

Modern Foreign Languages - Spanish

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Curriculum Intent:

At Forge Valley School we are passionate about the skills and benefits learning a language can bring and we believe that all pupils, regardless of their background, should be encouraged to love learning languages.

Learning a Modern Foreign Languages enables pupils to not only study a second language but it broadens horizons and affords our pupils a greater understanding of the global world in which we live. Through learning a language, it is our ambition to develop a range of skills, increase our pupils' confidence in their own ability and build their social capital.

Our curriculum is built on three main pillars of knowledge: phonics, vocabulary and grammar. Pupils are taught to understand and respond to spoken and written language, through an engaging curriculum and a range of authentic materials. Phonics knowledge is developed from the outset as a fundamental skill to enable our pupils to understand and produce language. Pupils are encouraged to speak with increasing confidence and spontaneity through pair work, whole class discussion, the asking and answering of questions and the opportunity to work with our Foreign Language Assistant. Pupils are encouraged to write at varying lengths from short sentences to longer paragraphs, incorporating the vocabulary and grammatical structures that they have learnt.

Pupils arrive at secondary school with a varied experience of primary MFL learning. Our aim is to build on and consolidate prior knowledge to ensure that all learners make the required progress throughout Year 7 and beyond. Our curriculum is designed to build on the skills and content delivered from Year 7 through to Key Stage 5.

Furthermore, we endeavour to provide opportunities for pupils to understand and explore the cultural aspects of the language they study. We offer this through study trips abroad, opportunities to work with the Foreign Language Assistant and the incorporation of cultural elements in our curriculum.

For our most able linguists, we aim to afford them with a clear pathway to becoming successful lifelong linguists through showing them the career and lifestyle benefits languages can bring and by supporting their progression beyond Key Stage 5.

KS3	Core Knowledge	Procedural Knowledge
Autumn	Year 7 - Introductions Family Year 8 - Home Town Year 9 - Relationships Work	Students arrive at secondary school with a varied experience of primary MFL learning. We build on and develop prior knowledge. Grammatical terminology such as 'infinitive', 'tenses' etc are explicitly

		taught and referred to throughout the curriculum.
Spring	Year 7 - School Year 8 - Holidays Year 9 - Media and technology	Phonics are taught from the beginning and continually revisited, encouraging this knowledge to be applied to new vocabulary. Assessment rubrics are explained and referred to frequently throughout the KS3 course. Pupils progress from learning single lexical items to full sentences and longer passages. Pupils are introduced to the past, present and future time frames over the course of KS3. Due to the nature of the spiral curriculum in MFL, vocabulary and key grammatical structures are revisited frequently.
Summer	Year 7 - Hobbies & media Year 8 - Food Year 9 - Hobbies & festivals	
KS4	Core Knowledge	Procedural Knowledge
Over the course of Y10/11 3 x lessons Y10 and 2 x lessons in Y11 OR 2 x lessons Y10 and 3 x lessons in Y11	Healthy lifestyle Education Work Celebrity Culture Holidays Town Environment Free Time Activities Customs & Festivals Media & Technology	Grammatical terminology such as 'infinitive', 'tenses' etc are frequently revisited. Phonics knowledge is drawn upon from KS3, particularly to aid listening and dictation activities. Assessment rubrics are explained and referred to frequently throughout the KS4 course. Pupils respond to and produce a range of language from sentences to paragraphs of 150 words. Knowledge of time frames from KS3 is consolidated through consistent retrieval and reuse. New tenses such as the imperfect tense and the real future are taught.

	General Revision of all GCSE topics	
KS5	Core Knowledge	Procedural Knowledge
Year 12	Transition unit Ciberespacio Los valores La igualdad Los ídolos La identidad regional El patrimonio Film - El Laberinto del Fauno	In A Level Spanish, pupils develop the ability to actively use the language in real-time, rather than just reciting grammar rules or vocabulary lists. The practical skills of speaking, writing, translating, and summarising are developed.
Year 13	La inmigración El racismo La Convivencia Los jóvenes de hoy Monarquías y dictaduras Movimientos populares Book - La Casa de Bernarda Alba Independent Research Project Revision and exam skills	Transitioning from GCSE to A Level requires moving from simple recall to applying, manipulating, and analysing language instantly.
Homework The purpose of homework in MFL is to consolidate the learning that takes place in the classroom, we focus on the 'over-learning' and mastery of key vocabulary as well as more challenging comprehension activities. It is set weekly and takes approximately 30 minutes to complete at KS3, 30-60 minutes at KS4 and approximately 5 hours at A level. At KS3 pupils are emailed a weekly link to a vocabulary learning game on a website called Blooket and have to answer approximately 100 multiple choice questions, which tests language from the current unit of work. Pupils are also emailed a link to a google forms reading comprehension task. At KS4 pupils learn vocabulary from the GCSE specification vocabulary list on a website called Quizlet. They then have a weekly in-class test on this vocabulary. They also complete one reading and one listening comprehension tasks, which recycle the same vocabulary. At KS5 students complete a combination of tasks set by their teachers and independent study. Independent study widens their knowledge of the Hispanic World and improves their personal areas of need (grammar, vocabulary etc.).		
Assessment Assessment is both formative and summative, reflecting the demands at KS4. At KS3, there is a gradual progression from understanding and producing language from single words to longer paragraphs. Assessments include a range of question types (multiple-choice, short answer and extended writing) and interleave content over time.		

Feedback is timely and used to address misconceptions and improve future performance. At KS4 and KS5 formal assessments, end of unit smaller assessments and weekly in class and homework tasks all mirror the demands of the AQA GCSE.

Links to Personal Development

- Mutual respect and tolerance – students build their cultural capital and learn to respect other cultures and tolerate different ways of life.
- Character – Resilience is needed to prosper in MFL.
- Moral and social development – Students work in pairs and groups and learn to respect each other's ideas and opinions.
- Cultural development – Cultural capital is the currency of MFL.
- Our cultural starters make reference to where languages can take you in terms of a career.

How is my knowledge further developed at Key Stage 5?

For our most able linguists, we aim to afford them with a clear pathway to becoming successful lifelong linguists through showing them the career and lifestyle benefits languages can bring and by supporting their progression beyond Key Stage 5. The foundations of language learning are built throughout KS3 and KS4. We aim to stretch and challenge our pupils throughout the 5 year, which is the perfect base for learning at KS5.