

### Intent

The MFL Curriculum at Swindon Academy is designed to open students' eyes to the world beyond Swindon and to a world where 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.

The curriculum has been designed to build, in small steps, the residual knowledge of grammar and essential and supplementary vocabulary necessary for mastery at each stage and mastery of the language overall. The curriculum has also been designed to build, in small steps, the disciplinary skills of speaking, writing, reading, and listening necessary for mastery of a foreign language, gradually increasing the complexity and the challenge at each stage, so students feel confident in using all prior grammar and vocabulary in a variety of skill areas. The curriculum is designed around themes, which encompass the content of grammar and vocabulary set out in the GCSE Specification word lists and this grammar and vocabulary is deliberately repeated and interleaved over the course of the 7 years. After the vocabulary and residual knowledge has been taught, the disciplinary skills are practiced and perfected to enable students to achieve mastery in the 4 skill areas and of the essential vocabulary and grammar of each theme. The curriculum is designed so that both the residual knowledge such as vocabulary and grammar as well as the disciplinary skills are reviewed and built upon in subsequent themes.

The Spanish Curriculum at Swindon Academy is sequenced in a way that allows students to build the residual knowledge of vocabulary and grammar essential for all future learning in small, manageable steps whilst practicing and developing the disciplinary skills of speaking, writing, reading and listening. Residual knowledge is set out on the Knowledge Organiser and builds on prior learning with residual knowledge being deliberately interleaved into subsequent themes as students' progress through the curriculum. The essential residual knowledge of vocabulary is taught first to achieve 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 exam 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.

This knowledge-based curriculum is the right curriculum for the students in our context. It empowers students to develop a wide vocabulary which enables them to access complex language in a wide variety of forms covering a wide variety of disciplines. Through mastery of a wide vocabulary comes disciplinary success and the ability and confidence to continue to further study and apply for highly qualified careers.

The Swindon Academy Spanish Curriculum takes its foundations from the prescribed topics from the United Learning Mastery schemes of learning and is included in the Curriculum through 1. Vocabulary topics and grammar seen in Year 7 are expanded upon in subsequent years increasing depth and memory of these key building blocks. 2. Exam preparation weeks 5 times per year, where prior learning (not just that term's) is reviewed and practised where students are able to practice extended writing and improving their speaking across one or multiple topics. 3. Termly exams include material from many previous terms learning 4. Exams mirror GCSE exams and provide mastery learning in exam skills.

The MFL curriculum at Swindon Academy promotes the school's strategies of developing a wide vocabulary, reading and writing skills. Specific vocabulary is set out in the Knowledge Organisers and is taught explicitly with time spent understanding new vocabulary in English and Spanish, developing memorisation skills, interleaving new and prior vocabulary throughout the years and explicit vocabulary tests to demonstrate mastery. The disciplinary skill of reading is practiced from the start of the curriculum through the exploration of reading texts which get increasingly more challenging, and students are taught to write in full accurate sentences, again of increasing length and complexity as they go through the curriculum. Students are taught to use accurate grammar in short simple sentences and how to combine all prior grammar and vocabulary together with tenses and connectives to produce extended writing, appropriate to age and ability, in each year of the curriculum.

The MFL Curriculum at Swindon Academy is designed to open students' eyes to a world where different people around the globe communicate in different languages and have different cultures and traditions. In this way the MFL Curriculum actively supports the British Values of mutual respect for and tolerance of those from different countries with different faiths. Cultural Capital is taught throughout the MFL curriculum including a heightened awareness of geography, the historical links between countries and why certain countries speak certain languages as well as the foods, traditions and customs of other countries. The MFL curriculum will also develop within students an interest in the cultural capital of a knowledge of where language comes from, the origins and make-up of words as well as the meanings behind many of the words for objects that students will use in day to day life.

Weeks prior to exams in languages (5 times per year) help build skills in combining all prior learning into students' demonstrating their skills in writing/speaking, thus proving their ability to combine the small chunks of learning into larger ideas. The curriculum themes are deliberately revisited and interleaved throughout the 7-year journey with increasing complexity. Prior vocabulary is reviewed before new vocabulary is supplemented in each theme as well as regularly vocabulary testing ensures students learn the memorisation skills and retention skills for success in vocabulary learning.

