



Curriculum Intent Subject



PRIORITIES IN WHOLE SCHOOL CURRICULUM INTENT

- Enjoyment of learning
- Knowledge acquisition and recall
- Extensive vocabulary
- Effective communication through writing, speaking & listening, and use of technology
- Numeracy
- Critical evaluation of information
- Enterprise and problem-solving
- Working with others

KEY QUESTIONS TO CONSIDER

- 1. Why has content been selected?** Is there sufficient focus on the most powerful knowledge, concepts and skills?
- 2. Does learning provide sufficient challenge?** Is there sufficient challenge for all learners in all year groups?
- 3. Why is learning sequenced in this way?** Does the sequence enable students to build on prior learning, and learn in increasing breadth and depth over time?
- 4. How is learning sequenced or spaced to promote long-term memory?**

SUBJECT CURRICULUM INTENT

Our vision: To see the value in learning and speaking foreign languages; to develop an appreciation of cultures other than our own; to enjoy challenging ourselves to be the best linguist we can be; to engender a curiosity about the beauty of language.

The following principles underpin this vision:

- **Develop social and communication skills to allow students to practice the speaking of the language.**
- **To master the vocabulary and grammar required to accelerate speaking, writing, reading and listening skills.**
- **To experience and learn about the culture of Spanish speaking countries.**

Aims of the MFL KS3 curriculum.

- Understand and respond to spoken and written language from a variety of authentic sources.
- Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation.
- Write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt.
- Discover and develop an appreciation of a range of writing in the language studied.

YEAR 7 –Learning to pronounce Spanish and introduce yourself.

	KNOWLEDGE	CONCEPTS	SKILLS	RATIONALE	CHARACTER DEVELOPMENT
Term 1	<ul style="list-style-type: none"> Why it is important to learn languages and the benefits of it. The alphabet and learning to pronounce Spanish. Phonetics scheme. Greetings. Talking about who is in your family and your pets. Numbers, dates and birthdays. describing yourself and another person: hair colour, nationality and what languages you speak. KO Yr 7 Term 1. 	<ul style="list-style-type: none"> Definite and indefinite articles (el/la and un/ una) Gender of nouns (un hermano/una hermana) Regular and irregular verbs: llamarse, tener and ser Adjectives and Possessives <p>Adjectival agreement Tener and use of ser with the time Present tens of regular verbs (-ar, -er and -ir) Hay / No hay Desde... hasta</p>	<p>Introducing speaking skills through imitation and repetition.</p> <p>Phonetics and starting with the vowel sounds.</p> <p>Metacognition on how to learn vocabulary and how to be an effective independent learner.</p> <p>Developing social and communication skills so that the effectiveness of speaking practice is accelerated.</p>	<p>We endeavour to get the students speaking and writing Spanish quickly by providing them:</p> <ul style="list-style-type: none"> With the basics to speak the language accurately. basic introductory language such as greetings and personal details to help them practice the language in speaking and writing. <p>To develop a basic understanding of the different languages in the world.</p> <p>To engender a love of language learning.</p> <ul style="list-style-type: none"> To provide a basic understanding of different Spanish speaking country's cultures. The importance and benefits of language learning in our world. A basic understanding and awareness of different cultures. 	<p>School exchange project with Spanish speaking country through letter exchanges.</p> <p>A greater understanding of Latin America: its culture and languages.</p> <p>Developing effective communication and social skills</p> <p>Assess the concepts as well as the knowledge.</p> <p>An ambitious curriculum is launched and high expectations are established early.</p> <p>Teachers are expected to intervene early and recognise and praise high standards</p>

YEAR 7 – school and where I live.

	KNOWLEDGE	CONCEPTS	SKILLS	RATIONALE	FUTURE DEVELOPMENT
<p>Term 2</p> <ul style="list-style-type: none"> School subjects and opinions of them. saying what the time is and when your lessons are. talking about what there is in your school, school uniform and opinions of it. comparison of schools in different countries. Saying where you live and giving your opinion of the region where you live. Understanding directions. Describing rooms of the house, and your bedroom. KO Yr 7 Term 2. 	<ul style="list-style-type: none"> Cultural differences with schools in different countries. Express simple opinions. Adjectival agreement Tener and use of ser with the time. Present tense of regular verbs (-ar, -er and -ir) Hay / No hay Desde... hasta Radical-changing verbs Gustar + verb Reflexive verbs Another irregular verb: ir Ordinal numbers Ser and Estar Imperative Prepositions 	<ul style="list-style-type: none"> Simple translation skills. Identifying cognates. Beginning to conjugate verbs and use common sentence structures. Dictionary skills (online and offline). Learn to interpret GCSE style questions in relation to photo cards and role play. 	<ul style="list-style-type: none"> describe their school and use adjectives accurately. 1. Use simple opinions to express their likes and dislikes and why. 2. Build up knowledge of significant vocab in the context of school. 3. Gain more vocabulary in relation to describing where they like and justifying their opinions with sentences. 	<ul style="list-style-type: none"> A more explicit attempt to enrich the students with 'culture capital' through school comparison in Spain and England. Build in more descriptions of pictures. Build in a presentation about yourself to help revisit learning from Term 1. Ensure that all KO tests test vocab and grammar from KO 1 and 2. Begin role play practice by giving directions and imagining you are in a tourist office in your region. School exchange round 2 to present on school. Zoom exchange. 	

