

Intent

What is the Swindon Academy MFL curriculum's intent?

The MFL Curriculum at Swindon Academy is designed to open students' eyes to the world beyond Swindon and to a world where different people around the globe communicate in different languages and have different cultures and traditions. Students will learn that these differences can be fascinating and inspiring, and that only through learning about how others live and communicate can we understand other cultures with the aim of getting along harmoniously.

The curriculum intends to inspire students to become, at each stage, confident speakers in the language (dependent on level) so that they can enjoy holding conversations in Spanish, listen and understand Spanish when they hear it, read Spanish in a variety of situations and write Spanish as a means of communicating with others from memory.

Where students enter with prior language ability, learning is tailored to push them to a higher level in their prior language and are fast tracked to competing a GCSE or AS level.

"Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing." (DfE, MFL, September 2013).




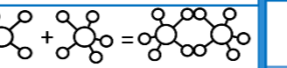






Why is the curriculum in your subject sequenced in the way it is?

The Spanish Curriculum at Swindon Academy is sequenced in a way that allows students to build knowledge of vocabulary and grammar essential for all future learning in small, manageable steps through topics whilst practicing and developing the skills of speaking, writing, reading and listening. In Year 7 languages student learn the topics of School, Family, my town and daily routine which allows pupils to describe aspects of their lives and opinions about their lives and adjectival agreements as well as introducing opinions with simple justifications. Year 8 begins with a unit on Holidays which provides a very logical platform for introducing the hardest and most important grammar point to cover this year: the past time frame. This grammar point is then revisited later in the other topics in order to consolidate its use in different contexts. Language and grammar points learnt in years 7 and 8 is revisited and built upon ensuring students are able to understand familiar topics in greater depth, with longer and more complex reading and listening tasks. In year 9 new topics such as personality description, technology and expressing simple future wishes; our units help bridge the gap to Key Stage 4 by introducing some key GCSE topics such as environment or family relationships, this allows students to see how everything they have learned in KS3 will be a relevant stepping stone onto further developing and understanding the language in KS4. Units in Year 9 have been chosen to provide the knowledge necessary to bridge the gap between KS3 and GCSE. The unit covers areas of knowledge familiar and interesting to students, such as environmental issues, technology, festivals and celebrations, giving cultural information about areas where the language is spoken.

Residual knowledge is set out on the Knowledge Organiser and builds on prior learning with residual knowledge being deliberately interleaved into subsequent themes as well as assessments to ensure that key vocabulary is revisited resulting in student progress through the curriculum. The essential residual knowledge of Vocabulary is taught first, building vocabulary into longer sentences with correct use of verbs and connectives with students achieving mastery in the disciplinary skills using this vocabulary. These small steps are reviewed at the end of each term in preparation for assessment weeks where students practise and hone their disciplinary skills and exam technique in reading, writing, speaking, listening, which aids all future success. The curriculum is sequenced to allow students to progress sequentially towards success at GCSE success whilst also providing an enjoyable learning journey and an exploration of the culture of Spanish-speaking countries.

How does your subject support the wider curriculum to promote reading, writing and numeracy?

The MFL curriculum at Swindon Academy promotes the school's strategies of developing a wide vocabulary, reading and writing skills. The MFL department runs two annual trips, one to Paris for two days and one to Barcelona for 5 days; these trips promote the discovery and experience of other cultures and their differences. Students also have the opportunity to be exposed to other languages in after school clubs such as German or French.

Daily Review	New Material in Small Steps	Ask Questions	Provide Models	Guide Student Practice	Check Student Understanding	Obtain High Success Rate	Scaffolds for Difficult Tasks	Independent Practice	Weekly and Monthly Review
 Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.	 Our working memory is small, only handling a few bits of information at once. Avoid its overload—present new material in small steps and proceed only when first steps are mastered.	 The most successful teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.	 Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud, help to clarify the specific steps involved.	 Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers build in more time for this.	 Less successful teachers merely ask "Are there any questions?" no questions are taken to mean no problems. False. By contrast, more successful teachers check on all students.	 A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.	 Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.	 Independent practice produces "overlearning" - a necessary process for new material to be recalled automatically. This ensures no overloading of students' working memory.	 The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.
Each lesson begins with a "Do Now " task. In MFL these revolve around translation, verb or tense practice, recall of meaning and spelling. As students progress from Y7 to Y11, Do Now tasks increasingly challenge students to translate sentences or conjugate verbs in 3 tenses. Teachers use cold call and at bats to challenge students on vocabulary/grammar they learned that lesson or in previous lessons	Teachers plan and deliver lessons that break down skills in reading/writing/listening/speaking into small steps. These might include introducing vocabulary at word level, modelling sentences, filling gaps or suggesting alternatives before students write their own. Lessons involve short periods of teacher introduction, followed by questioning and then independent production by the students. All small steps are revised together in the weeks prior to examination	Teachers plan sequences of questions and stretch it questions that are cold called to gauge understanding by the students. Teachers skilfully use cold call to prove students have grasped vocabulary, verb accuracy or tense formation before moving on. Teachers use TLAC strategies of "no opt out" to ensure all students are learning during questioning. Students know that if they don't know an answer they can expect to be asked again.	Teachers provide models including sentence starters and higher level phrases during writing production to ensure writing is of a high level. Written models are included on all knowledge organisers and revision guides. Students have bookmarks and front covers which contain higher level phrases. Success criteria on the board often tell students what to include to gain the highest marks	New vocabulary and grammar are summarised and reviewed at the end of each term during preparation for assessment weeks. These help students compile all new learning together and allow for discovery of misconceptions prior to the exam.	Teachers plan sequences of questions and stretch it questions that are cold called to gauge understanding by the students. Teachers use TLAC strategies of "no opt out" to ensure all students are learning during questioning. Teachers circulate often. Teachers mark students books regularly, giving feedback which challenges students to redo, rewrite, amend or expand on areas of weakness.	Teachers plan and deliver lessons that break down skills in reading/writing/listening/speaking into small steps. Lessons involve short periods of teacher introduction, followed by questioning and then independent production by the students. All small steps are revised together in the weeks prior to examination	Teachers use models, sentence starters as well as a variety of differentiation with differing classes to ensure all students can access the learning. Teachers provide additional steps or help on the board to aid weaker learners, sentence starters, gap fills, jumbled up spellings, jumbled answers, the first letter of each word all help students in MFL to grasp lesson content and achieve.r	Each term, before assessments, students review and produce writing/speaking independently or complete reading/listening practice independently, overlearning the skills taught in the term, and helping recall of exam skills.	Teachers use cold call and at bats to challenge students on vocabulary/grammar they learned that lesson or in previous lessons. Each term, before assessments, students review and produce writing/speaking independently or complete reading/listening practice independently.