Key vocabulary (set out in the Knowledge Organiser) and grammar is developed from day 1 in Year 7. Students regularly learn in lesson and for homework the essential vocabulary necessary for success. Extra-curricular trips are planned to Paris, Barcelona and 2 residentials are planned annually to Marlborough College for Year 9. A languages club runs for 1 term each year and students have the opportunity to communicate with a pen-pal in Spain in Years 9-10.

**By the end of Key Stage 3 students will be able to:**

- Write at least 40-90 words (depending on ability) from memory on a range of topics demonstrating use of 3 tenses and justifying opinions
- Read, listen and understand the main points in written or spoken Spanish which incorporates past, present or future tenses and opinions
- Hold a spoken conversation on a range of familiar topics for at least 3 minutes, with varying levels of support
- Demonstrate knowledge of at least 40 key verbs in Spanish and how to change regular and some irregular verbs into past, present and future tenses
- Students will have a basic knowledge of a range of Hispanic festivals or cultural events

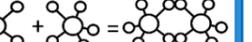
**By the end of Key Stage 4 students will be able to:**

- Write at least 90-150 words (depending on ability) from memory on a range of topics demonstrating use of 3 tenses and justifying opinions. Higher students will demonstrate greater use of imperfect and conditional tenses and greater fluency and high-level language in writing.
- Read, listen and understand the main points in written or spoken Spanish which incorporates past, present or future tenses and opinions
- Hold a spoken conversation on a range of familiar topics for at least 5-6 minutes, with varying levels of support
- Demonstrate knowledge of at least 60 key verbs in Spanish and how to change regular and many irregular verbs into past, present and future tenses as well as imperfect and conditional
- Students will have a grasp of a range of higher-level structures for both foundation and higher level which they will use throughout written and spoken assessments
- Students will have a knowledge of a range of Hispanic festivals and cultural events that they will be able to talk about a length in English and demonstrate ability to describe in brief in Spanish

**By the end of Key Stage 5 students will be able to:**

- Students will hold a spoken conversation wholly in Spanish where they ask and answer to a range of questions, at near natural pace where they have to analyse arguments, contrast opinions, justify their beliefs, respond with facts regarding Hispanic countries as demonstrate an ability to use complex grammatical constructions to produce language that flows
- Write at least 300-500 words (depending on ability) from memory on aspects of cultural, literature or film, demonstrating knowledge of the text/film studied, critical response and justifying opinions
- Read, listen and understand the main points in written or spoken Spanish which incorporates past, present or future tenses and opinions
- Demonstrate knowledge of a large number of core Spanish verbs and how to change regular and many irregular verbs into past, present and future tenses as well as imperfect, conditional, pluperfect
- Students will have a grasp of a range of higher-level structures for both foundation and higher level which they will use throughout written and spoken assessments
- Students will have a knowledge of a range of Hispanic festivals and cultural events that they will be able to talk about a length.

**Implementation – Rosenshine principles of instruction** – please write one or two sentences to describe the implementation for each of the Rosenshine principles below.

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
 <p>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.</p>	 <p>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.</p>	 <p>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.</p>	 <p>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.</p>	 <p>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.</p>	 <p>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.</p>	 <p>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.</p>	 <p>Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.</p>	 <p>Independent practice produces "overlearning" - a necessary process for new material to be recalled automatically. This ensures no overloading of students' working memory.</p>	 <p>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.</p>
<p>Each lesson begins with a "Do Now" task.</p> <p>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</p>	<p>Teachers plan and deliver lessons that break down skills in reading/writing/listening/speaking into small steps.</p> <p>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</p>	<p>Teachers plan sequences of questions and stretch it questions that are cold called to gauge understanding by the students.</p> <p>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.</p>	<p>Teachers provide models including sentence starters and higher-level phrases during writing production to ensure writing is of a high level.</p> <p>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</p>	<p>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.</p>	<p>Teachers plan sequences of questions and stretch it questions that are cold called to gauge understanding by the students.</p> <p>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.</p>	<p>Teachers plan and deliver lessons that break down skills in reading/writing/listening/speaking into small steps.</p> <p>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</p>	<p>Teachers use models, sentence starters as well as a variety of differentiation with differing classes to ensure all students can access the learning.</p> <p>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.</p>	<p>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.</p>	<p>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.</p>

