

KS2 into KS3: Continuity and Progression through CLIL

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King Edward VII School
LANGUAGE COLLEGE



The KES Primary Model

Primary Language Programme 1999 - 2006

- Language College – Family of Schools
- Delivery through KES staff
– one half day per week per primary
- 5 modules per year
– 5 different languages
- Focus on skills, attitudes and awareness rather than progression
- No impact on Key Stage 3

Lessons learnt

- Ownership and sustainability
- Primary vs Secondary methodology
- Embedding language learning across the curriculum
- Progression

Primary Entitlement: DfES Expectations

- Integrated – not a bolt-on extra
- Cross-curricular links: literacy, maths, geography, citizenship etc
- Several short sessions per week
- Pupils achieving a recognised level of proficiency at the end of KS2

THE NEW MODEL

Years 3 + 4:

Y3/4 Class Teachers

- ICU / KAL / LLS
- Basic Language

**Training +
SOW**

Years 5 + 6:


MFL Specialist

- Language in depth
- ICU / KAL / LLS


**New (joint)
Post**



KING EDWARD VII FAMILY OF SCHOOLS
KS2 - KS3: Continuity & Progression through CLIL




Association for Language Learning
 Wednesday November 25th 2009



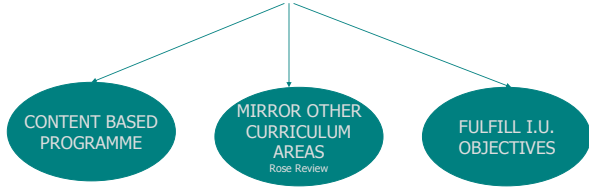
Laying the foundations:

- Y3 & Y4 classes are taught by class teachers
- Y3 & Y4 teachers are trained on a 2 year programme
- Y3 and Y4 classes follow a SOW devised by the PMFL Development Co-ordinator for non-specialists
- the SOW adheres to the KS2 Framework for Languages
- the Y3 and Y4 SOW focus on the child's world


(sample page provided)



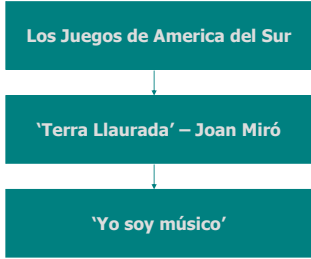
CONTINUITY & PROGRESSION IN Y5 & Y6
CONTENT




Y5 & Y6 I.U. OBJECTIVES



Y5 SOW: 3 UNITS



SAMPLE



- o language presented via Wordmats
- o built opportunities for differentiation
- o faster learners can exploit more of the language
- o slower learners always have a source of reference

SAMPLE



Y6 SOW: 3 UNITS (available Easter 2010)



SAMPLE

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Y4 SCHEME OF WORK – Introduction to the OVERVIEW

Term	No of weeks	Lessons
1a	6	Lessons 1-6: Talking about where you live, your town and your house. Learning and using dictionary skills
1b	6	Lessons 7-12: Talking about my school and comparing English school dinners to Spanish school dinners. Finding out how Twelfth Night is celebrated in Spain
2a	5	Lessons 13-17: Learning numbers 40-200, the names of classroom stationery and finding out how to use and talk about Euros in Spanish
2b	5	Lessons 18-22: Learning the alphabet and how to tell the time in Spanish
3a	5	Lessons 23-27: Talking about the weather and finding out about the weather in Spain
3b	5	Lessons 28-32: Making a booklet about myself and my town and school, 'Todo sobre mí'

32 weeks

INTERCULTURAL UNDERSTANDING OBJECTIVES KS2 FRAMEWORK FOR LANGUAGES

Y5 OBJECTIVES	Y6 OBJECTIVES
<p>IU 5.1 Look at further aspects of their everyday lives from the perspective of someone from another country</p> <ul style="list-style-type: none"> • Consider aspects of everyday life of children in their own and different countries • Reflect on cultural issues using empathy and imagination to understand other people's experiences <p>IU 5.2 Recognise similarities and differences between places</p> <ul style="list-style-type: none"> • Identify geographical features of a contrasting locality • Learn about buildings and places in different countries <p>IU 5.3 Compare symbols, objects or products which represent their own culture with those of another country</p> <ul style="list-style-type: none"> • Learn about symbols representing their own country, culture and community • Learn about symbols and products from another country and culture 	<p>IU6.1 Compare attitudes towards aspects of everyday life</p> <ul style="list-style-type: none"> • Recognise similarities and differences in attitudes amongst children in different cultures • Learn about role models for children in different cultures <p>IU6.2 Recognise & understand some of the differences between people</p> <ul style="list-style-type: none"> • Discuss similarities and differences between the cultures they have learned about • Recognise and challenge stereotypes <p>IU6.3 Present information about an aspect of culture</p> <ul style="list-style-type: none"> • Perform songs, plays, dances • Use ICT to present information having a greater sense of audience

