Curriculum Overview

MFL - Spanish

Department	MFL - SP
Head of Department	Mr Pastor
Department Members	Mrs Baranda, Mrs Ewing-Patterson , Mr Almasi
Accommodation and Resources	BC2, B2, B3

Curriculum Intent	Our intent is to make our students good linguist in French and Spanish. In our view, being a good linguist means: - Enjoy and thrive a different language and culture. - Being able to have discussions in the target language (Speaking). - Being able to express one's opinions in a creative writing task (Writing). - Being able to understand what is being communicated in the target language (Reading & Listening). - Increase awareness and tolerance towards another culture. We intend to make our students good linguists by following achievable and yet ambitious steps. - Vocabulary: the specific vocabulary following the National Curriculum will be taught and several retrieval practice will be established within the Scheme of Work. - Skills: The students will be practising each 4 skills (Listening / Reading / Writing / Speaking) in order to become confident linguists. - Cultural awareness: our team have made the decision to change exam board as well as the textbooks used in class. These modifications imply an increase of the cultural aspect of MFL. - In line with the National Curriculum: our team have made the decision to change exam board as well as the textbooks used in class. These modifications give our students a better chance at enjoying the course and also being successful in the exams.

Curriculum Implementation

What my child will learn in Year 7

Year 7	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Unit Title	Module 1 Viva 1: Introduction to Spanish	End of Module 1: introduction to Spanish	Revision Assessment Feedback	Module 2 Viva 1: Spare time activities/sports	Revision End of year assessments	Feedback Project Module 2
Previous knowledge recalled	No previous knowledge required.	Basic phonics Numbers 1-15 Verb to be/ to have Definite article "the" Vocabulary learnt in previous term	Numbers 1-31 The indefinite article: un/una Noun and adjective agreement Vocabulary learnt in previous term	Vocabulary learnt in previous terms.	**All vocabulary and knowledge learnt since Term 1 (revision resources and lessons will happen) in the view of the KS3 Assessments.** Opinion verbs Present tense of -ar verbs Verb "hacer","jugar" Vocabulary lernt in previous term	Vocabulary learnt in previous terms.
New Knowledge			End of Module 1 assessment		Module 1 & 2 Assessments – KS3 Assessment.	Quizzes & retrieval practice in class.
Key Knowledge Assessment	. The phonic Spanish system. . Greetings. . Numbers 1-15 . Ser Verb (to be) . Tener Verb (to have). . Personality adjectives	. Numbers 1-31 . Family members. . Pets . Colours . Spanish alphabet/ how to read aloud CULTURAL LESSON: Xmas in Spain.	. Revision Module 1 ASSESSMENT OF MODULE 1. + Feedback	. Opinion verbs + infinitives . Spare time activities . Use AR regular verbs in the Present tense. . Frequency words . The weather . Sports . Use Verbs Hacer (to do), Jugar (to play) in the present tense	REVISION LESSONS FOR THE KS3 ASSESSMENTS. KS3 ASSESSMENTS + Feedback.	Project: Designing a poster about a famous Spanish sport person
Links to literacy and numeracy	- Multiple links to English languages such as: cognates / the conjugation system / the use of infinitive verbs… - Using the Spanish numbers - Understanding singular and plural forms and applying the appropriate agreements to verbs, nouns and adjectives.					

Extra-Curricular opportunities	Spanish clubs Guest speakers
Links to careers/ aspirations	Multiple relation to jobs such as: the ability to have a conversation could be helpful in a customer service environment + multiple cover lessons created to link MFL with careers so that it can be taught by a non-specialist and encourage the students to aim for a multilingual job.
Links to our Fulston FAMILY values	**Fortitude: Students need to get things wrong and persevere, that must be happening, as it is a brand new language they are learning from scratch. They will be encouraged and supported. They will also feel like it is a natural process. For example, toddler will say "yesterday, I goed to the parc" instead of "I went" = logical and natural mistake.** **Ambition: The MFL team is teaching to the top. There are challenges / extension tasks available. Our curriculum is ambitious as it is tackling all the skills and content necessary to become a good linguist. There is no simplification, only scaffolding in our process.** **Mindfulness: Students will demonstrate understanding and be mindful of their peers and teachers. The teacher will model mindfulness, expect mindfulness to occur within the classroom and address issues proportionally when necessary.** **Integrity: The students are expected to display honesty and integrity in their attitude to work and towards their peers and teachers. Our team will work on building a strong relationship with the students in order to all work as a team for the entire year.** **Leadership: Students will be encouraged and praised to display leadership. All acts of leadership will be rewarded, from the smallest act (such as helping handing out the books) to taking charge of a revision session (such as creating an online game with the content to know before an assessment and making it available to all students).** **Young Citizens: Our curriculum discuss different cultures from all over the French Speaking world, not only France mainland. Tolerance and understanding of these cultures will make the students better citizens as they will have an increased knowledge of the world around them.**