Term	1	2	3	4	5	6	6
Year 7	<u>Theme: Describing myself</u>	<u>Theme: Describing school life</u>	<u>Theme: Describing where I live</u>	<u>Theme: Home</u>	<u>Theme: free time</u>	<u>Theme: routine/weather</u>	
Residual Knowledge	<u>Vocabulary:</u> Students learn to read, listen to, speak and write information and opinions describing personal details about themselves and their family <u>Grammar:</u> Students learn to use regular verbs in present tense in first, second and third person. They learn to use the definite and indefinite article for masculine and feminine as well as learn the rules about adjective endings.	<u>Vocabulary:</u> Students learn to read, listen to, speak and write information and opinions describing their school and school subjects. <u>Grammar:</u> Students learn to use adjectival agreement describing their opinions, possessive articles for my, your, his/her, verbs expressing feeling such as me gusta. Students deepen their knowledge of regular verbs in present tense in first person including radical changing verbs pensar and preferir.	<u>Vocabulary:</u> Students learn to read, listen to, speak and write information and opinions describing where they live, their house and room <u>Grammar:</u> Students learn to use adjectival agreement describing their opinions. Students will learn to use IR verbs in present tense with 1 st , 2 nd , 3 rd person. Students will learn to spot the conditional tense describing ideal situations.	<u>Vocabulary:</u> Students learn to read, listen to, speak and write information and opinions describing where they live, their area and their town. <u>Grammar:</u> Students develop skills in adjectival agreement describing their opinions. Students learn to use comparatives and superlatives. Students learn to use the words for TO THE.	<u>Vocabulary:</u> Students learn to read, listen to, speak and write information and opinions describing their free time activities <u>Grammar:</u> Students develop skills in using regular and irregular verbs with I, he/she, we and they, to use AL with sports, to use the verb VER and HACER and to construct the simple future tense to describe future actions	<u>Vocabulary:</u> Students learn to read, listen to, speak and write information and opinions describing the weather, daily routine and directions <u>Grammar:</u> Students develop skills in using regular and irregular verbs with I, he/she, we and they, to use reflexive verbs mainly in "I" form, to use hace with weather phrases	
	<u>Grammar Stream:</u> The above will be broadened to include grammar learning of regular verbs with all pronouns. A greater depth of vocabulary will be studied	<u>Grammar Stream:</u> The above will be enhanced through the addition of comparatives and superlatives in describing subjects Radical changing verbs will be studied in all conjugations	<u>Grammar Stream:</u> The above will be enhanced through the addition of comparatives and superlatives, verbs in full conjugation and exploring the structure of the conditional tense.	<u>Grammar Stream:</u> The above will be enhanced through the addition of additional comparatives and superlatives, as well as learning to recognise past tense verbs for There was and it was.	<u>Grammar Stream:</u> The above will be enhanced through the addition of recognising the WILL future and greater emphasis on use of time phrases and memory of all verbs forms	<u>Grammar Stream:</u> The above will be enhanced through the addition greater depth of vocabulary, recall of different tenses learnt over Year 7 and verbs forms in all pronouns	
	<u>Students will be able to:</u> Write approximately 40 words about themselves from memory including accurate 1 st person verbs	<u>Students will be able to:</u> Speak Answers from memory to 5 questions in Spanish about school in a conversation giving opinions	<u>Students will be able to:</u> Writing approximately 40-50 words about where they live from memory including opinions	<u>Students will be able to:</u> speak a conversation from memory to 5 questions in Spanish their town of about 2-3 minutes using opinions and justifications	<u>Students will be able to:</u> Students complete exam based revision activities ready for final assessment in Term 6	<u>Students will be able to:</u> In an end of year assessment "UL common assessment". Students will complete exam style reading, listening, writing and speaking questions – writing 40-90 words and answering at least 2 minutes in spoken Spanish	
	Assessment 1		Assessment 2				Review and reteach

Disciplinary Skills	Expressing in speech and writing details about yourself, your family, your appearance and your pets Developing skills in adjective agreement between masculine and feminine adjectives Understanding verb conjugation with regular verbs with variety of pronouns in present tense Developing ability to write/speak whole sentences using verbs correctly Developing awareness of tenses by using past and future verbs in set sentences Understanding the location of adjectives in sentences	Expressing in speech and writing details about your school, the school day, school subjects and life related to school. Developing skills in adjective agreement between masculine and feminine adjectives as well as rules for applying plural. Understanding verb conjugation with regular verbs and irregular verbs. Developing ability to write/speak whole sentences using verbs correctly with opinions and reasons. Developing awareness of tenses by using past, present and future verbs in set sentences Developing question skills in Spanish to elicit information from other people.	Expressing in speech and writing details about description of home, different types of homes and their household chores. Developing skills in conjugating regular verbs to aid descriptions. Recognising irregular verbs and applying these to aid descriptions and expression of opinions. Developing ability to write/speak chunks of sentences using verbs correctly. Applying awareness of tenses by using past, present and future verbs in set phrases. Applying question words and phrases to elicit information from other people.	Expressing in speech and writing details about what they do in their free time with reference to past and / or future tense too. Developing skills in conjugating regular and irregular verbs. Applying a variety of time and frequency phrases to express how often something is done. Developing ability to write/speak chunks of sentences using verbs correctly. Applying awareness of tenses by using past, present and future verbs in set phrases. Applying question words and phrases to elicit information from other people.	Expressing in speech and writing details about sports, free time activities and what they do at the weekends. Developing skills in application of the future tense. Understanding verb conjugation with regular verbs and irregular verbs as well as making reference to 1st and 3rd person. Developing ability to apply opinions + infinitive. Developing ability to extend pieces of writing by adding additional details. Understanding radical changing verbs in present tense and applying these in 3rd person to talk about other people.	1. Understanding and applying correct use of reflexive verbs in present tense with relevant pronouns 2. Understanding irregular, high frequency verbs in Spanish and applying these in present tense with reference to all persons. 3. Applying more complex opinion phrases and adjectives. 4. Mastery of correct adjectival agreements and word order in relation to adjective position in a sentence. 5. Applying negative phrases. 6. Applying a variety of questions words / phrases to elicit information from other people. 7. Developing skills in adding additional information to writing and speaking pieces.
Vocabulary instruction	Nationality Masculine/Feminine Adjective Noun Gender Possessive Adjective	singular Plural irregular verb adjective agreement adjective ending justification	terraced to conjugate pronoun preposition contraction Conditional Tense	imperative formal/polite informal outskirts suburbs	word order neighbourhood touristy/touristic picturesque residential industrial	reflexive verb reflexive pronoun pastime Future tense infinitive radical-changing verb
Year 8	<u>Theme: holidays</u>	<u>Theme: Food</u>	<u>Theme: Media and jobs</u>	<u>Theme: Clothes and shopping</u>	<u>Theme: Routines and global issues</u>	<u>Theme: Exam Skills/ Festivals</u>
	<u>Vocabulary:</u> Students learn to read, listen to, speak and write information and opinions describing a holiday in the past tense. <u>Grammar</u> Students learn to use verbs predominantly in "I" form in the past tense but frequently with he/she/we forms. Students read, listening and speak using simple past tense structures	<u>Vocabulary:</u> Students learn to read, listen to, speak and write information and opinions describing a variety of food/drink. Students improve learning on adjective endings describing food, talk about their opinions towards food as well as look at Spanish meals and meal times and the Mediterranean Diet <u>Grammar:</u> Students hone skills on present tense and past tense endings, using adjective endings correctly	<u>Vocabulary:</u> Students learn to read, listen to, speak and write information and opinions describing social media, TV and careers. <u>Grammar</u> Students improve their use of negative expressions, opinions using better/worse, irregular verbs such as preferir. Students revise the simple future tense as well the conditional tense structures	<u>Vocabulary:</u> Students learn to read, listen to, speak and write information and opinions describing clothes and school uniform. <u>Grammar</u> Students improve adjective endings and developing opinions. Students revise the simple future tense as well the conditional tense structures	<u>Vocabulary:</u> Students learn to read, listen to, speak and write information and opinions describing daily routine, relationships as well as global issues. <u>Grammar</u> Student will enhance skills on reflexive verbs with variety of pronouns, using "if" and "when" clauses. Students will develop knowledge of the will future tense and impersonal verb constructions using "se"	<u>Vocabulary:</u> Students learn to read, listen to, speak and write information and opinions describing their body, aches and pains as well as revising tenses seen throughout the year. Time is spent doing effective revision for the end of year assessment Students will also broaden their view of Spanish festivals with learning about the Day of the Dead Festival.
	<u>Grammar Stream:</u> The above will be enhanced through learning additional past tense verb patterns, especially he/she, we and they including irregular verbs. Students should be using these in writing and speaking	<u>Grammar Stream:</u> The above will be enhanced through greater emphasis on achieving adjective ending accuracy, greater depth of verb formations and tenses, using past tense with foods as well as greater exploration of the Mediterranean diet	<u>Grammar Stream:</u> The above will be enhanced through greater understanding of how future and conditional tenses are formed. Greater emphasis on building longer opinions using more complex adjectives	<u>Grammar Stream:</u> The above will be enhanced through greater understanding of how future and conditional tenses are formed. Students will use the present conditional to describe photos. Greater emphasis on building longer opinions using more complex adjectives	<u>Grammar Stream:</u> The above will be enhanced through greater expectation on amount of vocabulary learnt, greater learning on reflexive verb patterns and formation of the conditional. Students will broaden vocabulary using more complex verbs followed by prepositions	<u>Grammar Stream:</u> The above will be enhanced through greater depth of revision, greater emphasis on learning more vocabulary, demonstrating higher level phrases and grammar in end of year assessment.
	<u>Students will be able to:</u> Write approx. 50 words describing actions and opinions about a past tense holiday. They will also demonstrate skills in reading and translation and grammar	<u>Students will be able to:</u> Students will hold a conversation of approx. 3 minutes about foods they like and dislike justifying their opinions. They will also demonstrate skills in reading and translation and grammar	<u>Students will be able to:</u> Write approx. 50-60 words describing how they use media/TV and their opinions towards it. They will also describe jobs they would/wouldn't like to do and why - this might take the form of a spoken conversation. They will also	<u>Students will be able to:</u> Write approx. 50-60 words describing their school uniform and opinions about school uniform including dream uniform – this might take the form of a spoken conversation. They will also demonstrate skills in reading and translation and grammar	<u>Students will be able to:</u> Students will be able to write 50-60 words on their routine and relationship with family. They will also be able to develop spoken answers to the above questions as well as statements on how to help the environment.	<u>Students will be able to:</u> In an end of year assessment "UL common assessment". Students will complete exam style reading, listening, writing and speaking questions – writing 50-90 words and answering at least 2 minutes in spoken Spanish

