



FRAMEWORK FOR LEARNING



CREATIVE

An education where imagination, curiosity and resilience enable us to ignite our learning.

HAPPY

A shared belief that optimism, empathy and responsibility are the foundations for a respectful, safe and inclusive community.

SUCCESSFUL

Individuals who are ready to learn, practise being reflective, and are motivated to become champions.

SUBJECT

SPANISH

INTENT

"One language sets you in a corridor for life. Two languages open every door along the way." - **Frank Smith**

The Spanish curriculum intends to ignite a love of languages and spark an interest in and deeper understanding of other cultures. Through a focus on communication, the MFL department will foster a passion for exploring a foreign language, its vocabulary, and patterns within it. Our Spanish curriculum will provide insight into Spanish speaking countries and their cultures and thus widen pupils' intellectual horizons.

By concentrating on communication and grammatical application, pupils will become to understand their own language better. In addition to the obvious benefits for the key skills of communication and literacy, MFL learners will work both collaboratively with their peers and further develop their independent skills, especially their resilience. Languages are unique in the curriculum in their magnitude; therefore, it is fundamental that pupils feel positively about their abilities, rather than concentrating on the vast extent of what they do not yet know or understand. With this in mind, our curriculum plans to equip pupils with the tools to communicate and provides carefully spaced opportunities for pupils to revisit the more difficult aspects of language learning.

The curriculum is designed to allow interleaving of skills and structures throughout the year and key stage to allow for retrieval practice. Interleaving is more effective than blocking modules together as pupils learn best through associative learning – by hooking the old onto the new. As well as regular recall in lessons, each half term the curriculum has been organised to include a retrieval week. This week's lessons are planned to drill important concepts and vocabulary before moving on.

Our Curriculum in MFL, particularly in KS4, requires pupils to explore the notions of citizenship and personal and social responsibility, equipping them with the skills needed to excel in an increasingly small world. Furthermore, through developing respect, tolerance and interest in other cultures foreign language learning allows students to empathise, communicate and work successfully with others around the world.



YEAR GROUP

YEAR 11

RATIONAL / NARRATIVE

In Year 11, pupils cover the most mature areas of the GCSE Spanish curriculum from Theme 2 and 3 before completing their final mock examinations. As pupils will now know which tier they will be taking in their final examination, the content is tailored to suit the requirements of the exam board.

TERM	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1
KNOWLEDGE	Mealtimes and daily routine. Festivals and special days around the world. Eating in a restaurant. Describing a trip to a music festival.	Types of homes and how we are green at home. Global issues and local action. Natural disasters. Healthy living, diet and bad habits. Global sporting events.	Future careers, part time jobs and how you earn money. Work experience and job applications. The value of learning languages in jobs and travel. Other future plans including gap years and marriage.	Revision of all three GCSE themes with a focus on preparing pupils for their speaking exam after Easter holidays.	Revision of all three themes with focus on <ul style="list-style-type: none"> Negative structures Time frames and indicators High frequency language Exam technique
SKILLS	Using <ul style="list-style-type: none"> Reflexive verbs Quantity expressions Verbs in we/they form The preterite Antes/depues de + infinitive Questions and complaints in a restaurant.	Using <ul style="list-style-type: none"> The superlative High numbers Se deberia Synonyms Extended opinions Different tenses The subjunctive, pluperfect and imperfect continuous	Using <ul style="list-style-type: none"> Opinions and reasons Verbs followed by the infinitive Words with more than one meaning The preterite and imperfect together The present and the present continuous Saber vs conocer Formal language The 24 hr clock The subjunctive	<ul style="list-style-type: none"> Spontaneity Question words Role plays Photo cards	Using <ul style="list-style-type: none"> Past, present and future tense Comparatives and superlatives Questions Negatives Using Tricks and tips in READING AND LISTENING exam
ASSESSMENT	Speaking Questions on food, routine and customs.	Mock Reading, Listening and Writing examinations	Mock Speaking and Writing examination.		
HOME LEARNING	READING AND LISTENING Tasks on www.languagenut.com	READING AND LISTENING Tasks on www.languagenut.com	READING AND LISTENING Tasks on www.languagenut.com	READING AND LISTENING Tasks on www.languagenut.com	READING AND LISTENING Tasks on www.languagenut.com
	Independent vocabulary revision	Independent vocabulary revision.	Independent vocabulary revision	Independent vocabulary revision	Independent vocabulary revision