What my child will learn in Year 8

Year 8	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Unit Title	Module 3 Viva 1: My school	End of Module 3 assessment +feedback Module 4 Viva 1: My family and friends	Module 4 Viva 1 End of Module 4 assessment + feedback Module 5 Viva 1: My city	Module 5 Viva 1: My city	End of Year Assessment Module 1 Viva 2: Holiday	Module 1 Viva 2: Holiday
Previous knowledge recalled	. -ar verbs in the present tense . Opinion verbs .Definite article	.Verbs tener (to have) and ser (to be) in the present tense	. To use "a" and "some"	Vocabulary learnt in previous terms.	. Revision of present tense	. Opinion verbs
New Knowledge	. Subjects . School facilities . Using the words "a" "some" and "the" . Hay (there is/there are) . -er/-ir verbs in present tense	End of Module 3 assessment + feedback . Family members . Possessive adjectives: mi/mis . Numbers 1-100 . Describe appearance . Verb estar (to be) CULTURAL LESSON: Xmas in Spain	End of Module 4 Assessment + feedback . Places in town . To use "many" . The time . To use the verb ir (to go)	. Food . To use verb querer (to want) to order food . Near future . The preterite of the verb ir (to go) . The preterite of -ar verbs REVISION LESSONS FOR THE KS3 ASSESSMENTS.	End of Year Assessments . The preterite of -er, -ir verbs. .The preterite of ser (to be) . Vocabulary about holiday .Vocabulary about what you do with your phone	. Types of music . Tv programmes .To use prefiero "I prefer" . The comparative . The preterite of the verb hacer (to do) PROJECT: Hispanic singers
Key Knowledge Assessment		End of module 3 Assessment	End of Module 4 Assessment		End of Year assessment	Quizzes & retrieval practice in class.

Links to literacy and numeracy	- Multiple links to English languages such as: cognates / the conjugation system / the use of infinitive verbs… - Using the Spanish numbers Understanding singular and plural forms and applying the appropriate agreements to verbs, nouns and adjectives.
Extra-Curricular opportunities	Spanish club Guest speaker
Links to careers/ aspirations	Multiple relation to jobs such as: the ability to have a conversation could be helpful in a customer service environment + multiple cover lessons created to link MFL with careers so that it can be taught by a non-specialist and encourage the students to aim for a multilingual job.
Links to our Fulston FAMILY values	**Fortitude: Students need to get things wrong and persevere, that must be happening, as it is a brand new language they are learning from scratch. They will be encouraged and supported. They will also feel like it is a natural process. For example, toddler will say "yesterday, I goed to the parc" instead of "I went" = logical and natural mistake.** **Ambition: The MFL team is teaching to the top. There are challenges / extension tasks available. Our curriculum is ambitious as it is tackling all the skills and content necessary to become a good linguist. There is no simplification, only scaffolding in our process.** **Mindfulness: Students will demonstrate understanding and be mindful of their peers and teachers. The teacher will model mindfulness, expect mindfulness to occur within the classroom and address issues proportionally when necessary.** **Integrity: The students are expected to display honesty and integrity in their attitude to work and towards their peers and teachers. Our team will work on building a strong relationship with the students in order to all work as a team for the entire year.** **Leadership: Students will be encouraged and praised to display leadership. All acts of leadership will be rewarded, from the smallest act (such as helping handing out the books) to taking charge of a revision session (such as creating an online game with the content to know before an assessment and making it available to all students).** **Young Citizens: Our curriculum discuss different cultures from all over the French Speaking world, not only France mainland. Tolerance and understanding of these cultures will make the students better citizens as they will have an increased knowledge of the world around them.**