			demonstrate skills in reading and translation and grammar			
Disciplinary Skills	Expressing in speech and writing details holiday activities in present and past tense Developing skills in giving higher level opinion phrases and justifications Understanding verb conjugation with regular and irregular verbs in the past tense Developing ability to write/speak whole sentences using past tense verbs correctly Use the verb “soler” correctly Using two tenses together in one sentence past and future	Expressing in speech and writing details about diet and lifestyle Developing skills in adjective agreement between masculine and feminine adjectives Understanding verb conjugation with regular verbs with variety of pronouns in present tense, past and future tenses. Developing ability to write/speak whole sentences using verbs correctly Developing translation skills by using pre-learnt language and chunking Understanding the location of adjectives in sentences	Expressing in speech and writing opinions on the use of social media, its pros and cons Developing skills in negative expressions Understanding verb conjugation with regular verbs and irregular radical changing verbs including “preferir” Developing use of more complex verbs such as acabar de in sentences Developing opinions using more complex language to compare and contrast using mejor and peor Giving greater details in opinions using more complex opinion phrases Understanding the difference in usage between ESTAR and ser Developing the use of the future tense Developing ability to listen and read and to select key details in listening and reading	Expressing in speech and writing opinions towards clothes, uniforms and shopping Developing skills in adjective agreement with new adjectives Understanding verb conjugation in 3 tenses on one topic area Developing use of words for “it” and “those” using lo, las, los and la Developing skills in the conditional tense, its usage and forms Developing ability to listen and read and to select key details in listening and reading	Expressing in speech and writing opinions on daily routine, relationships with others and environmental problems Developing skills in reflexive verbs in present and past tense Understanding verb conjugation with reflexive pronouns Developing use of time phrases for routine actions Developing use of future and conditional tenses with si and cuando clauses Giving instructions and opinions using modal verbs using se debe and se puede Developing writing skills and longer answers as well as spoken answers from memory with accurate language Developing ability to listen and read and to select key details in listening and reading	Developing awareness of the cultural similarities and differences between Spanish speaking countries Developing grammatical accuracy of radical changing verbs Developing use of the perfect tense and its usage/forms Developing knowledge of the cities of Spain Widening grammar through use of the past participle in sentences Discovering use of the imperfect tense and its forms Exploring the culture of Machu Picchu and the Spanish Caribbean Combining grammatical structures or tenses in one sentence Developing ability to listen and read and to select key details in listening and reading
Vocabulary instruction	preposition Hispanic interjection 1st person 3rd person preterite tense	paella Pescatarian savory Mediterranean diet carnivore rich (food)	frequency tense comparative superlative permanent temporary	demonstrative adjective present continuous present participle department store terrace Conditional Tense	reflexive verb reflexive pronoun modal verb drought pressure group	culture exquisite architecture prehispanic conquistador incense
Year 9 GCSE	Theme: relationships	Theme: Relationships and future plans	Theme: Technology	Theme: Free time, hobbies and health	Theme: Festivals and customs	Theme: Dragon’s Den and jobs
	<u>Vocabulary:</u> Students learn to read, listen to, speak and write information and opinions describing their health and their free time activities. Students will improve grammar skills in regular and irregular present tense and past tense verbs and access more GCSE style material.	<u>Vocabulary:</u> Students learn to read, listen to, speak and write information and opinions describing their free time activities, sports, food habits and special meals. Students will develop higher level reading/listening skills at GCSE level as well as improving present, past and future tense skills	<u>Vocabulary:</u> Students learn to read, listen to, speak and write information and opinions describing Spanish festivals and traditions. They will enhance their knowledge of the past tense with regular and irregular verbs to narrate events in the past tense with opinions and improved range of adjectives	<u>Vocabulary:</u> Students learn to read, listen to, speak and write information and opinions describing family and relationships, They will write more complex opinions about marriage, who they get on with and why and problems in the family. Enhancements made to adjective endings and future tense	<u>Vocabulary:</u> Students learn to read, listen to, speak and write information and opinions describing regions and locations. Students will broaden their horizons geographically with improved knowledge of areas of Spain. Students will learn to compare and contrast locations using adjectives as well as using two tenses together to say what an area was like and is like now	<u>Vocabulary:</u> Students learn to read, listen to, speak and write information and opinions describing a “Dragon’s Den” scenario, where students will develop language in persuasion using comparatives and superlatives. They will also improve team work and communication skills in speaking about their product.
	Students will be able to: Write 50-90 words describing their health and their free time hobbies, using at least 2 tenses They will also demonstrate skills in reading/listening and translation and grammar	Students will be able to: Write 50-90 words describing their their free time hobbies with greater variety of opinions and using at least 3 tenses They will also demonstrate skills in reading/listening and translation and grammar	Students will be able to: Write 40-50 words describing events in the past tense about a festival or tradition, narrating the events using the past tense (fue) with higher level opinions. They will also perfect their speaking ability through longer photocard descriptions. They will also demonstrate skills in reading/listening and translation and grammar	Students will be able to: Write 60-90 words describing their relationships using reflexive verbs (llevarse) correctly. Students will understand the difference in use of estar and ser and describe future plans demonstrating correct use of the future tense. They will also demonstrate skills in reading/listening and translation and grammar	Students will be able to: write 50-60 words describing their local area with comparisons and two tenses (now and before). They will also be able to speak in sentences describing their local area with comparatives. They will also demonstrate skills in reading/listening and translation and grammar	Students will be able to: In an end of year assessment “UL common assessment”. Students will complete exam style reading, listening, writing and speaking questions – writing 90-150 words and answering at least 4 minutes in spoken Spanish