Term	1	2	3	4	5	6	6
<b>Year 7</b> Residual Knowledge	<b>Theme: Describing Myself</b> <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.	<b>Theme: Describing School Life</b> <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.	<b>Theme: Describing Where I Live</b> <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 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> person. Students will learn to spot the conditional tense describing ideal situations.	<b>Theme: Home</b> <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.	<b>Theme: Free time</b> <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.	<b>Theme: Routine/Weather</b> <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 <sup>st</sup> 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.	
<b>Disciplinary Skills</b>	<ul style="list-style-type: none"> <li>Expressing in speech and writing details about yourself, your family, your appearance and your pets.</li> <li>Developing skills in adjective agreement between masculine and feminine adjectives.</li> <li>Understanding verb conjugation with regular verbs with variety of pronouns in present tense.</li> <li>Developing ability to write/speak whole sentences using verbs correctly.</li> <li>Developing awareness of tenses by using past and future verbs in set sentences.</li> <li>Understanding the location of adjectives in sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Expressing in speech and writing details about your school, the school day, school subjects and life related to school.</li> <li>Developing skills in adjective agreement between masculine and feminine adjectives as well as rules for applying plural.</li> <li>Understanding verb conjugation with regular verbs and irregular verbs.</li> <li>Developing ability to write/speak whole sentences using verbs correctly with opinions and reasons.</li> <li>Developing awareness of tenses by using past, present and future verbs in set sentences.</li> <li>Developing question skills in Spanish to elicit information from other people.</li> </ul>	<ul style="list-style-type: none"> <li>Expressing in speech and writing details about description of home, different types of homes and their household chores.</li> <li>Developing skills in conjugating regular verbs to aid descriptions.</li> <li>Recognising irregular verbs and applying these to aid descriptions and expression of opinions.</li> <li>Developing ability to write/speak chunks of sentences using verbs correctly.</li> <li>Applying awareness of tenses by using past, present and future verbs in set phrases.</li> <li>Applying question words and phrases to elicit information from other people.</li> </ul>	<ul style="list-style-type: none"> <li>Expressing in speech and writing details about what they do in their free time with reference to past and / or future tense too.</li> <li>Developing skills in conjugating regular and irregular verbs.</li> <li>Applying a variety of time and frequency phrases to express how often something is done.</li> <li>Developing ability to write/speak chunks of sentences using verbs correctly.</li> <li>Applying awareness of tenses by using past, present and future verbs in set phrases.</li> <li>Applying question words and phrases to elicit information from other people.</li> </ul>	<ul style="list-style-type: none"> <li>Expressing in speech and writing details about sports, free time activities and what they do at the weekends.</li> <li>Developing skills in application of the future tense.</li> <li>Understanding verb conjugation with regular verbs and irregular verbs as well as making reference to 1st and 3rd person.</li> <li>Developing ability to apply opinions + infinitive.</li> <li>Developing ability to extend pieces of writing by adding additional details.</li> <li>Understanding radical changing verbs in present tense and applying these in 3rd person to talk about other people.</li> </ul>	<ul style="list-style-type: none"> <li>Understanding and applying correct use of reflexive verbs in present tense with relevant pronouns.</li> <li>Understanding irregular, high frequency verbs in Spanish and applying these in present tense with reference to all persons.</li> <li>Applying more complex opinion phrases and adjectives.</li> <li>Mastery of correct adjectival agreements and word order in relation to adjective position in a sentence.</li> <li>Applying negative phrases.</li> <li>Applying a variety of questions words / phrases to elicit information from other people.</li> <li>7. Developing skills in adding additional information to writing and speaking pieces.</li> </ul>	
<b>Vocabulary instruction</b>	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	
<b>Assessment 1</b>							<b>Assessment 2</b>
<b>Review and reteach</b>							