YEAR 7 – Mexico, Food and drink and Pobre Ana (1).

	KNOWLEDGE	CONCEPTS	SKILLS	RATIONALE	FUTURE DEVELOPMENT
Term 3	<ul style="list-style-type: none"> Mexico- Learning about Mexico. Learn about the history of Mexico, celebrations, festivals and the cultural aspects. Saying what you eat at different mealtimes, food you like and dislike, saying what is healthy, asking for food in cafés. KO Yr 7 Term 3.. Reading of authentic text- Pobre Ana. Consolidate knowledge of grammar. 	<ul style="list-style-type: none"> Comparing: ‘más que’ and ‘menos que’ Use of nouns and verbs to talk about mealtimes Use tengo hambre and tengo sed; use tú and usted. Immediate future tense: voy a + verb. 	<ul style="list-style-type: none"> Being able to present a sub topic of the Mexican cultural topic and confidently express ideas and opinions. Speaking, writing, listening, reading and translation. Reading, translation, Listening and phonetic skills developed via authentic text work. Independent learning to close gaps following major summative assessment exam. 	<ul style="list-style-type: none"> It builds on descriptive language and giving opinions. It introduces a different tense. Tests the mastery of all vocab and grammar from Year 7. Provides the students with significant vocabulary and grammar. Reading authentic material allows the students to see the language they are learning come to life in a literary context. 	<ul style="list-style-type: none"> Working in groups to present and evaluate group work. Developing more role-play scenarios around food e.g. in the restaurant scene. opinions on where you live. Write a further letter to pen pal to tell them all about yourself which would include all of the topics studied in the year. Ensure that KO tests test on all KOs done so far.

YEAR 7

Enriching Learning experiences

Essential knowledge

PERSONAL DEVELOPMENT
SMCMP, PSHE, Careers

Exchange programme:
The introduction of a school letter exchange programme with a partner school. Students begin communication and interaction in Spanish with Spanish students. At the end of the academic year, students participate in a live Skype chat with the partner school on a big screen. Students will have the opportunity to respond to questions and form their own.

Visual tour around Frida Kahlo's house. There is the opportunity for students to create art work and taste Hispanic food.

Able to conjugate in the present tense to form their opinions about the world around them (school subjects and where they live). Are able to understand adjectival agreements and can use intensifiers and connectives to extend their clauses. Are able to decode key sounds when faced with new vocabulary when speaking.

They are able to infer the meaning of some unknown sentences, and can extract meaning and identify key points in a written text. All essential vocabulary is found in KO booklets for each year group.

Students are reflective when learning about how Spain and other countries differ from our own country. Students are interested in learning about other beliefs and traditions (Mexico).

Students have the opportunity when discussing the topic of school, to think about careers and future jobs. Students are encouraged to think hard about the importance of languages.

YEAR 8- Holidays

	KNOWLEDGE	CONCEPTS	SKILLS	RATIONALE	FUTURE DEVELOPMENT
Term 1	<ul style="list-style-type: none"> Talking about means of transport Describe different types of accommodation and facilities, describing where you prefer to stay and why. Holiday activities and making reservations for restaurants, activities and accommodation. The weather (using idioms with hacer). (2A) The weather in the past tense Talking about free time activities in the past tense on holiday. What you can and cant do in your region. Continue reading Pobre Ana 	<ul style="list-style-type: none"> Cultural understanding of different holiday destinations and experiences. Immediate future Revise and extend comparisons Tú and usted Form and use adverbs correctly Use (no) se puede correctly Use the verb ir correctly in the preterite Use the preterite of regular verbs correctly Use opinions in the preterite tense 	<ul style="list-style-type: none"> Speaking skills through attempting to make reservations in Spain. Beginning to conjugate regular verbs in the preterite tense, and start to conjugate some irregular verbs like 'IR/HACER/ESTAR/TENER'. Developing further more meaningful translation skills, and dictionary skills (online and offline). Reading, translation, Listening and phonetic skills developed via authentic text work. 	<p>This is a GCSE topic that allows students to:</p> <ul style="list-style-type: none"> Describe different types of holiday and experiences. Develop their use of the preterite tense, and describing their own and others experiences of a past holiday. Gain vast and crucial vocabulary surrounding the topic of holiday which can be built upon once studying GCSE curricula. Reading authentic material allows the students to see the language they are learning come to life in a literary context. 	<ul style="list-style-type: none"> Describe images of holiday activities and holiday destinations to further their GCSE photo card skills and understanding. Create a virtual advert or website in groups, designing a holiday resort of their choice. Incorporating KO vocabulary and grammar.