disciplinary Skills	Expressing in speech and writing details about health and healthy habits Developing skills in adjective agreement between masculine and feminine adjectives Understanding verb conjugation with regular verbs with variety of pronouns in present tense and conditional tense Developing ability to write/speak whole sentences using key verbs like (comer, beber, fumar) correctly Developing awareness of health issues and write about them in Spanish Understanding the location of adjectives and adverbs in sentences	Expressing in speech and writing details about free time, hobbies and eating out. Developing skills in adjective agreement in using an infinitive after a conjugated verb. Understanding verb conjugation with common regular verbs and irregular verbs. Developing ability to write/speak whole sentences using key verbs like (tener, ser, estar) correctly Developing awareness of accurate sentence building Understanding the patterns in the future tense	Expressing in speech and writing details about Spanish customs. Developing skills in using common irregular verbs like hacer and tener. Understanding verb conjugation of regular and irregular verbs in preterit. Developing ability to write/speak whole complex sentences using time phrases correctly Developing awareness of accurate sentence building by including time phrases Understanding the patterns in the preterit tense	Expressing in speech and writing details about friendships and relationships. Developing skills in answering longer written questions in Spanish Understanding the way the patterns for irregular adjectives work Developing ability to write/speak complex descriptions of yourself and family members describing physical and personality Developing awareness of Strategies to understand longer reading and listening questions and how to predict answers Understanding the patterns of the two separate tenses	Expressing in speech and writing details about my town. Developing skills in understanding nuance in listening and writing (P,N, NM questions) Understanding the way the perfect tense is formed with the past participle. Developing ability to write/speak whole complex sentences using higher level expressions like lo mejor/lo peor correctly Developing awareness of Strategies to understand longer reading and listening questions and how to predict answers Understanding the patterns past/present/future endings	Expressing in speech and writing details about jobs, reasons for doing jobs, pros and cons of various jobs Developing skills in adjective agreement between masculine and feminine adjectives Understanding verb conjugation with regular verbs with variety of pronouns in present tense Developing ability to write/speak whole sentences using verbs correctly Developing awareness of tenses by using past and future verbs in set sentences
Vocabulary instruction	tortilla española passive smoking challenging to provoke prohibited/prohibition to permit/permitted	past time pulse (food) rival from time to time pleasant stimulating	procession Las Fallas Los Castells San Fermin The Bull run (el encierro) Bullfighting (tauromaquia) Imperfect tense	Generation Gap Article (in a newspaper) Liberty Adolescent Grave Distinct	mountain range Avenue Province Commerce (Iberian) peninsula inhabitant	Word family drought starvation overfishing overpopulation oil slicks
Year 9 FCSE	<u>Theme: Relationships</u>	<u>Theme: Freetime</u>	<u>Theme: Health</u>	<u>Theme: Holidays</u>	<u>Theme: Holidays 2</u>	<u>Theme: Theme: Dragon's Den</u>
	<u>Vocabulary:</u> Students learn to read, listen to, speak and write information and opinions describing themselves, their relationships with family members, opinions on marriage and their future life. They will improve skills on verb accuracy in present and future tenses.	<u>Vocabulary:</u> Students learn to read, listen to, speak and write information and opinions describing their free time hobbies, social media, TV. They will develop a higher range of adjectives to describe opinions and use time phrases correctly	<u>Vocabulary:</u> Students learn to read, listen to, speak and write information and opinions towards food, smoking, drinking, drugs. They will revisit present tense verbs, adjective endings and modal verbs	<u>Vocabulary:</u> Students learn to read, listen to, speak and write information and opinions describing a holiday. Students will deepen knowledge of the past tense especially with "I". Students will research Spanish tourist resorts and describe a researched resort in Spanish	<u>Vocabulary:</u> Students will develop their cultural awareness through reading, listening to and exploring festivals throughout the Spanish speaking world. Students will improve their awareness of grammar in the past tense to describe past events, giving opinions to past events. They will also develop writing and speaking ability in describing the environment and issues that worry them.	<u>Vocabulary:</u> Students learn to read, listen to, speak and write information and opinions describing a "Dragon's Den" scenario, where students will develop language in persuasion using comparatives and superlatives. They will also improve team work and communication skills in speaking about their product.
	<u>Learning will be demonstrated:</u> Students will write approx. 30-50 words on the theme of relationships and themselves. They will also demonstrate their skills in practice FCSE style reading, listening questions at Pass, Merit and Distinction Levels	<u>Learning will be demonstrated:</u> Students will write approx. 30-50 words on the theme of their freetime. They will also demonstrate their skills in practice FCSE style reading, listening questions at Pass, Merit and Distinction Levels	<u>Learning will be demonstrated:</u> Students will hold a 2-3 minute conversation on the theme of free time and health. They will also demonstrate their skills in practice FCSE style reading, listening questions at Pass, Merit and Distinction Levels	<u>Learning will be demonstrated:</u> Students will write approx. 30-50 words on the theme of holidays. They will also demonstrate their skills in practice FCSE style reading, listening questions at Pass, Merit and Distinction Levels	<u>Learning will be demonstrated:</u> Students will demonstrate knowledge through writing tasks which target skills in past tense grammar, use of "me preocupa", the conditional tense and the use of modal verbs to describe "must/should" sentences	<u>Learning will be demonstrated:</u> In an end of year assessment "UL common assessment". Students will complete exam style reading, listening, writing and speaking questions – writing 90-150 words and answering at least 4 minutes in spoken Spanish
disciplinary Skills	Expressing in speech and writing details about yourself, your family and your relationships. Developing skills in adjective agreement between masculine and feminine adjectives. Understanding key information from written and spoken materials about relationships. Developing ability to write/speak whole sentences using verbs correctly	Expressing in speech and writing details about hobbies and pastimes and how technology is used. Developing skills in adjective agreement. Understanding verb conjugation with regular verbs and irregular verbs. Developing ability to write/speak whole sentences using verbs correctly Developing awareness of tenses by using past, present	Expressing in speech and writing details about lifestyle, diet and healthy habits. Developing skills in adjective agreement between masculine and feminine adjectives. Understanding verb conjugation with regular and irregular verbs in a variety of different tenses. Developing ability to write/speak whole sentences using verbs correctly and to listen out for key information.	Expressing in speech and writing details about holidays (past and future) Further developing skills in adjective agreement between masculine and feminine adjectives Understanding verb conjugation with regular and irregular verbs with variety in at least 3 tenses. Further developing ability to write/speak whole sentences using verbs correctly and to listen out for key information.	Expressing in speech and writing details about Spanish culture in the past tense. Developing skills in cultural knowledge about Spanish Speaking festivals Understanding verb conjugation with past tense verbs and modal constructions. Developing ability to write/speak whole sentences using verbs correctly especially using the phrase "me preocupa" to describe	Expressing in speech and writing details about jobs, reasons for doing jobs, pros and cons of various jobs Developing skills in adjective agreement between masculine and feminine adjectives Understanding verb conjugation with regular verbs with variety of pronouns in present tense Developing ability to write/speak whole sentences using verbs correctly