Year	Theme: Holidays	Theme: Food	Theme: Media and Jobs	Theme: Clothes and Shopping	Theme: Routines and Global Issues	Theme: Exam Skills/ Festivals
8	<p><u>Vocabulary:</u> Students learn to read, listen to, speak and write information and opinions describing a holiday in the past tense.</p> <p><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.</p>	<p><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 mealtimes and the Mediterranean diet.</p> <p><u>Grammar:</u> Students hone skills on present tense and past tense endings, using adjective endings correctly.</p>	<p><u>Vocabulary:</u> Students learn to read, listen to, speak and write information and opinions describing social media, TV and careers.</p> <p><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.</p>	<p><u>Vocabulary:</u> Students learn to read, listen to, speak and write information and opinions describing clothes and school uniform.</p> <p><u>Grammar</u> Students improve adjective endings and developing opinions. Students revise the simple future tense as well the conditional tense structures.</p>	<p><u>Vocabulary:</u> Students learn to read, listen to, speak and write information and opinions describing daily routine, relationships as well as global issues.</p> <p><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".</p>	<p><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.</p> <p>Students will also broaden their view of Spanish festivals with learning about the Day of the Dead Festival.</p>
	<p><u>Grammar Stream:</u> The above will be enhanced through learning additional past tense verb patterns, especially he/she, we and they include irregular verbs. Students should be using these in writing and speaking.</p>	<p><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.</p>	<p><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.</p>	<p><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.</p>	<p><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.</p>	<p><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.</p>
	<p><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.</p>	<p><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.</p>	<p><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 demonstrate skills in reading and translation and grammar.</p>	<p><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.</p>	<p><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.</p>	<p><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</p>
Disciplinary Skills	<ul style="list-style-type: none"> <li>Expressing in speech and writing details holiday activities in present and past tense</li> <li>Developing skills in giving higher level opinion phrases and justifications</li> <li>Understanding verb conjugation with regular and irregular verbs in the past tense</li> <li>Developing ability to write/speak whole sentences using past tense verbs correctly</li> <li>Use the verb "soler" correctly</li> <li>Using two tenses together in one sentence past and future</li> </ul>	<ul style="list-style-type: none"> <li>Expressing in speech and writing details about diet and lifestyle</li> <li>Developing skills in adjective agreement between masculine and feminine adjectives</li> <li>Understanding verb conjugation with regular verbs with variety of pronouns in present tense, past and future tenses</li> <li>Developing ability to write/speak whole sentences using verbs correctly</li> <li>Developing translation skills by using pre-learnt language and chunking</li> <li>Understanding the location of adjectives in sentences</li> </ul>	<ul style="list-style-type: none"> <li>Expressing in speech and writing opinions on the use of social media, its pros and cons</li> <li>Developing skills in negative expressions</li> <li>Understanding verb conjugation with regular verbs and irregular radical changing verbs including preferir</li> <li>Developing use of more complex verbs such as acabar de in sentences</li> <li>Developing opinions using more complex language to compare and contrast using mejor and peor</li> <li>Giving greater details in opinions using more complex opinion phrases</li> <li>Understanding the difference in usage between ESTAR and ser</li> <li>Developing the use of the future tense</li> <li>Developing ability to listen and read and to select key details in listening and reading</li> </ul>	<ul style="list-style-type: none"> <li>Expressing in speech and writing opinions towards clothes, uniforms and shopping</li> <li>Developing skills in adjective agreement with new adjectives</li> <li>Understanding verb conjugation in 3 tenses on one topic area</li> <li>Developing use of words for "it" and "those" using lo, las, los and la</li> <li>Developing skills in the conditional tense, its usage and forms</li> <li>Developing ability to listen and read and to select key details in listening and reading</li> </ul>	<ul style="list-style-type: none"> <li>Expressing in speech and writing opinions on daily routine, relationships with others and environmental problems</li> <li>Developing skills in reflexive verbs in present and past tense</li> <li>Understanding verb conjugation with reflexive pronouns</li> <li>Developing use of time phrases for routine actions</li> <li>Developing use of future and conditional tenses with si and cuando clauses</li> <li>Giving instructions and opinions using modal verbs using se debe and se puede</li> <li>Developing writing skills and longer answers as well as spoken answers from memory with accurate language</li> <li>Developing ability to listen and read and to select key details in listening and reading</li> </ul>	<ul style="list-style-type: none"> <li>Developing awareness of the cultural similarities and differences between Spanish speaking countries</li> <li>Developing grammatical accuracy of radical changing verbs</li> <li>Developing use of the perfect tense and its usage/forms</li> <li>Developing knowledge of the cities of Spain</li> <li>Widening grammar through use of the past participle in sentences</li> <li>Discovering use of the imperfect tense and its forms</li> <li>Exploring the culture of Machu Picchu and the Spanish Caribbean</li> <li>Combining grammatical structures or tenses in one sentence</li> <li>Developing ability to listen and read and to select key details in listening and reading</li> </ul>

