



MAKING CONNECTIONS

The EU-funded ELAPSE project aims to promote Content and Language Integrated Learning (CLIL) – teaching subjects such as Science, History and Geography through a foreign language

It's possible to teach content from a subject like Geography through another language



LANGUAGE, LITERACY AND CULTURAL LEGACY

Studies of the Greeks and Romans fascinate primary children so why not teach them to speak their languages? Latin was spoken for centuries and as the root of English and many other languages, it unlocks understanding of grammar. Linguistic analysis can create a fascination for future language learning.

Teaching the Classics in state primary schools in the UK is growing apace. There may be little room for manoeuvre in the crowded curriculum, but Latin is being introduced into literacy sessions and in innovative ways across the KS2 curriculum.

Love of Latin

Teachers with some knowledge of languages pedagogy are leading the way in a communicative approach to Latin and the children love it! Drama and song enliven Latin as they do any other language. Manipulating the imperative and playing 'centurio dicit' engages pupils as they learn about the Roman army. You can practically hear the brain cogs whirring as the pupils make the link between gladius, gladiator and gladioli!

Derivation exercises enrich vocabulary and open cultures for all, not just high flyers. With funding for training from Classics for All, ready-made resources and a wealth of Roman sites to visit, why not give Latin a try? It's logical! From Greek; logos = word. But that is another story!

Sue Balmer is a Languages Consultant and ALLNE Volunteer.



CLIL IN PRACTICE

Nadine Chadier is a teacher at St Jérôme Bilingual Primary School. The school teaches CLIL Art from Reception, as well as PE and Geography solely in French from Year 1 onwards.

"We are basing our Scheme of Work on the National Curriculum, but the outcome is dependent on the pupils' ability in French and the material gets revisited in greater depth through writing from Year 2.

"For instance, in Geography in Year 1 we start with locational knowledge and naming continents. Firstly, we show

the wonderful video of the song *Les Enfants de la Terre* www.youtube.com/watch?v=3uhYjsVuMLM so the children are immediately in awe, admiring how beautiful our planet is and the topic we are going to learn about.

"By sharing this video at the beginning of every Geography lesson, the pupils are plunged into the subject matter through the stunning images and immersed into the language with the lyrics of the song, which contains useful vocabulary that we will refer to later.

"The Montessori globe, with the continents painted in green/beige

and the oceans in blue, is then passed around asking what it represents: "C'est une représentation de la terre ou de l'univers?" By purposefully using cognates and giving a choice of two, the pupils' understanding is facilitated and the vocabulary is given to them, empowering them to use it themselves.

"We then discuss in French whether we walk on the continents or swim in them. This is supported with gestures and actions to aid understanding. The whole class then chants and moves around the classroom, either walking on continents or swimming in oceans.

"A simple black-and-white map of the continents and oceans is given to the children to colour in green or blue. The teacher supervises this individual activity and checks the understanding of each pupil by asking: "C'est de quelle couleur?" "Qu'est-ce que ça représente?" In Year 2, the locational knowledge is revisited through the same routine but at a quicker pace, when pupils are encouraged to provide written answers to the simple questions as well.

"Because we introduce just a small concept at a time, through songs, acting, prompts, visual aids and plenty of repetition, our pupils thrive learning Geography through CLIL.

In September, we received some fantastic news from the British Council – ALL is part of a successful KA2 ERASMUS+ application and, along with our partners, has been awarded funding for the ELAPSE project.

The project will be led by ALL Corporate Member LFEE Europe, which has significant experience in leading projects and training for teachers across Scotland as well as immersion courses across Europe as part of ERASMUS+ KA1. As well as ALL, partners include the University of Vienna, l'Académie de Montpellier, CAFI in Xunta de Galicia and Centro de Formación del Profesorado en Idiomas in Castilla y León.

FUNDING BOOST

ELAPSE (Embedding Languages Across Primary and Secondary Education) aims to develop primary and secondary language teachers' awareness of CLIL and soft CLIL methodology transnationally and build teachers' confidence and expertise to adopt a cross-curricular approach to the planning and delivery of language lessons.

It will involve the creation of a good practice guide as well as resources for teachers of English, French, German and Spanish as additional languages while focusing on literacy, numeracy, STEM subjects and health and wellbeing. There will also be an online course and training opportunities for teachers in participating countries.

To find out more about the project, please visit lfee.net, or email Ros Main at ros@lfee.net.

See the box (left) to read about CLIL in practice and the box (right) to learn how Latin can be used to reinforce literacy.

Learning Latin can help pupils to understand grammar



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