	Developing awareness of tenses by using past, present and future verbs in set sentences Understanding the location of adjectives in sentences and perfecting word order.	and future verbs in set sentences / phrases. Understanding the location of different types of words in a sentence and applying correct word order.	Developing awareness of tenses by using past, present and future verbs in set sentences and creating their own sentences including these. Understanding word order and where to place appropriate words.	Further developing awareness of tenses by using past, present and future verbs in set sentences and creating their own including these. Understanding the location of adjectives in sentences and developing accuracy in word order.	environmental and global problems that worry them.	Developing awareness of tenses by using past and future verbs in set sentences
Vocabulary instruction	tortilla española passive smoking challenging to provoke prohibited/prohibition to permit/permitted	past time pulse (food) rival from time to time pleasant stimulating	procession Las Fallas Los Castells San Fermin The Bull run (el encierro) Bullfighting (tauromaquia) Imperfect tense	Generation Gap Article (in a newspaper) Liberty Adolescent Grave Distinct	mountain range Avenue Province Commerce (Iberian) peninsula inhabitant	Word family drought starvation overfishing overpopulation oil slicks

Term	1	2	3	4	5	6	6	
Year 10	Theme: Home/Area	Theme: Environment	Theme: School	Theme: School/Jobs	Theme: Festivals and Traditions	Theme: Revision		
	<u>Vocabulary:</u> Students learn to read, listen to, speak and write information and opinions describing their area or other regions as well as their life at school. Students will develop skills with imperfect verbs, describing and contrasting areas now and before as well as enhancing their GCSE reading and listening abilities in exam skills	<u>Vocabulary:</u> Students learn to read, listen to, speak and write information and opinions describing where they live and the environment. Students will develop skills with modal verbs, as well as enhancing their GCSE reading and listening abilities in exam skills	<u>Vocabulary:</u> Students learn to read, listen to, speak and write information and opinions describing their school, opinions about the rules, and the good and bad aspects of the school. Students will further review all tenses studied, improve reading/listening skills at GCSE level and prepare for their speaking assessment	<u>Vocabulary:</u> Students learn to read, listen to, speak and write information and opinions describing future jobs and the world of work. Students will develop and review skills in various tenses, improve their spoken answers for their GCSE speaking exam as well as further developing exam skills in reading, writing, speaking, and listening.	<u>Vocabulary:</u> Students learn to read, listen to, speak and write information and opinions describing Spanish festivals and traditions. They will enhance their knowledge of the past tense with regular and irregular verbs to narrate events in the past tense with opinions and improved range of adjectives	<u>Vocabulary:</u> Students prepare for the GCSE speaking exams through writing model answers, practicing with peers and teacher. Students will also recap vocabulary and grammar from all previous terms in preparation for writing, reading and listening exams.		
	<u>Differentiation:</u> Weaker students will concentrate on using time phrases in 3 rd person only: it is, it was, there is, there were. Higher students will develop and prove verb tense skills with greater variety of forms and the ability to describe and give opinions in detail	<u>Differentiation:</u> Weaker students will concentrate on foundation vocabulary and learning verb structures in conditional Higher students will develop greater awareness of verb forms in subjunctive and conditional and higher reading skills	<u>Differentiation:</u> Weaker students will concentrate on using simple structures to give opinions such as lo que me gusta/lo que odio Higher students will develop greater depth of these phrases such as lo que me hace falta, lo que me fastidia	<u>Differentiation:</u> Weaker students will concentrate on using simple structures to give opinions such as lo que me gusta/lo que odio Higher students will develop greater depth of these phrases such as lo que me hace falta, lo que me fastidia	<u>Students will be able to:</u> Write 40-50 words describing events in the past tense about a festival or tradition, narrating the events using the past tense (fue) with higher level opinions. They will also perfect their speaking ability through longer photocard descriptions. They will also demonstrate skills in reading/listening and translation and grammar	<u>Differentiation:</u> Weaker students will concentrate on developing writing/spoken answers to GCSE topics pushing for levels 4-6 Higher students will develop their ability to write at length and speak at length for exam purposes as well as using a range of higher level connectives		
	<u>Learning will be demonstrated:</u> Exam Questions in writing from memory in GCSE style writing. Students will have to do grammar, translation and a reading/listening assessment	<u>Learning will be demonstrated:</u> Students will perform a speaking Assessment in the style of the GCSE	<u>Learning will be demonstrated:</u> Students complete exam based revision activities ready for final assessment in Term 6	<u>Learning will be demonstrated:</u> Mock Exam Paper from GCSE in 2 of the 4 skills for GCSE focusing on areas of weakness	Expressing in speech and writing details about Spanish customs. Developing skills in using common irregular verbs like hacer and tener. Understanding verb conjugation of regular and irregular verbs in preterit. Developing ability to write/speak whole complex sentences using time phrases correctly Developing awareness of accurate sentence building by including time phrases Understanding the patterns in the preterit tense	<u>Learning will be demonstrated:</u> Speaking Mock Assessment as well as Mock Exam Paper from GCSE in 2 of the 4 skills for GCSE focusing on areas of weakness		
Vocabulary instruction	chalet ample (amplio) sierra arboreteum (arbol) villa	grave province municipality drought starvation	overwhelming uneventful excursion comportment (comportamiento) dead-end	baccalaureate (bachillerato) Alumnus/alumni (alumno) anxious courteous (cortés) administration	procession Las Fallas Los Castells San Fermin The Bull run (el encierro)	NA exam skills		