Vocabulary instruction	Preposition Hispanic Interjection 1st person 3rd person Preterite tense	Paella Pescatarian Savoury 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: Health	Theme: Sport and hobbies	Theme: Festivals and Traditions	Theme: Relationships	Theme: Home/area	Theme: Dragon's Den
	<p><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.</p> <p><u>Students will be able to:</u> 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</p>	<p><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</p> <p><u>Students will be able to:</u> Write 50-90 words describing 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</p>	<p><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</p> <p><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</p>	<p><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</p> <p><u>Students will be able to:</u> 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</p>	<p><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</p> <p><u>Students will be able to:</u> 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</p>	<p><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 teamwork and communication skills in speaking about their product.</p> <p><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 90-150 words and answering at least 4 minutes in spoken Spanish</p>
Disciplinary Skills	<ul style="list-style-type: none"> <li>Expressing in speech and writing details about health and healthy habits</li> <li>Developing skills in adjective agreement between masculine and feminine adjectives</li> <li>Understanding verb conjugation with regular verbs with variety of pronouns in present tense and conditional tense</li> <li>Developing ability to write/speak whole sentences using key verbs like (comer, beber, fumar) correctly</li> <li>Developing awareness of health issues and write about them in Spanish</li> <li>Understanding the location of adjectives and adverbs in sentences</li> </ul>	<ul style="list-style-type: none"> <li>Expressing in speech and writing details about free time, hobbies and eating out.</li> <li>Developing skills in adjective agreement in using an infinitive after a conjugated verb.</li> <li>Understanding verb conjugation with common regular verbs and irregular verbs.</li> <li>Developing ability to write/speak whole sentences using key verbs like (tener, ser, estar) correctly</li> <li>Developing awareness of accurate sentence building</li> <li>Understanding the patterns in the future tense</li> </ul>	<ul style="list-style-type: none"> <li>Expressing in speech and writing details about Spanish customs.</li> <li>Developing skills in using common irregular verbs like hacer and tener.</li> <li>Understanding verb conjugation of regular and irregular verbs in preterit.</li> <li>Developing ability to write/speak whole complex sentences using time phrases correctly</li> <li>Developing awareness of accurate sentence building by including time phrases</li> <li>Understanding the patterns in the preterit tense</li> </ul>	<ul style="list-style-type: none"> <li>Expressing in speech and writing details about friendships and relationships.</li> <li>Developing skills in answering longer written questions in Spanish</li> <li>Understanding the way patterns for irregular adjectives work</li> <li>Developing ability to write/speak complex descriptions of yourself and family members describing physical and personality</li> <li>Developing awareness of Strategies to understand longer reading and listening questions and how to predict answers</li> <li>Understanding the patterns of the two separate tenses</li> </ul>	<ul style="list-style-type: none"> <li>Expressing in speech and writing details about my town.</li> <li>Developing skills in understanding nuance in listening and writing (P,N, NM questions)</li> <li>Understanding the way perfect tense is formed with the past participle.</li> <li>Developing ability to write/speak whole complex sentences using higher level expressions like lo mejor/lo peor correctly</li> <li>Developing awareness of Strategies to understand longer reading and listening questions and how to predict answers</li> <li>Understanding the patterns past/present/future endings</li> </ul>	<ul style="list-style-type: none"> <li>Expressing in speech and writing details about jobs, reasons for doing jobs, pros and cons of various jobs</li> <li>Developing skills in adjective agreement between masculine and feminine adjectives</li> <li>Understanding verb conjugation with regular verbs with variety of pronouns in present tense</li> <li>Developing ability to write/speak whole sentences using verbs correctly</li> <li>Developing awareness of tenses by using past and future verbs in set sentences</li> </ul>
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