YEAR 8 – Media and Leisure

	KNOWLEDGE	CONCEPTS	SKILLS	RATIONALE	FUTURE DEVELOPMENT
Term 2	<ul style="list-style-type: none"> • Different media-based activities. • What you like to watch on TV and explain why. • Describe different types of films and the plots to these films. • Discuss the advantages and disadvantages of different types of media. • Say what you like to do in the free time (music, shopping, holidays and leisure activities). • Describe a free time activity in the past. • Say what free time activities you used to do when you were younger. 	<p>Tenses: present and the past tense.</p> <p>Expressing opinions in the present and past tense.</p> <p>Using gustarse and similar verbs.</p> <p>Using other ways to say 'me gusta'.</p> <p>Direct object pronouns</p> <p>Expressions of quantity/size</p> <p>Ordinal numbers</p> <p>Beginning to use the imperfect tense.</p>	<ul style="list-style-type: none"> • Learning to conjugate in different pronouns. • Beginning to use a mix of preterite, imperfect and present tense verbs within a single paragraph. • Reading, writing and translation skills. • Speaking skills by discussing in groups their opinions on films and TV shows. • Enhancing debating skills in groups by discussing favourite films and justifying to other people your favourite. • Independent learning to close gaps following major summative assessment exam. • 	<ul style="list-style-type: none"> • It builds on descriptive language and giving opinions and justifications. • It introduces a different tense which will be focussed upon in greater detail during GCSE course. • Provide the students with debate and presentation skills in Spanish by encouraging them to speak in front of large groups of people. 	<ul style="list-style-type: none"> • Introduce students to different types of TV shows across the Hispanic world.

YEAR 8- Well-being

	KNOWLEDGE	CONCEPTS	SKILLS	RATIONALE	FUTURE DEVELOPMENT
Term 3	<ul style="list-style-type: none"> • Learning about Spanish festivals, customs and traditions. • Healthy lifestyle,. Revisit different types of food and sports. • Healthy body. Address different ways and styles of living healthily and unhealthily. • Learn different parts of the human body. • Learn illnesses and injuries, sport and sporting accidents. • Learn about going to the pharmacy and discussing issues and possible solutions to illness and injury. 	<ul style="list-style-type: none"> • Introducing 'se debe' + infinitive. • revise question words and frequency words • use reflexives in past and present tenses (levantarse/ acostarse/ gustarse/quedarse) • use the verb doler the impersonal se (se juega, se necesita, se puede) • use the imperfect • revise and consolidate all vocabulary and grammar covered in the unit 	<ul style="list-style-type: none"> • Role play GCSE skills, being the the pharmacy, discussing problems, illnesses and injuries and understanding possible solutions. • Developing listening skills by interpreting peoples ailments and advice given to them. • Reading, writing and translations skills. • Consolidating years work, and filling any gaps in learning. • Working independently to revise and identify personal techniques of learning KO vocabulary for the term. • Preforming and acting skills of a small drama piece about a trip to the pharmacy. 	<ul style="list-style-type: none"> • Tests the mastery of all vocab and grammar from Year 7 and year 8 . • Students can identify different cultural aspects of food and diet, according to Mediterraneanian lifestyle; access to fresh produce and typical meal time arrangements in different Hispanic countries. • To develop an understanding of injury, illnesses and solutions. • Provides the students with significant vocabulary and grammar to further continue the course. • Topics are relevant to GCSE theme of food and healthy living (Theme 1). • Photo cards and role play exercises are relevant to GCSE versions. • • • 	<ul style="list-style-type: none"> • <i>Build upon photo card and role play exercises that are adapted from GCSE.</i> • <i>Run a food diary competition, whereby students document their food in Spanish. Students eating most healthy can win an award.</i> • <i>A food tasting activity whereby students can taste food typical to the Spanish or Mediterranean diet.</i> • <i>Create and preform to the class a drama piece of someone being injured and someone being the pharmacist offering advice.</i>

YEAR 8

Enriching Learning experiences	Essential knowledge	PERSONAL DEVELOPMENT SMCMP, PSHE, Careers
<p>Students will be invited to a food tasting lesson, whereby they can try different healthy and local ingredients to Spain. Students will be encouraged to identify the differences between diets in the UK and diets across Europe, in particular Spain. Students will be encouraged to understand the cultural aspect of mealtimes and food within Spain. Ie: small portions of tapas, later evening meal and the importance of fresh and local produce.</p>	<p>Able to narrate sentences in past or present or future tense. Are able to use comparatives and superlatives in one clause. Are able to use an immediate future tense from memory and are able to start to extend their opinions with arguments.</p> <p>Are able to understand longer texts and extract meaning and identify the main points. Are able to understand when a text is written in the present, future or past tense and who is writing the text. Are able to infer the meaning of some longer unseen phrases and can read these out loud with fluency and decode the sounds that certain words make.</p>	<p>Students begin to appreciate their own British values and customs, whilst understandign and appreciating other values. Students begin to reflect on the term culture and what that means for some countries - Ie- Spain and bull fighting.</p> <p>Students learn with creativity and use their imagination when they are creating presentations or pieces of art around the topic of Spanish festivals.</p> <p>Students learn about future career prospects when reading Pobre Ana. Ana has the opportunity to study abroad with school.</p>

YEAR 9- My future and my world.