Assessment 1

Assessment 2

Review and reteach

flora and fauna amicable (amistoso)	NGO (Non-governmental organization) solidarity Proprietor (proprietary/propio) poverty	baccalaureate (bachillerato)	autonomously (autonomo)	Bullfighting (tauromaquia) Imperfect tense
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Term	1	2	3	4	5
Year 11	<u>Theme: Freetime</u> <u>Vocabulary:</u> Students learn to read, listen to, speak and write information and opinions describing their free time hobbies, social media, TV. They will develop a higher range of adjectives to describe opinions and use time phrases correctly <u>Learning will be demonstrated:</u> Students will write approx. 30-50 words on the theme of their freetime. They will also demonstrate their skills in practice GCSE style reading, listening questions at Pass, Merit and Distinction Levels Expressing in speech and writing details about hobbies and pastimes and how technology is used. Developing skills in adjective agreement. Understanding verb conjugation with regular verbs and irregular verbs. Developing ability to write/speak whole sentences using verbs correctly Developing awareness of tenses by using past, present and future verbs in set sentences / phrases. Understanding the location of different types of words in a sentence and applying correct word order.	<u>Theme: Revision</u> <u>Vocabulary:</u> Students prepare for the GCSE speaking exams through writing model answers, practicing with peers and teacher. Students will also recap vocabulary and grammar from all previous terms in preparation for writing, reading and listening exams. <u>Differentiation:</u> Weaker students will concentrate on developing writing/spoken answers to GCSE topics pushing for levels 4-6 Higher students will develop their ability to write at length and speak at length for exam purposes as well as using a range of higher level connectives <u>Learning will be demonstrated:</u> Speaking Mock Assessment as well as Mock Exam Paper from GCSE in 2 of the 4 skills for GCSE focusing on areas of weakness	<u>Theme: Revision</u> <u>Vocabulary:</u> Students prepare for the GCSE speaking exams through writing model answers, practicing with peers and teacher. Students will also recap vocabulary and grammar from all previous terms in preparation for writing, reading and listening exams. <u>Differentiation:</u> Weaker students will concentrate on developing writing/spoken answers to GCSE topics pushing for levels 4-6 Higher students will develop their ability to write at length and speak at length for exam purposes as well as using a range of higher level connectives <u>Learning will be demonstrated:</u> Speaking Mock Assessment as well as Mock Exam Paper from GCSE in 2 of the 4 skills for GCSE focusing on areas of weakness	<u>Theme: Revision</u> <u>Vocabulary:</u> Students prepare for the GCSE speaking exams through writing model answers, practicing with peers and teacher. Students will also recap vocabulary and grammar from all previous terms in preparation for writing, reading and listening exams. <u>Differentiation:</u> Weaker students will concentrate on developing writing/spoken answers to GCSE topics pushing for levels 4-6 Higher students will develop their ability to write at length and speak at length for exam purposes as well as using a range of higher level connectives <u>Learning will be demonstrated:</u> Speaking Mock Assessment as well as Mock Exam Paper from GCSE in 2 of the 4 skills for GCSE focusing on areas of weakness	Revision and past paper practice to embed knowledge and apply skills
	Exams to take place in lessons	Mock 1	Mock 2		
	Vocabulary instruction past time pulse (food) rival from time to time pleasant stimulating	N/A exam skills	NA exam skills	NA exam skills	

Term	1	2	3	4	5	6
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Year 12	<p>Vocabulary: Students learn to read, listen to, speak and write information and opinions describing changes in the family and the influence of the internet. They will enhance learning narrating past tense events, developing complex language about family and improving knowledge of different past tenses, such as the preterite, imperfect and perfect.</p> <p>Differentiation: All students will need scaffolding to access the higher level at the start. Due to smaller class sizes, weaker students can be focused on individually and the teacher can ensure that the basic grammar and vocabulary is solid.</p>	<p>Vocabulary: Students learn to read, listen to, speak and write information and opinions describing women rights, sexism and gay rights as well as studying the film 'ocho apellidos Vascos' with the relevant cultural aspects and vocabulary. Grammar use the future and conditional Skills use idiomatic expressions with impersonal verbs</p> <p>Differentiation: Weaker students will concentrate on securing foundation level language on new topics and using set phrases in conditional. Higher students will develop greater breadth of language and an awareness of subjunctive forms.</p>	<p>Vocabulary: Students learn to read, listen to, speak and write information and opinions describing famous Spanish singers, popular culture icons, models, TV and cinemas stars as well as traditions, Spanish customs, food and the different languages of Spain. Grammar use indefinite adjectives and pronouns Skills Practise translation</p> <p>Differentiation: Weaker students will concentrate on securing foundation level language and learning verb structures in different tenses Higher students will develop greater awareness of verb forms in subjunctive and other verb forms and higher reading skills</p>	<p>Vocabulary: Students learn to read, listen to, speak and write information and opinions describing historical places, pre-hispanic cultures, art, architecture and diversity as well as revisiting the film analysing the film scene by scene. Grammar practise the passive voice Skills use connectives and other expressions to improve conversation style</p> <p>Differentiation: Weaker students will concentrate on developing writing/spoken answers to A-Level topics. Higher students will develop their ability to write essays at length and speak at length for exam purposes as well as using a range of highest level connectives</p>	<p>Vocabulary: Students will recap and review the topics studied this year. Students will catch up on speaking/writing preparation for assessment. They will also enhance their Reading and Listening skills. Post Exam they will continue to develop essay skills. Grammar use the perfect tense in the subjunctive Skills identify correct and incorrect sentences.</p> <p>Differentiation: Weaker students will concentrate on using simpler memorised structures to give opinions which will boost their grade at AS Higher students will develop greater depth of these phrases to ensure coverage of the subjunctive for essay and speaking questions</p>	<p>Vocabulary: Students learn to research information independently by starting their independent research project as well as an introduction of the literary text: 'como agua para chocolate'. Essay writing as well as speaking practice are key at this stage</p> <p>Differentiation: Weaker students will have more support and guidance in the IRP. Including specific topics and areas to research and focus on. Higher students will be challenged and questioned on the topics they pick and encouraged to delve deeper into the topics.</p>	Review and reteach
	<p><u>Learning will be demonstrated:</u> Students will be able to answer longer reading/listening questions relating to the topic. They will also have extended their speaking ability in holding longer conversations with increased accuracy about the current topic</p>	<p><u>Learning will be demonstrated:</u> Students will be able to demonstrate enhanced R/L/W/S ability on photocards relating to the topic, they will also improve their ability to write summary tasks in Spanish</p>	<p><u>Learning will be demonstrated:</u> Exam style Questions in reading and listening on the topics studied.</p> <p>Students will have to do grammar, translation and a reading/listening assessment composed of past paper questions on the relevant topics.</p>	<p><u>Learning will be demonstrated:</u> Exam style Questions in reading and listening on the topics studied.</p> <p>Students will have to do grammar, translation and a reading/listening assessment composed of past paper questions on the relevant topics.</p> <p>Essay writing will also be assessed by including essay questions on the film.</p>	<p>Learning will be demonstrated: Exam style Questions in reading and listening on all the AS topics</p> <p>Students will have to do grammar, translation and a reading/listening assessment composed of past paper questions on the relevant topics.</p> <p>Essay writing will also be assessed by including essay questions on the film.</p>	<p>Learning will be demonstrated: Exam style Questions in reading and listening on all the AS topics</p> <p>Students will have to do grammar, translation and a reading/listening assessment composed of past paper questions on the relevant topics.</p> <p>Essay writing will also be assessed by including essay questions on the film.</p>	
	<p>Vocabulary instruction</p> <p>emancipation dictatorship submissiveness to subordinate consensual triviality to revoke suffrage controversial disaffection machismo to prolong to confront vestige indigenous</p>	<p>manual (work) to sanction Fascism to facilitate word of mouth gastronomy</p>	<p>glass ceiling to coincide feminism domestic violence transcendental nocturnal gender gap chauvinism to violate</p>	<p>aborigine aperitif sought-after exquisite co-existence</p>	<p>pilgrimage laborious façade velocity to imply (artistic) movement</p>	<p>surrealism UNESCO virile gothic archetypal juxtaposition jovial</p>	

