in test conditions
- Without notes
- Bullet points to signpost detail needed
- Timed
- Provides students the opportunity to perform at all basebands

Writing



- The writing task relates to language learned during the topic covered.
- Students will need to come to lessons prepared to answer an unseen question relating to the topic.
- Student performance is assessed and graded as acquiring/developing/securing/mastering.

Ways to support (Writing)



- Have you made sure you have capitalised all nouns? (for German)
- Are the words in the right order?
- Have you included connectives?
- Could you write about someone else too?
- What level do you think this piece of work is and why?
- What else can you add?
- Can you add something in another tense?
- Have you given your opinion?
- Have you included everything you need to achieve 'AVOCADO'?



THE AVOCADO SYSTEM!



- A** djectives
- V** erbs
- O** pinions & justifications
- C** onnectives
- A** ccessories
- D** on't do
- O** ther people

Support in the classroom and at home:

- Us 😊
- Language booklets & unit overviews
- Pink Knowledge Organisers
- Resources that we attach for HL
- Online resources
- Y7 Parents' guide
- French club



Year 7 MFL

Parent Guide

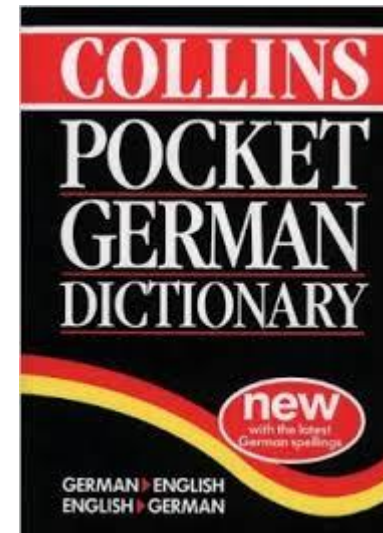
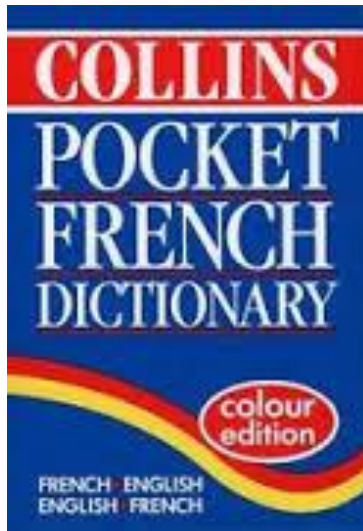


Activeteach:

German - Stimmt!
French - Studio



Dictionaries



Please discourage your son/daughter from using translation sites such as 'Google Translate' as they rarely provide grammatically accurate translations.



Websites

- Memrise

www.memrise.com

- Quizlet

<https://quizlet.com/>

- BBC Bitesize <http://www.bbc.co.uk/education>

- Voki

<https://www.voki.com/site/create>

Linguascope

www.linguascope.com

Memrise –
studio 1

Quizlet Y7

voki

linguscope



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