	KNOWLEDGE	CONCEPTS	SKILLS	RATIONALE	FUTURE DEVELOPMENT
Term 1	<ul style="list-style-type: none"> • Y9 explicit phonics SOW. • Discussing the future, future careers and dream jobs. • Discuss future education options and the advantages and disadvantages of further education. • Talk about the benefits of Pocket money and how you earn it now. • Describing environmental problems. • Talking about causes and what we can, must and should do to help protect the environment. • talking about how you help the environment personally. • talking about your world at home. 	<ul style="list-style-type: none"> • Practice using the future tense including irregular verbs. • Practice using the immediate future tense. • Tener + Que to express what you have to do as part of your job role. • Discuss money, numbers and frequency numbers. • Begin to recognise some phrases in the conditional tense. • use a variety of tenses (past, present, future) within a same piece of work. • revise and consolidate vocabulary and grammar covered in the unit • Use superlatives (el/la ... más ...) • Use negative • use expressions to say 'we can', 'we must', 'we have to' do to protect the environment. • use the imperative tense • use (no) me permite(n)/ (no) puedo 	<ul style="list-style-type: none"> • Communicate and interact effectively in written and oral work. • Begin to respond to un expected questions, and sustain communication. • Develop the forming of questions. • Begin to recognise the relationship between past, present and future events. • Start to use language of persuasion to present arguments and ideas. 	<ul style="list-style-type: none"> • Students are now able to address contemporary and cultural themes of high education and further employment and topical discussions regarding the environment. 	<ul style="list-style-type: none"> • Develop students ability to respond to questions or statements and articulate their ideas coherently. • A greater understanding of climates across Latin America: cold mountains of the Andes to dry rainforests. • Being ambitious and knowing what opportunities language learning can offer.

	KNOWLEDGE	CONCEPTS	SKILLS	RATIONALE	FUTURE DEVELOPMENT
<p>Term 2</p>	<ul style="list-style-type: none"> • <i>Discussing countries that speak Spanish.</i> • <i>Talking about Latino food and flavours and the importance of eating out/celebrating with food as part of the culture.</i> • <i>Identifying Hispanic festivals where they take place and what happens.</i> • <i>Recognising Hispanic flags and any dialogues spoken within those countries.</i> • <i>Discuss the importance of speaking Spanish and languages in general.</i> 	<ul style="list-style-type: none"> • Revise using comparatives and superlatives. • Consolidate knowledge on adjectives and agreements. • Introducing idiomatic uses of the verb 'tener'. • Using the impersonal se • Introduce the structure soler + infinitive • Recognise False Friends • Consolidate knowledge on sounds 'll, ñ and r/rr'. 	<ul style="list-style-type: none"> • Communicate and interact effectively in written and oral work. • Begin to respond to un expected questions, and sustain communication regarding Hispanic countries. • Begin to use idiomatic phrases within Spanish during written and oral communication. • Write to inform and present different arguments and ideas about different Hispanic countries and their cultures.. • • • • 	<ul style="list-style-type: none"> • Students are able to articulate their ideas and opinions regarding different themes studied within the topic of Hispanic countries. • • Students can identify different cultural aspects of food and diet, according to Meditaneanian lifestyle; access to fresh produce and typical meal time arrangements in different Hispanic countries. • • Students are able to deal with other cultures and other dialects, gaining a more profound understanding of their own country and culture. 	<ul style="list-style-type: none"> • Deliver a small classroom debate whereby students can communicate and express their ideas coherently in relation to their own and other peoples culture and heritage. • • Further their own interest by encouraging students to read books from Hispanic authors. • • To research Hispanic countries and create a bank of resources that will equip them to further continue the course.