Term	1	2	3	4	5
Year 13	<p>Vocabulary Literature:key vocabulary from the Ocho apellidos Vascos reading guide. A-Level class book: vocabulary related to multiculturalism in Hispanic society including: immigration, racism and xenophobia. Grammar : present, past , preterite, imperfect and compound verb tenses will be learnt by the students.</p> <p>Differentiation: Weaker students will concentrate on creating basic structures using key expressions related to the topic in order to be able to develop their basic ideas. Higher students will develop higher expression in order to make their writing skills more sophisticated.</p>	<p>Vocabulary: Literature: students will learn how to structure an essay in Spanish and develop their narrative skills as well as their abilities of critical analysis of a text. A-level class book: students will develop the knowledge about racism and coexistence of different cultures in the Hispanic society. They will develop cultural knowledge about different countries and their social problems and all the relevant vocabulary related to this topic. Grammar: conditional tense. Compound nouns and adjectives, compound verb tenses.</p> <p>Differentiation: Weaker students will concentrate on securing main verb tenses in order to create a solid base on their knowledge. They will use their notes in order to complete the activities that require compound tenses. Higher students will develop their grammatical skill using the compound tenses and using them.</p>	<p>Vocabulary: Literature: practise developing writing skills focused on essay questions expecting the students to demonstrate their knowledge about the different topics of the novel and the film. During this term we will revise with the students : Film: topics of love, national identity, women roles, family roles and landscape. Novel: topics of love, food, social rules, women's role in the novel and social classes. A-level class book: develop vocabulary and key expressions related to the following topics: racism, Franco's dictatorship, monarchy and other dictatorships in the Hispanic world. Students will learn about the different main governments in the Hispanic world. Grammar: Students will develop skills on: future tense, present tense (revision), imperfect subjunctive, pronouns and adverbs.</p> <p>Differentiation: Weaker students will concentrate on developing grammatical skills and using them to improve their writings. Higher students will develop cultural skills so they can compare between several countries and develop their critical ideas.</p>	<p>Vocabulary: Literature: practise developing writing skills focused don essay questions expecting the students to demonstrate their knowledge about the different topics of the novel and the film. During this term we will revise with the students : Film: topics of love, national identity, women roles, family roles and landscape. Novel: topics of love, food, social rules, women's role in the novel and social classes. A-Level class book: students will develop their knowledge of the political life in different Hispanic countries and they will learn about several social movement that have an important relevance in the Hispanic world. Students will learn vocabulary related to these topics as well as key expressions to be able to develop their ideas on the topic. Grammar: imperatives, perfect subjunctive, if clauses, pluperfect subjunctive, imperfect subjunctive and passive voice.</p> <p>Differentiation: Weaker students will concentrate on main historical events and main vocabulary to describe them. Higher students will develop their critical opinion on the subject as well as the ability to compare different event in different countries, analysing the differences and the similarities.</p>	<p>Revision and past paper practice to embed knowledge and apply skills</p>

Exams to take place in lessons

Mock 1

Mock 2

	<p>Learning will be demonstrated by: Vocabulary: students will be tested on vocabulary related to the topic and be expected to achieve <75% Listening: students will demonstrate improving listening skills and success rate in practice exam questions. Reading : students will demonstrate improvements to their reading ability through wider vocabulary and knowledge of subject areas. Speaking: students will demonstrate improving speaking skills responding to near native speaker pace of questions and will be able to respond in longer sentences, with longer higher level vocabulary, correct grammar and increasingly more complex structures. Writing: students will be ask to develop 300 word essay about the film and the novel as well as doing the activities on the class book. They will be expected to prove their knowledge of the topic as well as their grammatical progress in order to asses both skills.</p>		<p>Learning will be demonstrated by: Vocabulary: students will be tested on vocabulary related to the topic and be expected to achieve <75% Listening: students will demonstrate improving listening skills and success rate in practice exam questions. Reading : students will demonstrate improvements to their reading ability through wider vocabulary and knowledge of subject areas. Speaking: students will demonstrate improving speaking skills responding to near native speaker pace of questions and will be able to respond in longer sentences, with longer higher level vocabulary, correct grammar and increasingly more complex structures. Writing: students will be ask to develop 300 word essay about the film and the novel as well as doing the activities on the class book. They will be expected to prove their knowledge of the topic as well as their grammatical progress in order to asses both skills.</p>		<p>Learning will be demonstrated by: Vocabulary: students will be tested on vocabulary related to the topic and be expected to achieve <75% Listening: students will demonstrate improving listening skills and success rate in practice exam questions. Reading : students will demonstrate improvements to their reading ability through wider vocabulary and knowledge of subject areas. Speaking: students will demonstrate improving speaking skills responding to near native speaker pace of questions and will be able to respond in longer sentences, with longer higher level vocabulary, correct grammar and increasingly more complex structures. Writing: students will be ask to develop 300 word essay about the film and the novel as well as doing the activities on the class book. They will be expected to prove their knowledge of the topic as well as their grammatical progress in order to asses both skills.</p>		<p>Learning will be demonstrated by: Vocabulary: students will be tested on vocabulary related to the topic and be expected to achieve <75% Listening: students will demonstrate improving listening skills and success rate in practice exam questions. Reading : students will demonstrate improvements to their reading ability through wider vocabulary and knowledge of subject areas. Speaking: students will demonstrate improving speaking skills responding to near native speaker pace of questions and will be able to respond in longer sentences, with longer higher level vocabulary, correct grammar and increasingly more complex structures. Writing: students will be ask to develop 300 word essay about the film and the novel as well as doing the activities on the class book. They will be expected to prove their knowledge of the topic as well as their grammatical progress in order to asses both skills.</p>
Vocabulary instruction	Social Security provenance Recession pneumatic Clandestine asylum ideology Neo-Nazi castigate divulge Penal Code census ancestry GDP xenophobia to reproach recriminate altercation		asylum ideology Neo-Nazi castigate divulge Penal Code census ancestry GDP xenophobia to reproach recriminate altercation		Basque Castilian profound Euskadi ETA Spanish Inquisition conservative (political views) liberal (political views) disenfranchised entrenched to stigmatize paradoxically to prevail to predominate apostasy deity scorn heretic apolitical disenchanted apathy solidarity		agrarian uprising endorsement abdicate democracy civil war a coup d'état insurgent buoyant effigy to launder censorship to extradite repressive spoils of war detractors precursor

MFL Manifesto from UL

1. Curriculum

Intent

Our aim is to provide an excellent education for all our students, which brings out the best in all of them and prepares them for success in life. There are powerful educational benefits, and career and workplace advantages, to be gained from studying a modern foreign language.

“Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high quality languages education should foster pupils’ curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.” (DfE, MFL, September 2013).

In our context, MFL learning is the development of proficiency in understanding (listening and reading), writing and speaking of Spanish, French or German. We structure our KS3 curriculum in the same way for these languages, stating the minimum content to be covered by the end of each of the three KS3 years our curriculum is designed on. The key elements to master are the linguistic competencies that can be summarised as:

- Expressing, justifying and understanding a variety of opinions (year 7 and increasing in sophistication in years 8 and 9)
- Using competently and understanding the present tense of key verbs (year 7 and increasing in sophistication in years 8 and 9)
- Using competently and understanding a variety of infinitive constructions (year 7 and increasing in sophistication in years 8 and 9)
- Expressing and understanding future plans and wishes (year 7 and increasing in sophistication in years 8 and 9)
- Narrating and understanding passages in the three time frames (year 8 and increasing in sophistication in year 9)
- Using competently and understanding a variety of constructions using modal verbs (year 8 and increasing in sophistication in year 9)
- Connecting and extending sentences, linking ideas and adding interest (year 7 and increasing in sophistication in years 8 and 9)

Each year has been divided into 4 units allowing for cyclical revisiting of language as follows:

- Year 7: introductions; family and descriptions; home and town; school
- Year 8: holidays; going out and staying in; daily routine, health and fitness; jobs and future aspirations
- Year 9: relationships; festivals and traditions; a city or area in a TL country; the world around us

We have developed this curriculum so that by the end of Year 9, United Learning pupils have acquired an excellent foundation in their chosen language and are learning with a degree of independence. This will help these pupils to access the KS4 curriculum and achieve the highest levels in the new GCSE examinations. They will have a systematic knowledge of the vocabulary, grammar, and the sound and spelling systems of their new language. They will have had the opportunity to reinforce this knowledge with extensive planned practice and use, in order to build the skills needed for communication.