<b>Year 9 FCSE</b>	<b>Theme: Relationships</b>	<b>Theme: Free time</b>	<b>Theme: Health</b>	<b>Theme: Holidays</b>	<b>Theme: Holidays 2</b>	<b>Theme: Theme: Dragon's Den</b>	
	<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 describing their health 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 and research skills in planning a trip to Spain. Students will research costs, flights, accommodation, what they can do. Students will describe in Spanish their plans for their holiday and develop spoken conversation in a hotel situation	<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 teamwork 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 free time. 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 complete exam-based revision activities ready for final assessment in Term 6	<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	
<b>Disciplinary Skills</b>	<ul style="list-style-type: none"> <li>Expressing in speech and writing details about yourself, your family and your relationships.</li> <li>Developing skills in adjective agreement between masculine and feminine adjectives.</li> <li>Understanding key information from written and spoken materials about relationships.</li> <li>Developing ability to write/speak whole sentences using verbs correctly</li> <li>Developing awareness of tenses by using past, present and future verbs in set sentences</li> <li>Understanding the location of adjectives in sentences and perfecting word order.</li> </ul>	<ul style="list-style-type: none"> <li>Expressing in speech and writing details about hobbies and pastimes and how technology is used.</li> <li>Developing skills in adjective agreement.</li> <li>Understanding verb conjugation with regular verbs and irregular verbs.</li> <li>Developing ability to write/speak whole sentences using verbs correctly</li> <li>Developing awareness of tenses by using past, present and future verbs in set sentences / phrases.</li> <li>Understanding the location of different types of words in a sentence and applying correct word order.</li> </ul>	<ul style="list-style-type: none"> <li>Expressing in speech and writing details about lifestyle, diet and healthy habits.</li> <li>Developing skills in adjective agreement between masculine and feminine adjectives.</li> <li>Understanding verb conjugation with regular and irregular verbs in a variety of different tenses.</li> <li>Developing ability to write/speak whole sentences using verbs correctly and to listen out for key information.</li> <li>Developing awareness of tenses by using past, present and future verbs in set sentences and creating their own sentences including these.</li> <li>Understanding word order and where to place appropriate words.</li> </ul>	<ul style="list-style-type: none"> <li>Expressing in speech and writing details about holidays (past and future)</li> <li>Further developing skills in adjective agreement between masculine and feminine adjectives</li> <li>Understanding verb conjugation with regular and irregular verbs with variety in at least 3 tenses.</li> <li>Further developing ability to write/speak whole sentences using verbs correctly and to listen out for key information.</li> <li>Further developing awareness of tenses by using past, present and future verbs in set sentences and creating their own including these.</li> <li>Understanding the location of adjectives in sentences and developing accuracy in word order.</li> </ul>	<ul style="list-style-type: none"> <li>Expressing in speech and writing details about Spanish culture, geography and key facts.</li> <li>Developing skills in cultural knowledge about Spanish Speaking countries.</li> <li>Understanding verb conjugation with regular verbs and irregular verbs.</li> <li>Developing ability to write/speak whole sentences using verbs correctly especially with regard to hotel booking and staying in hotels.</li> <li>Developing opinions to describe their holidays.</li> <li>Understanding and applying time phrases in their sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Expressing in speech and writing details about jobs, reasons for doing jobs, pros and cons of various jobs</li> <li>Developing skills in adjective agreement between masculine and feminine adjectives</li> <li>Understanding verb conjugation with regular verbs with variety of pronouns in present tense</li> <li>Developing ability to write/speak whole sentences using verbs correctly</li> <li>Developing awareness of tenses by using past and future verbs in set sentences</li> </ul>	
<b>Vocabulary instruction</b>	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	