YEAR 9

	KNOWLEDGE	CONCEPTS	SKILLS	RATIONALE	FUTURE DEVELOPMENT
Term 3	<ul style="list-style-type: none"> Gain a holistic approach towards studying themes within a wide range of Hispanic countries. To compare different Hispanic countries in terms of politics, economy and different aspects of culture. To gain a historical understanding about the Spanish colonization. Mi vida- To summarise and express themselves, their family and the wider world around them. 	<ul style="list-style-type: none"> Consolidate knowledge in relation to using tenses in the present, preterite, future and the conditional tense. To learn new vocabulary in relation to culture, cuisine, politics and history. 	<ul style="list-style-type: none"> To present a Hispanic speaking country to the rest of the class, articulating ideas, opinions and thoughts in Spanish. To work collaboratively in groups. To engage and listen to other people's opinions and ideas and to come up with a clear strategy of how to compose the project. To be able to formulate ways to retrieve information previously learnt to enable them to bridge any gaps in their learning. 	<p>Students are able to articulate their ideas and opinions regarding different Hispanic speaking countries.</p> <p>Students will become knowledgeable about a wide range of cultural aspects, and they can discuss their own cultures and values in relation to others.</p> <p>Students are given the experience of presenting and working in groups to develop different skills in terms of leadership, time management and oracy skills speaking out loud and listening to others.</p>	<ul style="list-style-type: none"> Trip abroad to a Spanish city. Students will be able to understand and become more knowledgeable on the cultural aspects of different Spanish cities.

YEAR 9

Enriching Learning experiences	Essential knowledge	PERSONAL DEVELOPMENT SMCMP, PSHE, Careers
<p>We would like to run a trip to Spain for a week with students from this year group. We would like to implement a few days in a Spanish school, for students to experience the life on a Spanish teenager, and the different in education systems. We would encourage other cultural experiences like eating tapas together, going to see traditional acts or dances and enjoying time visiting museums or monuments.</p> <p>Students are invited to watch a Spanish drama performance in school. It is an interactive and challenging play which breaks the barrier of audience and stage, as the play encourages active participation.</p>	<p>Able to use negatives, imperatives, intensifiers and time expressions in written and spoken text. Students can begin to form questions to somebody else on the topic being studied. Students are able to use an idiom or 'grade 9' language.</p> <p>Are able to understand longer texts and extract meaning and identify the main points. Are able to understand when a text is written in the present, simple future, immediate future, conditional and past tense and who is writing the text and what is the purpose of the text. Are able to infer the meaning of some longer unseen phrases and can read these out loud with fluency and decode the sounds that certain words make.</p>	<p>Students discuss explicitly future career, aspirations and study within the first unit of work. Students begin to appreciate making good choices surrounding future study and how they want to succeed in the future career they wish to aspire.</p>

YEAR 10 (Theme 1: Youth Culture)

	KNOWLEDGE	CONCEPTS	SKILLS	RATIONALE	FUTURE DEVELOPMENT
Half Term 1	<ul style="list-style-type: none"> • <i>Describing your family, close and personal relationships with family members.</i> • <i>Talk about your friends, describing them physically and their personality.</i> • <i>Talk about partners, ideal partners and express your opinion on marriage and weddings.</i> • <i>Discuss plans for your future, explain future ideas and jobs.</i> • <i>Discuss the advantages and possible risks of using the internet and social media.</i> • <i>Talk about what you use to stay in contact. Discuss different social media platforms and ways of communications.</i> • <i>Talk about using mobiles and risks associated with mobile phones.</i> • 	<ul style="list-style-type: none"> • <i>Begin to acquire a variety of nouns.</i> • <i>Articles</i> • <i>Regular verbs in the present tense</i> • <i>Use ser, estar and tener</i> • <i>Numbers, ages and times</i> • <i>Days, months and dates</i> • <i>Using tener and ser in the present tense</i> • <i>Present tense of regular verbs</i> • <i>Learning agreement and position of adjectives</i> • <i>Reflexive verbs (present tense)</i> • <i>Using possessive adjectives</i> • <i>Subject pronouns</i> • <i>Using the immediate future tense</i> • <i>Direct and indirect object pronouns</i> • <i>Making comparisons using más que and menos que</i> • <i>Question words</i> • <i>Using the perfect tense of regular verbs</i> • <i>Había and era and other regular imperfect verbs.</i> • <i>Using por and para and distinguishing when to use them both.</i> • <i>Statements of possibility, eg. permitir / es posible + infinitive</i> • <i>Using estar and the present continuous tense</i> • <i>Formulating questions</i> • 	<ul style="list-style-type: none"> • <i>Adapting models to input your own information.</i> • <i>Give opinions in different ways.</i> • <i>Offering extra information when speaking.</i> • <i>Working out the meaning of unfamiliar words from context.</i> • <i>Identifying false friends.</i> • <i>Begin to conjugate verbs into a variety of tenses.</i> • <i>Start to understand and respond to a piece of literary text.</i> • <i>Recognise and respond to key information about themselves and their family.</i> • <i>Developing complex translation skills.</i> • <i>The ability to understand social media, its positive attributes and understand risks and potential issues surrounding social media.</i> • <i>Developed previous skills of forming questions, rephrasing and responding to questions being asked.</i> • 	<ul style="list-style-type: none"> • <i>Consolidates and builds on knowledge, concepts and skills acquired at KS3.</i> • <i>Students now trained to use more complex language in their writing and speaking.</i> • <i>Students should now be able to read and understand some literary texts.</i> • <i>Students are now more skilled at recognising and using common irregular and regular verbs. They are growing in their ability to conjugate verbs in different tenses.</i> • <i>Students should be able to express their opinions about marriage and their personal relationships.</i> • <i>Students can build on their ability to write descriptive sentences.</i> • <i>Form and express ideas regarding technology within modern day life.</i> • <i>Present, argue or persuade listeners to understand their opinions and justify why they have these opinions about social media and technology.</i> 	<ul style="list-style-type: none"> • <i>Realia used to engage students in the media topic.</i> • <i>Students should be able to express their own opinion regarding social media and online platforms coherently and accurately.</i> • <i>A greater understanding of technology benefits and potential risks.</i> • <i>Give more weight to speaking within lessons. Incorporate a debate.</i> •

