

## International Exchange

### Context

This enjoyable activity contributes to children's awareness and understanding of other cultures, traditions and languages. Year 2 children examine project work sent to them by children from their partner school in France, looking for similarities and differences between the cultures. The materials include authentic texts written by the French children.

### Exploration

Children benefit from seeing that all over the world people are similar and share routines, likes and dislikes. They develop a greater understanding of their own lives in the context of exploring the lives of others. They learn to look at things from another's perspective, giving them insight into the people, culture and traditions of other cultures. The Intercultural element of the KS2 Framework is one of the core stands of teaching and learning. Language learning and Intercultural understanding are an essential part of being a citizen. There are many opportunities to link this strand closely with work in other subjects. It is easy for schools to make contact with other cultures through Internet and e-mail, giving insights into life in cities and countryside, climate, people, daily life and customs. To form partnerships with schools in other countries, for the purpose of furthering language learning and Intercultural understanding, see The Global Gateway [www.globalgateway.org.uk](http://www.globalgateway.org.uk)

### Links to the KS2 Framework

The children:

- make indirect or direct contact with the country/countries where the language is spoken
- identify social conventions at home and in other cultures
- learn about festivals and celebrations in different cultures
- know about some aspects of everyday life and compare to their own

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- recognise some familiar words in written form
- make links between some phonemes, rhymes and spellings, and read aloud familiar words

L 3.1 L 3.2

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- discuss language learning and share ideas and experiences
- use the context of what they see/hear to determine some of the meaning
- compare the language with English

LLS

[Planning, analysing and evaluating ways of learning:](#)

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## Next Steps

Children might go on to produce similar pieces of work to send to their partner school. Some of them may be able to copy or write by themselves some familiar words or phrases. They might:

- experiment with the writing of simple words

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They might develop their understanding further and:

- locate the country/countries where the language is spoken

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- learn about ways of travelling to the country

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Children could discuss their own different language backgrounds and origins, locating different countries on a map. Children who speak other languages could present words, songs, stories or materials in their language.

- learn about the different languages spoken by children in the school
- look at further aspects of their everyday lives from the perspective of someone from another country



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## Development

- Look at the Overview of the Intercultural understanding strand of the KS2 Framework on page 75. What experiences have your children had of work in this strand? Plan activities to help them progress through this strand.

[Intercultural Understanding Overview](#)

- The Teaching Activities sections of the KS2 Framework contain practical ideas for integrating language and culture. Select activities suitable for your class to use in the next few weeks.

Year 3 Pages 29-30

Year 4 Pages 41-42

Year 5 Pages 53-54

Year 6 Pages 64

[Intercultural Understanding Teaching Activities](#)

- With colleagues, list your experiences of other cultures and travel which you would like to share with the children.
- Explore ways of developing the Intercultural understanding strand in your school.
- Encourage children to record their intercultural contacts and experiences
- Explore ways of communicating with children abroad using ICT.

The QCA schemes of work for MFL at KS2 (<http://www.standards.dfes.gov.uk>) also contain numerous activities for integrating intercultural work linked to specific language content.

Using the KS2 Framework in Foundation and Key Stage 1

An introduction to at least one foreign language in Key Stage 1 can help to build children's confidence in using language, and this provides an excellent basis on which to begin teaching a language more formally from the beginning of Key Stage 2. The methodology used in teaching simple finger and action rhymes can also be carried forward into Key Stage 2. Language work can also be included in many areas of the curriculum such as music, physical education, English, mathematics, geography, drama and art. It is recommended that learners of this age have opportunities to use the language at least on a daily basis. Learners would benefit from a planned daily session of 5 – 10 minutes, which could be a discrete session or could be included in another curriculum area. Schools which have introduced the teaching of another language in Foundation or Key Stage1 will be able to:

- use the objectives more flexibly;
- use the objectives as a reference for progression to ensure that key aspects of language learning are covered;
- develop certain aspects of language learning in detail according to the needs and interests of the children.