What my child will learn in Year 9

Year 9	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Unit Title	Module 3 Viva 2 Food	End of Module 3 assessment + Feedback Module 4 Viva 2: What do we do?	Module 4 Viva 2 End of Module 4 Assessment + Feedback	Module 5 Viva 2: summer	End of Year Assessments Module 1 Edexcel GCSE: sports and free time activities	Module 1 Edexcel GCSE Project: postcard
Previous knowledge recalled	. Opinion verbs . Near future	. Time	. Adjectives endings . To use three sentences	. The comparative . To use the three sentences	. To use adjectives in Spanish . The present tense . Irregular present tense verbs . Opinion verbs and expressions	. Near future . To use the preterite tense . To use the three tenses
New Knowledge	. Food . Mealtimes . To use the negative . To use "usted/ustedes"	END OF MODULE 3 ASSESSMENTS + Feedback . To arrange to go out . me gustaria + infinitive (I would like)	. To use reflexive verbs . Clothes . This/These . Sporting events	. To describe a holiday home . To describe holiday activities . The superlative . To ask for directions	END OF YEAR ASSESSMENTS. . To talk about Spanish-speaking sports starts . To talk about life online	. To arrange to go out . To plan a cinema visit . To say what you did at the weekend

	. To discuss what to buy for a party . To give an account of a party . To use three tenses together	. To make excuses . To use querer (to want) and poder (can) . To discuss getting ready to go out Cultural lesson: Xmas in Spain	. To describe a fancy-dress outfit. END OF MODULE 4 ASSESSMENTS + Feedback	. To use the imperative . To talk about summer camps	. To use expressions of frequency . Sports and free time activities	. To talk about days that went wrong . To use direct pronouns PROJECT: to create a postcard
Key Knowledge Assessment		End of Module 3 Assessment	End of Module 4 Assessment		End of Year Assessment	Quizzes & retrieval practice in class.
Links to literacy and numeracy	- Multiple links to English languages such as: cognates / the conjugation system / the use of infinitive verbs… - Using the Spanish numbers Understanding singular and plural forms and applying the appropriate agreements to verbs, nouns and adjectives.					
Extra-Curricular opportunities	Spanish club Guest speaker					
Links to careers/ aspirations	Multiple relation to jobs such as: the ability to have a conversation could be helpful in a customer service environment + multiple cover lessons created to link MFL with careers so that it can be taught by a non-specialist and encourage the students to aim for a multilingual job.					
Links to our Fulston FAMILY values	**Fortitude: Students need to get things wrong and persevere, that must be happening, as it is a brand new language they are learning from scratch. They will be encouraged and supported. They will also feel like it is a natural process. For example, toddler will say "yesterday, I goed to the parc" instead of "I went" = logical and natural mistake.** **Ambition: The MFL team is teaching to the top. There are challenges / extension tasks available. Our curriculum is ambitious as it is tackling all the skills and content necessary to become a good linguist. There is no simplification, only scaffolding in our process.** **Mindfulness: Students will demonstrate understanding and be mindful of their peers and teachers. The teacher will model mindfulness, expect mindfulness to occur within the classroom and address issues proportionally when necessary.** **Integrity: The students are expected to display honesty and integrity in their attitude to work and towards their peers and teachers. Our team will work on building a strong relationship with the students in order to all work as a team for the entire year.** **Leadership: Students will be encouraged and praised to display leadership. All acts of leadership will be rewarded, from the smallest act (such as helping handing out the books) to taking charge of a revision session (such as creating an online game with the content to know before an assessment and making it available to all students).** **Young Citizens: Our curriculum discuss different cultures from all over the French Speaking world, not only France mainland. Tolerance and understanding of these cultures will make the students better citizens as they will have an increased knowledge of the world around them.**					