YEAR 10 (Theme 1: Lifestyle)

	KNOWLEDGE	CONCEPTS	SKILLS	RATIONALE	FUTURE DEVELOPMENT
Hal f Ter m 2	<ul style="list-style-type: none"> • Talk about free time and what activities they like to do. • Say what sports and activities they enjoy and would like to do in the future. 	<ul style="list-style-type: none"> • Using <i>gustar</i> and <i>encantar</i> • <i>Gustar</i> + plural nouns • Using the regular present tense • Some common irregular verbs in the present tense • Recognising irregular verbs in the imperfect • Learning about radical changing verbs (<i>e-ie</i>) • Forming regular adverbs • Using <i>hacer</i> and <i>jugar</i> in the present • Further uses of <i>gustar</i> • Using the future tense • <i>Hacer, haber, salir</i> and <i>tener</i> in the future • Learning the regular preterite tense • Reflexive verbs in the preterite tense • Using <i>ser</i> and <i>ir</i> in the preterite • Expressing actions and opinions • Revising numbers 	<p>At this stage, students should now be expected to:</p> <ul style="list-style-type: none"> • Understand more in listening activities including listening for positive and negative opinions. • Extend and improve sentences when speaking Spanish. • Skim read information and pick out key pieces of information • Be using multiple time expressions when speaking and writing. 	<ul style="list-style-type: none"> • Giving more detailed and complex answers to questions in both writing and speaking. • Learn different ways of structuring sentences by building in more complex sentences that can include idioms. 	<ul style="list-style-type: none"> • Popular sports in Spain. • Bullfighting in Spain.

YEAR 10 (Theme 1: Customs and traditions)

	KNOWLEDGE	CONCEPTS	SKILLS	RATIONALE	FUTURE DEVELOPMENT
Half Term 3	<ul style="list-style-type: none"> Discuss what foods they like to eat and explore the importance of eating a healthy and balanced diet. Be able to order a restaurant for themselves and others. Learn about cultural events and customs in Spain and across Latin America. Recognise the key important cultural festivities in Spain, when they take place and what happens. 	<ul style="list-style-type: none"> Learning about radical changing verbs (<i>e-ie</i>) Pronouns after <i>con</i> Forming regular adverbs Using pronouns after <i>para</i> Using <i>hacer</i> and <i>jugar</i> in the present Further uses of <i>gustar</i> Using the future tense <i>Hacer, haber, salir</i> and <i>tener</i> in the future Learning the regular preterite tense Reflexive verbs in the preterite tense Using <i>ser</i> and <i>ir</i> in the preterite Expressing actions and opinions Recognising the imperfect tense Hay and <i>había</i> Recognising irregular verbs in the imperfect Revising numbers 	<p>At this stage, students should now be expected to:</p> <ul style="list-style-type: none"> Understand more in listening activities. Extend and improve sentences when speaking Spanish. Skim read information and pick out key pieces of information Be using multiple time expressions when speaking and writing. 	<ul style="list-style-type: none"> We want students to now have a deeper understanding of cultural importance. We would expect students to explore different cultural events from across the Hispanic world with interest and engagement. a 	<ul style="list-style-type: none"> Students should watch a video about the different types of cultural festivities and Spanish events. A Spanish tapas meal in Manchester, for students to use their ability to speak Spanish and order themselves a meal in Spanish.

YEAR 10 (Theme 2: Home and Locality)

	KNOWLEDGE	CONCEPTS	SKILLS	RATIONALE	FUTURE DEVELOPMENT
Half Term 4	<ul style="list-style-type: none"> Describe the house that you live in, discuss the locations and what rooms and furniture there is in your house. Talk about what you can do in your region, in terms of activities and amenities. Discussing the advantages of la ciudad y el campo. 	<ul style="list-style-type: none"> Using <i>hay, ser and estar</i> Expressions of quantity Using prepositions to say where things are Further prepositions of place Using <i>puedo and se puede</i> Use <i>estar</i> to say where things are Using demonstrative adjectives and pronouns 	<ul style="list-style-type: none"> Deal and respond to future, present and past questions in their writing or speaking. Use a wider range of connectives to string their sentences together, to extend their opinions in their writing or speaking. 	<ul style="list-style-type: none"> We endeavour to enable students to speak fluently within conversation, to respond to different questions and be able to answer within the correct tense in a timely and natural way. 	<ul style="list-style-type: none"> Students are able to converse with their eTwinning partners on their respective local areas.