For KS4, our schools choose AQA or Edexcel and ensure that their planning incorporates all required content in a carefully sequenced and coherent manner, over 4 and a half terms, to allow for revisiting and exam practice from February half term onwards.

Implementation

Our expectations are that pupils study one language from the start of Year 7 until the end of Year 9. We expect pupils to have at least two periods of language lessons per week -ideally three or more- throughout Key Stage 3.

Our curriculum is designed to provide students with a secure foundation in the language they are taking. Our approach to teaching and learning supports our curriculum by ensuring that lessons build on prior learning and provide sufficient opportunity for guided and independent practice. We use Barak Rosenshine’s Principles of Instruction to develop our teaching practice. At the heart of Rosenshine’s principles is a simple instructional core:

- **Explanation and modelling** of new material in small steps (I)
- **Guided practice** with prompts and scaffolds (we)
- **Independent practice** with monitoring and feedback from teacher (you)

At each point in this instructional core, teachers check understanding of all pupils by asking lots of questions and providing feedback.

Heads of department are responsible for ensuring that these principles of instruction are understood and applied by their departments and they should carry out regular learning walks, professional conversations, etc. to ensure this is the case and to provide further training if necessary.

At KS4 all departments are using Oral Questions booklets to scaffold pupils’ preparation and develop fluency. There should also be evidence in KS4 books or folders of regular independent, unaided writing that mirrors the tasks found in GCSE writing exams.

Impact, including assessment

If new language is taught in a creative and stimulating way to widen pupils' knowledge of the culture and history of speakers of that language, pupils will develop a love of languages and will want to continue developing their language skills, seeing these as important for lifelong learning.

The impact of our curriculum and teaching will be shown in numbers of those taking their language to GCSE and beyond, and on their outcomes, both at KS4 and in the common assessments for KS3. These common assessments take place at the end of year 7, year 8 and year 9 and are mandatory for all academies.

Pupils' marks from common assessments are analysed centrally and age-related grades provided. Assessment is an ongoing process and takes many forms. On top of the assessment happening regularly in lessons, we encourage schools to use End of Unit tests or similar to monitor progress and identify knowledge gaps as required. As it is difficult to administer assessments in the four skills at every required point, careful consideration needs to be given to which skill is assessed at which point and why (i.e. what information and further action comes out of it).

For KS3 KPIs can be used for formative and summative assessment and a full list of these with examples of possible ways of testing them can be found in the hub.

For KS4 we recommend using full past papers (FT or HT as appropriate) for the last Year 11 mock (February/March). We also recommend using a past paper for Year 11 mocks around November/December perhaps taking out specific photocards of topics not yet fully covered. For the end of Year 10 our recommendation is to assess pupils using a full past paper that has been adapted not to include topic 3 role-plays or photocards nor to focus on topic 3 areas for the writing tasks.

2. The MFL department

Successful MFL departments work as a team to provide all pupils in their care with a positive and consistent experience of languages throughout their time at Secondary school. In one-person departments, it is the teacher's responsibility to ensure s/he remains connected with other MFL colleagues around the group and with the Subject Advisor, to allow for professional growth and to develop support networks.

Teaching and Learning

Successful MFL departments meet regularly at least once a week. These meetings would ideally focus on developing teaching and learning (all admin news can be shared via regular departmental email bulletins), with regular department time dedicated to subject specific CPD (eg subject knowledge enhancement sessions delivered by subject expert colleagues) and moderation (eg KS3 KPI moderation, mock moderation).

Schemes of work based on the appropriate curricula (UL KS3 or AQA/Edexcel for KS4) but carefully tailored to the school's particular context are what successful departments strive for. The most effective SoW tend to be comprehensive and include outcomes, common misconceptions, assessment opportunities, key language to master, homework tasks and explicit interleaving opportunities.

As an integral part of learning, homework requires careful consideration. The most effective departments devise homework that includes regular knowledge-based activities that can be self-assessed in lessons and that increasingly interleave prior taught content as students' progress through the key stage. It helps if these homework tasks are centrally shared, so that all students are completing the same tasks and that homework is not set on an *ad hoc* basis. It is best practice to entrust the overall planning of homework to the person or team who devises the relevant SoW. At KS4 effective homework is based predominantly on exam question practice and learning/revising.

Successful languages teams plan lessons together whenever possible, and ensure all skills are sufficiently practised in lessons, including speaking. At KS4 they have specifically planned speaking and writing lessons to ensure pupils have ample practice of the productive skills independently, as close to exam conditions as possible. Examples of how to structure these lessons can be found on The Hub.

Some of the strongest MFL departments in the Group have embedded Rosenshine's Principles of Instruction in everything that they do. Signs that these principles are well embedded might include:

- Self-assessed, quick recall activities are a regular feature of all lessons (do nows). These can be shared across the department.
- All lessons include some modelling from the teacher.
- Teachers constantly check for understanding from all pupils with a variety of methods (cold calling, mini white boards, circulating with purpose, etc.).
- There is sufficient guided practice for pupils to achieve a high success rate before moving on to independent work.
- There is evidence of truly independent work built over time. For work to be truly independent it has to show pupils' application of their knowledge, i.e. it cannot be aided by the use of dictionaries, grammar or vocabulary help around the room, asking peers or the teacher, using textbooks, etc.

The Head of Department

The HoD is entrusted with the teaching and learning of languages (and foreign cultures) at their school. This is an important task that need not to become daunting, as support is available in the form of the Subject Advisor and the other MFL HoDs in the group.

What follows are a series of question to help you with your organisation and the important task of continuous MFL planning:

General Questions (to consider and/or discuss with your department)

- Rosenshine: How well do your teachers understand the Rosenshine principles, and consistently are these embedded in your planning and teaching?
- Curriculum: How clearly can you explain the decisions taken regarding curriculum for your context? In simple terms, what do you teach when, and why?
- Progression. Tracking and intervention: How do you ensure progress? how do you monitor/track it? What assessments have you got in place? What real information do they provide? What actions are taken?
- Homework: How much control/overview do you have of HW in your department?
- General organisation: How are responsibilities shared within the department? Are colleagues developing as teachers, and – if appropriate – as emerging leaders?

HoDs may wish to develop a collection of key documents for their department such as:

- **Departmental handbook** stating:
 - Aims (intent)
 - T&L stance (implementation and impact, including feedback policy, assessments, etc.)
 - Who is on the team and how responsibilities are shared.
- **Overview:**
 - KS3 curriculum
 - KS4 curriculum
 - KS5 if applicable

The most effective overviews include key assessment points such as EoY, End of Unit and mocks.

- **Schemes of Work or Schemes of Learning:** detailed plans appropriate to the school's context: how does the team deliver the big plan/overview and ensure progression? The most effective SoW tend to include assessment points and opportunities and homework tasks for all year group to complete.