What my child will learn in Year 10

Year 10	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Unit Title	End of Module 1 + Module 2	End of Module 2 + Module 3	End of Module 3 + Module 4	End of Module 4 + Module 5	End of Year Assessments + Module 5	Module 6
Previous knowledge recalled	. Vocabulary about holiday . TBAT use me gusta (n)/ Me gustaria + inf . TBAT recognise and use the three tenses	. Vocabulary about holiday . TBAT talk about holiday using different tenses . Vocabulary about families	. Vocabulary about food/mealtimes . TBAT use indefinite adjectives . TBAT use the imperfect tense	. TBAT use the superlatives	. TBAT use the negative . TBAT use adjectives and adverbs . TBAT use the past to describe a school trip.	. TBAT use the present/imperfect tense

	. TBAT use the imperfect tense . TBAT use comparatives/ superlatives	. Vocabulary about physical appearance				
New Knowledge	ASSESSMENT END OF MODULE 1 . TBAT use direct object pronouns . TBAT use se puede(n) +inf . Vocabulary about festivals . TBAT use "if" clauses with present tense . TBAT use acabar de + inf . Variety of structures to give opinions in the past	. TBAT use suelo + inf END OF MODULE 2 ASSESSMENT . TBAT use possessive adjectives . TBAT use "ser" for physical descriptions and "estar" for location . TBAT use the personal "a" . Vocabulary about friendships/ relationships . TBAT use reflexive verbs . TBAT use para +inf	. Vocabulary about daily life problems . TBAT use estar to express moods . TBAT use podrias and deberias + inf END OF MODULE 3 ASSESSMENT . Nationalities . Vocabulary about healthy daily routines . TBAT use tener + noun . TBAT use direct pronouns . TBAT use ya no + verb . Vocabulary about illnesses and injuries . TBAT give advice using debes, tienes que and necesitas.	. TBAT use the simple future tense . TBAT use "if" clauses Speaking preparation – ready for the PPEs. . Vocabulary about schools . TBAT use relative pronouns que, donde, cuando . TBAT use lo que SPEAKING ASSESSMENT	YEAR 10 PPES . TBAT use the conditional tense . TBAT use impersonal verbs with an infinitive . TBAT form questions END OF MODULE 4/5 (R/L) ASSESSMENT	END OF MODULE 4/5 (W) ASSESSMENT . Vocabulary about cities/towns . TBAT use prepositions of place for directions . TBAT use demonstrative adjective . Vocabulary about shopping . TBAT use direct object pronouns
Key Knowledge Assessment	END OF MODULE 1 ASSESSMENT	END OF MODULE 2 ASSESSMENT	END OF MODULE 3 ASSESSMENT	SPEAKING ASSESSMENT	YEAR 10 PPES END OF MODULE 4/5 (R/L) ASSESSMENT	END OF MODULE 4/5 (W)
Links to literacy and numeracy	- Multiple links to English languages such as: cognates / the conjugation system / the use of infinitive verbs… - Using the Spanish numbers Understanding singular and plural forms and applying the appropriate agreements to verbs, nouns and adjectives.					
Extra-Curricular opportunities	Spanish club Guest speaker					
Links to careers/ aspirations	Multiple relation to jobs such as: the ability to have a conversation could be helpful in a customer service environment + multiple cover lessons created to link MFL with careers so that it can be taught by a non-specialist and encourage the students to aim for a multilingual job.					
Links to our Fulston FAMILY values	**Fortitude: Students need to get things wrong and persevere, that must be happening, as it is a brand new language they are learning from scratch. They will be encouraged and supported. They will also feel like it is a natural process. For example, toddler will say "yesterday, I goed to the parc" instead of "I went" = logical and natural mistake.** **Ambition: The MFL team is teaching to the top. There are challenges / extension tasks available. Our curriculum is ambitious as it is tackling all the skills and content necessary to become a good linguist. There is no simplification, only scaffolding in our process.** **Mindfulness: Students will demonstrate understanding and be mindful of their peers and teachers. The teacher will model mindfulness, expect mindfulness to occur within the classroom and address issues proportionally when necessary.** **Integrity: The students are expected to display honesty and integrity in their attitude to work and towards their peers and teachers. Our team will work on building a strong relationship with the students in order to all work as a team for the entire year.**					