YEAR 10 (Theme 2: Spain and Spanish speaking countries)

	KNOWLEDGE	CONCEPTS	SKILLS	RATIONALE	FUTURE DEVELOPMENT
Half Term 5	<ul style="list-style-type: none"> • Students talk about holiday accommodation. • Students can talk about holidays they have taken in the past and would like to take in the future. • Students can understand tourist brochures and websites. • Students can describe regions in Spain and tourist areas in Spain and other Spanish speaking countries. 	<ul style="list-style-type: none"> • Use expressions of sequence. • Revising the use of preterite and the imperfect tense. • Using estar + past participle. • Using the passive and passive forms. 	<ul style="list-style-type: none"> • Students are able to show off the language they know especially by using complex language and idioms. • They can use useful synonyms. • They can offer a balanced argument in both writing and speaking. 	<ul style="list-style-type: none"> • Can gain a greater understanding of the social and cultural context of a region/country. • Develop greater knowledge about other countries and their places of interest. • Can give details of previous holidays. • Feel enthused about travelling and seeing other cultures and practising their Spanish in a Spanish speaking country. 	<p>Students are able to reflect on their area in Britain and what cultural landmarks or traditions it upholds in that area, whilst making comparison to areas in Spain.</p>

YEAR 10 (Theme 2: Environment and Social issues)

	KNOWLEDGE	CONCEPTS	SKILLS	RATIONALE	FUTURE DEVELOPMENT
Half Term 6	<ul style="list-style-type: none"> • Discuss the importance of the environment, and ways that we can protect it. • Understand ecological problems and environmental issues. • Form ways of which we can help and protect the damage being caused by climate change. • Discuss the importance of being a volunteer for different groups, charities and projects. • Recap from previous term on healthy foods and the value of living a healthy lifestyle. 	<ul style="list-style-type: none"> • Using <i>hay, ser and estar</i> • Expressions of quantity • Using prepositions to say where things are • Further prepositions of place • Using <i>puedo</i> and <i>se puede</i> • Use <i>estar</i> to say where things are • Using demonstrative adjectives and pronouns • Revising <i>ir</i> and <i>hacer</i> in present and preterite tenses • Learning about verbs that are followed by the infinitive • Revising the present tense • Using <i>me gustaría</i> • Recognising different tenses • Using expressions with <i>tener</i> • Expressions <i>mejor que</i> and <i>peor que</i> • Using negative words • Using <i>deber, tener que</i> and <i>hay que</i> 	<ul style="list-style-type: none"> • Listen for different tenses, and key words that might be used to express a different tense. • Use a wider range of conversation fillers within speaking to enable a conversation to flow and sound organic. 	<ul style="list-style-type: none"> • We endeavour to enable students to speak fluently within conversation, to respond to different questions and be able to answer with the correct tense in a timely and natural way. 	<ul style="list-style-type: none"> • We would like run a campaign around school for students to create a visual aid that encourages our students to learn about protecting the environment. Our students will have to work together in groups to market their campaign. The best campaign overall will be made into posters around school. Students will gain interpersonal skills and marketable skills (ICT) during this particular project. • Students should embrace and research any cultural projects and fundraising events within their community. This is enabling students to comment and express ideas in Spanish within the topic of volunteering, but to gain a greater insight into the value of community and social projects. • Students are able to sympathise and empathise with different charities and projects, enabling students to form suitable questions and opinions.

YEAR 11 (Theme 3:Current Study)

	KNOWLEDGE	CONCEPTS	SKILLS	RATIONALE	FUTURE DEVELOPMENT
Hal f Ter m 1	<ul style="list-style-type: none"> To talk about school, school facilities and different subjects. Explain what subjects you like and dislike. To discuss what qualities are needed to be a good students in school. To talk about the average day in school. Discuss different rules in school. 	<ul style="list-style-type: none"> Revising comparatives and superlatives Use of <i>tú</i> and <i>usted</i> Using the imperative Revising the perfect tense Using quantifiers and intensifiers: <i>mucho, poco, bastante, demasiado</i> Prepositions Revising <i>se debe, hay que, tener que</i> Verbs that take the infinitive 	<ul style="list-style-type: none"> To look for clues for time frames during reading texts. 	<ul style="list-style-type: none"> Students should now be able to develop their speaking skills in relation to this topic. We also encourage students to read a wide range of reading texts so that students are able to understand cultural and social concept. 	<ul style="list-style-type: none"> Students gain a basic understanding of the differences between school in Spain compared top Britain.