<b>Term</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>6</b>
<b>Year 10</b>	<b>Theme: Festivals</b>	<b>Theme: Health</b>	<b>Theme: Environment</b>	<b>Theme: Home/Area</b>	<b>Theme: School</b>	<b>Theme: School</b>	<b>Assessment 2</b>
	<u>Vocabulary:</u> Students learn to read, listen to, speak and write information and opinions describing Spanish festivals and cultural events. They will enhance learning narrating past tense events, developing language about festivals and improving	<u>Vocabulary:</u> Students learn to read, listen to, speak and write information and opinions describing their health, their diet, drugs, smoking, alcohol, and helping others in society. Students will develop vocabulary, grammar, awareness of the subjunctive	<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 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	<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	<u>Vocabulary:</u> Students will recap and review the topics studied this year and in previous years. Students will catch up on speaking/writing preparation for assessment readying themselves for the GCSE speaking exams. They will also enhance their Reading and Listening skills. Post Exam they will	

	knowledge of the imperfect tense.	and enhance conditional use and modal verbs.		GCSE reading and listening abilities in exam skills.	level and prepare for their speaking assessment.	continue to develop skills on the world of work.	<b>Review and reteach</b>
	<u>Differentiation:</u> Weaker students will concentrate on first person forms in past tenses and using fue correctly.  Higher students will develop verb tense skills with all pronouns especially, I, he/she and they will use these to narrate events more fully.	<u>Differentiation:</u> Weaker students will concentrate on learning foundation level language on new topic and using set phrases in conditional.  Higher students will develop greater breadth of language and an awareness of subjunctive forms.	<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 time phrases in 3 <sup>rd</sup> 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 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 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> 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> 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 complete exam-based revision activities ready for final assessment in Term 6.	<u>Learning will be demonstrated:</u> Mock Exam Paper from GCSE last year in Reading and Writing. Speaking Test to be done in lesson.	
Vocabulary instruction	Coherent/incoherent Ambiguity To convey Inconsistency Disjointed Lapses	Comparative Superlative Perfect tense Past participle Imitate Gratitude	Grave Province Municipality Drought Starvation Ngo (non-governmental organization) Solidarity Proprietor (proprietary/propio) Poverty	Chalet Ample (amplio) Sierra Arboreteum (arbol) Villa Flora and fauna Amicable (amistoso)	Overwhelming Uneventful Excursion Comportment (comportamiento) Dead-end Baccalaureate (bachillerato)	Alumnus/alumni (alumno) Anxious Courteous (cortés) Administration Autonomously (autonomo)	

Term	1	2	3	4	5
<b>Year 11</b>	<b>Theme: School/Jobs</b>	<b>Theme: School/Jobs</b>	<b>Theme: Revision</b>	<b>Theme: Revision</b>	<b>Revision and past paper practice to embed knowledge and apply skills</b>
	<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 improve exam skills for 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 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>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 and H books.	<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 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>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> Mock Exam Paper from GCSE in 2 of the 4 skills for GCSE focusing on areas of weakness.	<u>Learning will be demonstrated:</u> Mock Exam Paper from GCSE in 2 of the 4 skills for GCSE focusing on areas of weakness.	<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>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	Overwhelming Uneventful Excursion Comportment (comportamiento) Dead-end	Baccalaureate (bachillerato) Alumnus/alumni (alumno) Anxious Courteous (cortés) Administration Autonomously (autonomo)	NA exam skills	NA exam skills	

Term	1	2	3	4	5	6	6
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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Higher students will be challenged and questioned on the topics they pick and encouraged to delve deeper into the topics.</p>	Assessment 3 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><u>Learning will be demonstrated:</u> 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><u>Learning will be demonstrated:</u> 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>	
	Vocabulary instruction	<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>	