READING, WRITING, TALK, NUMERACY

TIER 2 VOCABULARY

TIER 3 VOCABULARY

Preparation of Speaking Questions on food, routine and customs.	Preparation of Speaking Questions on global issues.	Preparation of Speaking Questions on jobs and future plans	Preparation of Speaking Questions	
<p>Talk: Taking part in a conversation in a restaurant. Learning how to speak to waiters, order food and complain when there is an issue.</p> <p>Writing: Writing about how we celebrate different special days. Writing in the past tense about a recent celebration.</p> <p>Reading: Understanding authentic restaurant advertisements. Reading about different Spanish festivals and celebrations. Reading and understanding a variety of different foods.</p>	<p>Talk: Talking about global issues. Being able to answer questions on the environment and what we do to be green.</p> <p>Writing: Writing about what we should and shouldn't do to help on a local level. Writing about what worries us.</p> <p>Reading: Reading complex authentic resources about global crises and picking out key information.</p>	<p>Talk: Talking about future plans. Asking and answering questions about jobs and career goals. Talking about plans for marriage/children.</p> <p>Writing: Writing a detailed account of a past work experience including tasks and descriptions of how it was and what we learnt.</p> <p>Reading: Recognizing three tenses in a text and picking out the most important information.</p>	<p>Talk: Preparing for photo card and role play tasks in speaking examination. Concentrating on spontaneous speech and improvisation. Preparing structured responses for the GCSE general conversation element of examination.</p> <p>Reading: Recognizing three tenses in a text and picking out the most important information.</p>	<p>Writing: Writing in three tenses and responding to the AQA bullet point style questions</p> <p>Reading: Tackling unfamiliar language and preparing to pick out the most important points in authentic resources.</p>
<p>Routine Tradition</p> <p><i>Rutina</i> <i>tradición</i></p>	<p>Plans Goals Duty Responsibility</p> <p><i>Plan</i> <i>Ambiciones</i> <i>Deberes</i> <i>responsibilidades</i></p>	<p>Issue Environment Crisis Green</p> <p><i>Asuntos</i> <i>Medio ambiente</i> <i>Crisis</i> <i>(ser) verde</i></p>	<p>Role play Tense</p> <p><i>Juego de rol</i> <i>Tiempo verbal</i></p>	<p>Most important Frequency</p> <p><i>Mas importante</i> <i>frecuencia</i></p>
<ul style="list-style-type: none"> • Reflexive • Verb agreement • Plural • Preterite • Imperfect • Time-marker 	<ul style="list-style-type: none"> • Subjunctive • Pluperfect • Conditional • Synonym • Extend • Complexity 	<ul style="list-style-type: none"> • Infinitive • Synonym • Aspirations • Formal 	<ul style="list-style-type: none"> • Improvise • Spontaneity • Conversation • Role-play • Fluence • Accuracy 	<ul style="list-style-type: none"> • Comparative • Superlative • Negative • Justified opinion



PSPSMC, BRITISH VALUES AND DIVERSITY

Social / Cultural:
 Understanding different typical diets. Festivals and special days around the world. Learning about eating out in different countries. Choosing a restaurant and looking at a menu
 Moral: talking about different spiritual celebrations.
 British Values: tolerance of different cultural celebrations.

Social / Cultural:
 Types of homes and how we are green at home. Healthy living, diet and bad habits. Global sporting events.
 Moral: Global issues and local action.
 Understanding natural disasters.

Social / Cultural:
 Thinking about future career plans and aspirations.
 Moral: The value of learning languages in jobs and travel. Other future plans including gap years and marriage.