	Leadership: Students will be encouraged and praised to display leadership. All acts of leadership will be rewarded, from the smallest act (such as helping handing out the books) to taking charge of a revision session (such as creating an online game with the content to know before an assessment and making it available to all students). **Young Citizens: Our curriculum discuss different cultures from all over the French Speaking world, not only France mainland. Tolerance and understanding of these cultures will make the students better citizens as they will have an increased knowledge of the world around them.**

What my child will learn in Year 11

Year 11	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Unit Title	End of Module 6 + Module 7	End of Module 7 + Year 11 PPEs + Module 8	End of Module 8			
Previous knowledge recalled	How to give opinions & reasons + All specific vocabulary seen in Y10 + Being able to discuss events in the past, present and future.	How to give opinions & reasons + All specific vocabulary seen in Y10 + Being able to discuss events in the past, present and future.	How to give opinions & reasons + All specific vocabulary seen in Y10 + Being able to discuss events in the past, present and future.	How to give opinions & reasons + All specific vocabulary seen in Y10 + Being able to discuss events in the past, present and future.	How to give opinions & reasons + All specific vocabulary seen in Y10 + Being able to discuss events in the past, present and future.	How to give opinions & reasons + All specific vocabulary seen in Y10 + Being able to discuss events in the past, present and future.
New Knowledge	. TBAT write 80-90 words task about their area using different tenses. . TBAT use pronouns after prepositions . Vocabulary about community/climate change . TBAT recognise the passive and imperfect continuous tense . TBAT avoid the passive PPE Writing/Speaking prep	YEAR 11 PPE ASSESSMENTS . TBAT use future tense and seguir/continuar + present participle . Vocabulary about job/future careers . TBAT use possessive pronouns	. TBAT use prepositions followed by infinitive END OF MODULE 6-7-8 ASSESSMENTS	Revision of all Modules + preparation for the Speaking GCSE (next term).	Speaking GCSE. Revision of all Module / exam skill practice.	
Key Knowledge Assessment		YEAR 11 PPEs	END OF MODULE 6-7-8 ASSESSMENTS		Speaking GCSE.	
Links to literacy and numeracy	- Multiple links to English languages such as: cognates / the conjugation system / the use of infinitive verbs… - Using the Spanish numbers Understanding singular and plural forms and applying the appropriate agreements to verbs, nouns and adjectives.					
Extra-Curricular opportunities	Spanish club Guest speaker					



Links to careers/ aspirations	Multiple relation to jobs such as: the ability to have a conversation could be helpful in a customer service environment + multiple cover lessons created to link MFL with careers so that it can be taught by a non-specialist and encourage the students to aim for a multilingual job.
Links to our Fulston FAMILY values	**Fortitude: Students need to get things wrong and persevere, that must be happening, as it is a brand new language they are learning from scratch. They will be encouraged and supported. They will also feel like it is a natural process. For example, toddler will say "yesterday, I goed to the parc" instead of "I went" = logical and natural mistake.** **Ambition: The MFL team is teaching to the top. There are challenges / extension tasks available. Our curriculum is ambitious as it is tackling all the skills and content necessary to become a good linguist. There is no simplification, only scaffolding in our process.** **Mindfulness: Students will demonstrate understanding and be mindful of their peers and teachers. The teacher will model mindfulness, expect mindfulness to occur within the classroom and address issues proportionally when necessary.** **Integrity: The students are expected to display honesty and integrity in their attitude to work and towards their peers and teachers. Our team will work on building a strong relationship with the students in order to all work as a team for the entire year.** **Leadership: Students will be encouraged and praised to display leadership. All acts of leadership will be rewarded, from the smallest act (such as helping handing out the books) to taking charge of a revision session (such as creating an online game with the content to know before an assessment and making it available to all students).** **Young Citizens: Our curriculum discuss different cultures from all over the French Speaking world, not only France mainland. Tolerance and understanding of these cultures will make the students better citizens as they will have an increased knowledge of the world around them.**

Curriculum Impact	Our students will become confident linguist by the end of our program. - They will be able to converse in different tenses confidently. - They will be aware of the phonic system and be able to use it accurately. - They will be able to recognise the key vocabulary, which will allow them to understand conversations or readings in the target language. - They will have an improved cultural awareness and be able to reflect on their own culture too.