Y5 SCHEME OF WORK – Introduction to the OVERVIEW

Term	No of weeks	Lessons
1	12	<p>Comparing the games played by children in South America with those we play</p> <p>Lessons 1-5: Finding out what games are played in South America, by talking and writing about them Lessons 6-7: Deciding which South American games we would like to play and saying why Lesson 8: Playing a South American game Lesson 9: Comparing the games Lesson 11-12: Making a Mexican Lotería card</p>
2	10	<p>Responding to a painting: Looking at the painting ‘Terra Llaurada’ by Joán Miró</p> <p>Lessons 13-17: Describing and discussing the painting, by talking and writing about it Lessons 18-19: Finding out about the life of Joán Miro by looking at his biography Lessons 20-22: Expressing opinions about the painting by writing a poem and performing it</p>
3	10	<p>Talking about musical preferences and discovering that certain styles of music are linked to certain cultures</p> <p>Lessons 23-24: to be able to recognise different styles of music and respond to them Lessons 24-26: to be able to identify different musical instruments and talk about the ones we play Lesson 27: writing additional verses to the song we have been singing and performing them Lesson 28: identifying which cultures certain types of music originate in Lessons 29-32: writing a rap in groups, to be performed in a X-Factor style competition</p>

32 weeks

YEAR 6 SCHEME OF WORK (work in progress)

Week & Topic	T&L Objective	Language	Framework Objectives
<p align="center">13</p> <p>¿Dónde vamos?</p>	<p>* to perform the opening ceremony to the Juegos Olímpicos by learning and performing an Olympic song by Los Lunnis, '¡Vamos a Pekín!'</p>	<p>Vamos a – we're going to correr – to run nadar – to swim saltar – to jump jugar – to play lanzar – to throw chutar – to shoot (a goal) marcar – to score tirar – to shoot (a gun) remar – to row pedalear – to pedal</p>	
<p align="center">14</p> <p>¿Qué es la historia de los Juegos Olímpicos?</p>	<p>* to be able to talk about the history of the Juegos Olímpicos</p>		
<p align="center">15</p> <p>¿Cuál es tu deporte olímpico favorito?</p>	<p>* to find out the Spanish names for the Olympic sports</p> <p>* to work in pairs and create an interview with a famous sports personality to ask about their favourite Olympic sport</p>	<p>¿Cuál es tu deporte olímpico favorito? – What's your favourite Olympic sport? Mi deporte olímpico favorito es ... - My favourite Olympic sport is ...</p>	
<p align="center">16</p> <p>¿Cuál es tu deporte olímpico favorito?</p>	<p>* to present interviews the children have prepared with a famous sports personality asking about their favourite Olympic sport</p>	<p>See lesson 15</p>	

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**Year 7 / Key Stage 3:
The BIG ISSUES**

- Progression
- Mixed Experience Classes
- New Secondary Curriculum

PROGRESSION

Primary → **Secondary**

- Cross-curricular → **CONTENT**
- Intercultural Understanding → **CONTENT**
- Knowledge About Language → **METHODOLOGY**
- Language Learning Strategies → **METHODOLOGY**
- Creativity → **CONTENT + METHODOLOGY**

**Year 7 / Key Stage 3:
Meeting the Challenges**

Progression
Mixed Experience Classes
New Secondary Curriculum

Content **Methodology**

Methodology

Paradigm Shift:

- From Teaching to providing opportunities for sharing and using
- From being taught to being allowed to use and expand known language

From Teacher to Learner

Content

Progression from Primary

- Cross-curricular
- Intercultural Understanding
- Creativity

The New Secondary Curriculum

- Cross-curricular
- Intercultural Understanding
- PLTSSs

CLIL as a Tool

The 4 Cs of CLIL

C ontent	integrating content from across the curriculum through high quality language interaction
C ognition	engaging learners through higher order thinking and knowledge processing
C ommunication	using language to learn and mediate ideas, thoughts and values
C ulture	interpreting and understanding the significance of content and language and their contribution to identity and citizenship

Content

CLIL as a Progression Tool

The New Secondary Curriculum

CLIL

as a unifying, cross-curricular tool



CLIL

as a tool for transition and progression