Term	1	2	3	4	5
<b>Year 13</b>	<p>Vocabulary Literature: key vocabulary from the Ocho apellidos Vascos reading guide.</p> <p>A-Level class book: vocabulary related to multiculturalism in Hispanic society including immigration, racism and xenophobia.</p> <p>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.</p> <p>Higher students will develop higher expression in order to make their writing skills more sophisticated.</p>	<p>Learning will be demonstrated by: Vocabulary: students will be tested on vocabulary related to the topic and be expected to achieve &lt;75%</p> <p>Listening: students will demonstrate improving listening skills and success rate in practice exam questions.</p> <p>Reading: students will demonstrate improvements to their reading ability through wider vocabulary and knowledge of subject areas.</p> <p>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.</p> <p>Writing: students will be asked 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 assess both skills.</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:</p> <ul style="list-style-type: none"> <li>Film: topics of love, national identity, women roles, family roles and landscape.</li> <li>Novel: topics of love, food, social rules, women's role in the novel and social classes.</li> <li>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.</li> </ul> <p>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.</p> <p>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 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.</p> <p>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 movements 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.</p> <p>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.</p> <p>Higher students will develop their critical opinion on the subject as well as the ability to compare different events in different countries, analysing the differences and the similarities.</p>	<p><b>Revision and past paper practice to embed knowledge and apply skills</b></p>
	<p>Learning will be demonstrated by: Vocabulary: students will be tested on vocabulary related to the topic and be expected to achieve &lt;75%</p> <p>Listening: students will demonstrate improving listening skills and success rate in practice exam questions.</p> <p>Reading: students will demonstrate improvements to their reading ability through wider vocabulary and knowledge of subject areas.</p> <p>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.</p> <p>Writing: students will be asked 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 assess 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 &lt;75%</p> <p>Listening: students will demonstrate improving listening skills and success rate in practice exam questions.</p> <p>Reading: students will demonstrate improvements to their reading ability through wider vocabulary and knowledge of subject areas.</p> <p>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.</p> <p>Writing: students will be asked to develop a 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 assess 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 &lt;75%</p> <p>Listening: students will demonstrate improving listening skills and success rate in practice exam questions.</p> <p>Reading: students will demonstrate improvements to their reading ability through wider vocabulary and knowledge of subject areas.</p> <p>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.</p> <p>Writing: students will be asked to develop a 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 assess 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 &lt;75%</p> <p>Listening: students will demonstrate improving listening skills and success rate in practice exam questions.</p> <p>Reading: students will demonstrate improvements to their reading ability through wider vocabulary and knowledge of subject areas.</p> <p>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.</p> <p>Writing: students will be asked to develop a 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 assess both skills.</p>	
	<b>Exams to take place in lessons</b>		<b>Mock 1</b>	<b>Mock 2</b>	

Vocabulary	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
------------	--	--	---	--

**Impact**  
 Evidence will be gathered at 4 intervals throughout the year in assessments and data is QLAd and improvements agreed. This provides a clear indication as to what students know, compared to others in their year, and compared to previous years. It also provides a clear basis on which to improve outcomes in future terms.  
 The United Learning tests at the end of each year also provide a way of evidencing how much our students know compared to other schools.  
 Success rates at GCSE are high with success over the past two years above national achievement% of grades 4-9 with last year's cohort just under national achievement at 68%.

Around 50% of the current cohort of year 9 carry on to Year 10 and 11 with a small number carrying on to A-Level. In recent years the number of students doing languages has grown with the importance of Ebacc and numbers at A-Level have remained steady, with many students going to college to do A-Level Spanish

The impact can be seen in the data book which is produced 3 times per year.

The impact of MFL on the curriculum in terms of our targets for moving forward

1. Improve the progress of prior higher attainers. We are working on strategies to improve the ability of our higher prior attainers to write more at length, using greater variety of structures and secure high marks in translation skills. There is also some tightening of expectations regarding poor standard of work by grammar stream students.
2. High prior attaining PP students aren't making the progress compared to other sectors within each year group. Teachers are more aware now than ever of who those students, targeting these students for intervention in lesson through increased support, differentiation and praise to improve this situation.
3. Weaker areas in Translation and Reading skills needs to be tackled. A refresh of how students complete do now translations and verbs and reading booklets for all years from 7-11 will target underachievement in these skills.