YEAR 11 (Theme 3 World of work)

	KNOWLEDGE	CONCEPTS	SKILLS	RATIONALE	FUTURE DEVELOPMENTH
Hal f Ter m 2	<ul style="list-style-type: none"> • Applying for work/ study. • How to set about finding a job. Discuss what type of qualities might be necessary in applying for certain roles. • Talking about your ideal job in the future. • Carrer plans 	<ul style="list-style-type: none"> • Revising <i>si</i> clauses • Uses of <i>cuánto</i> • Using <i>lo</i> and <i>lo que</i> + adjective • Using expressions with <i>tener</i> • Using the present subjunctive after expressions of time. • Using the present subjunctive in hypothetical situations. • Other verbs of planning and wanting • Using a variety of tenses 	<ul style="list-style-type: none"> • The skills that students should now encompass are making deductions in reading and listening. • Students should be using advanced language to impress when speaking. • Learn useful phrases. 	<p>We endeavour for students to be confident within all 4 skills when using Spanish. We are providing students with:</p> <ul style="list-style-type: none"> • Key and specific vocabulary relating to all themes. • High level grammar and some basic knowledge of what grammar is expected during A Level courses. • Exposure to a wide range of literacy texts. 	<p>To create a CV in Spanish. For students to understand how to set about applying for a role, what a CV is and what it should look like, and what they might need to include within a CV. Students should be encouraged to use their technical skills (ICT) to create their CV. They should be aware of emotional skills that they should embody to apply for certain roles. (things that business might look for in management roles). Careers with languages</p>

YEAR 11 (Theme 3 World of work)

	KNOWLEDGE	CONCEPTS	SKILLS	RATIONALE	FUTURE DEVELOPMENTH
Hal f Ter m 3	<ul style="list-style-type: none"> • Discuss different choice at 18- work or university and the merits of both. • To talk about the benefits of higher education. • 	<ul style="list-style-type: none"> • Revising <i>si</i> clauses • Using the imperative. • Using <i>lo</i> and <i>lo que</i> + adjective • Using expressions with <i>tener</i> • Using <i>quisiera</i> • Other verbs of planning and wanting 	<ul style="list-style-type: none"> • Practice recording yourself and listening back to it. • Students should be using advanced language to impress when speaking. 	<p>Students can express balanced and detailed opinions using a variety of future tenses structures.</p> <p>Students are encouraged to be ambitious and can see the value of continuing to study a language post 16 and beyond.</p>	<p>Liaise with successful language graduates to speak with the students.</p> <p>Liaise with local MFL University depts.</p>

YEAR KS4

Enriching Learning experiences	Essential knowledge	PERSONAL DEVELOPMENT SMCMP, PSHE, Careers
<p>During this term, we should be encouraging students to research independently the UK's education system. Students should create a small project that outlines cultural and societal changes that have impacted the education system. Students are expected to create this homework in English. This will enable students to give a more insightful and culturally rich opinion when questioned in Spanish.</p> <p>Students should create a CV in Spanish outlining all their personal qualities, experience and qualifications to date. We should teach students of the importance and merits of having a good CV, and crucially the importance of making good choices.</p> <p>Students are encourage to attend a weekend stay in the peace centre in Warrington. Students will attend a variety of speaking workshops, in groups or by themselves held by the MFL department. Students will develop their linguistic knowledge, adapt to spontaneity and begin to express themselves fluently and without hesitation. This event will be held the weekend before students take part in the GCSE oral element.</p>	<p>Able to communicate and interact effectively in speech for a variety of purposes across a range of specified contexts. Take part in a short conversation, asking and answering questions, and exchanging opinions. Convey information and narrate events coherently and confidently, using and adapting language for new purposes. Speak spontaneously, responding to unexpected questions, points of view or situations, sustaining communication by using rephrasing or repair strategies. Able to include some more complex forms, with reference to past, present and future events. Use accurate pronunciation and intonation such as to be understood by a native speaker.</p> <p>Able to understand and respond to different types of written language. Understand general and specific details within texts using high frequency familiar language across a range of contexts. Identify the overall message, key points, details and opinions in a variety of short and longer written passages, involving some more complex language. Able to deduce meaning from a variety of short and longer written texts from a range of specified contexts, including authentic sources involving some complex language and unfamiliar material. Able to recognise and respond to key information, important themes and ideas in more extended spoken text, including authentic</p>	<p>Students are explicitly taught about the importance of key cultural, moral and religious issues across the GCSE course. We follow the AQA kerboodle textbook which identifies all areas that help to provide for the personal development of all students.</p> <p>The course ensures thta all students are supported and prepared for training or employment so that they can access the next stage successfully.</p> <p>Students reflect on the world around them, understand ethical and moral issues (Spanish bull fighting), use a wide range of skills to engage with other people around them.</p>