

# Spanish

## INTENT- KS3

With over 450 million native speakers, Spanish is the second most spoken language in the world. Learning Spanish can take you further than you ever imagined. Our aim is for pupils at all levels to be effective communicators and to be able to express themselves articulately in the target language. We encourage all pupils to recognise and apply linguistic functions across a range of topics and to have a developing intercultural awareness and understanding. We have therefore carefully chosen the cultural aspects of the curriculum. The places, people, animals, paintings and interactions provide very interesting and necessary background for learning Spanish. They are in line with students' personal interest and we intend to inspire the children to continue with learning Spanish beyond GCSE.

We aim for our students: to have the ability to communicate with and understand speakers of Spanish in a variety of contexts and for a variety of purposes; to have the ability to communicate with and understand speakers of Spanish in a variety of contexts and for a variety of purposes; to have a solid foundation on which to prepare them for future language study. SEND/PP students have access to Spanish classes, they have access to the same knowledge and skills, but this is adapted to help them succeed in a class environment and through individual support.

## SKILLS AND KNOWLEDGE

	Students will develop their KNOWLEDGE of	Students will develop their SKILLS in
7	<ul style="list-style-type: none"> <li>• understanding that nouns have a gender</li> <li>• understanding the difference between the different words used to say 'a/the/some'</li> <li>• different verb forms for regular verbs in the present tense</li> <li>• different verb forms for irregular verbs in the present tense</li> <li>• verbs in the past, present and future tenses</li> <li>• understanding how adjectives work</li> <li>• understanding and using a variety of vocabulary to add detail to a range of topics</li> </ul>	<ul style="list-style-type: none"> <li>• speaking with generally accurate pronunciation and intonation</li> <li>• asking questions for communicative purposes</li> <li>• giving opinions in different ways with reasons</li> <li>• writing with extended sentences using connectives</li> <li>• writing with correct punctuation and capital letters</li> <li>• using vocabulary books and/or a dictionary to check spellings and find words</li> <li>• checking work for mistakes in spelling and meaning</li> <li>• writing paragraphs which include more complex language</li> <li>• identifying cognates and key words to understand unfamiliar language</li> <li>• understanding simple poetry and stories which stimulate their imagination</li> <li>• transcribing words and short sentences which they hear with increasing accuracy</li> <li>• translating sentences between English and the target language</li> <li>• holding a short conversation with some spontaneity</li> </ul>
8	<ul style="list-style-type: none"> <li>• how to build on basic grammar and vocabulary from Year 7 as appropriate to ensure progress</li> <li>• using a wide range of verb forms</li> <li>• using verb forms in past, present and future tenses with confidence</li> <li>• using time markers to express different time frames</li> <li>• understanding adjective agreement and the importance of this on accuracy</li> <li>• using a broad range of relevant vocabulary from the GCSE specification to express ideas in creative ways</li> <li>• manipulating grammar to express their own ideas</li> </ul>	<ul style="list-style-type: none"> <li>• checking work systematically for errors</li> <li>• reviewing work and correcting errors regularly (study skills)</li> <li>• speaking for longer with increasing spontaneity</li> <li>• developing opinions using a range of structures</li> <li>• using language creatively to express their own ideas</li> <li>• understanding the gist of more complicated passages</li> <li>• independently using a dictionary and/or vocab book as reference for support and to deepen vocabulary</li> <li>• understanding and appreciating a range of literary texts such as poems, stories and songs, which stimulate ideas and opinions</li> <li>• translating short texts between English and the target language</li> <li>• structuring extended pieces of writing, responding to pre-prepared stimuli</li> </ul>
9	<ul style="list-style-type: none"> <li>• How to review and improve on basic grammar and vocabulary from Year 7/8 as appropriate to ensure progress</li> <li>• using a wide range of regular and irregular verb forms</li> <li>• using verb forms in past, present and future tenses without prompting</li> <li>• using time markers to express different time frames</li> <li>• using adjective agreement confidently in different contexts</li> <li>• using a wide range of topic specific vocabulary from the GCSE specification to express ideas in creative ways</li> <li>• manipulating more complex grammar to express ideas in a more sophisticated style</li> </ul>	<ul style="list-style-type: none"> <li>• redrafting their work to improve accuracy</li> <li>• holding longer conversations and reacting spontaneously to questioning</li> <li>• developing their ideas and points of view using a wide range of structures</li> <li>• independently using a dictionary/or vocab book to deepen vocabulary and as reference material</li> <li>• understanding and appreciating a range of literary texts such as poems, stories and songs, which stimulate ideas and opinions</li> <li>• translating longer texts between English and the target language in a variety of contexts and understanding the skill of translation</li> <li>• structuring extended pieces of writing, responding to unseen stimuli</li> <li>• reading and listening for both gist and detail in increasingly lengthy passages of text / spoken language</li> </ul>

At CFF we believe passionately about the benefits that learning a language can bring. We strongly believe that language learning is a skill for life and something students should enjoy and find rewarding. The aim of our AQA GCSE Spanish curriculum is two-fold – to expand our students' cultural knowledge whilst developing their language skills. The CFF Spanish Department will seek to provide an inspirational, inclusive and coherent knowledge led GCSE curriculum that not only allows students to understand and communicate in Spanish, but also fosters a life-long love of the language. To achieve this, we will challenge our students to think and speak authentically by equipping all them with the knowledge and skills to succeed in language learning during their time in Years 10 and 11. We will also encourage and inspire students broaden their awareness of Spanish and Hispanic culture and society through a wide range of topics that promote curiosity and confidence. The GCSE Spanish specification encourages students to develop their ability and ambition to communicate with native speakers in speech and writing. The study of Spanish should also broaden horizons and encourage pupils to step beyond familiar cultural boundaries and develop new ways of seeing the world.

**SKILLS AND KNOWLEDGE**

	Students will develop their KNOWLEDGE of	Students will develop their SKILLS in
1 0 & 1 1	<p>The grammar requirements for GCSE are set out in two tiers: Foundation Tier and Higher Tier</p> <ul style="list-style-type: none"> <li>GCSE students will be expected to have acquired knowledge and understanding of Spanish grammar during their course</li> </ul> <p>In the exam they will be required to apply their knowledge and understanding, appropriate to the relevant tier of entry, drawing from the AQA vocabulary and grammar lists</p> <ul style="list-style-type: none"> <li>Students will be expected to develop and use their knowledge and understanding of grammar progressively throughout their course</li> <li>For full list of vocabulary and grammar please visit: <a href="https://filestore.aqa.org.uk/resources/spanish/specifications/AQA-8698-SP-2016.PDF">https://filestore.aqa.org.uk/resources/spanish/specifications/AQA-8698-SP-2016.PDF</a></li> </ul>	<ul style="list-style-type: none"> <li>demonstrating general and specific understanding of different types of spoken and written language</li> <li>following and understanding clear standard speech using familiar language across a range of specified contexts</li> <li>identifying the overall message, key points, details and opinions in a variety of short and longer spoken passages, involving some more complex language, recognising the relationship between past, present and future events</li> <li>deducing meaning from a variety of short and longer spoken texts, involving some complex language and more abstract material, including short narratives and authentic material addressing a wide range of contemporary and cultural themes</li> <li>recognising and responding to key information, important themes and ideas in more extended spoken or written text, including authentic sources, adapted and abridged, as appropriate, by being able to answer questions, extract information, evaluate and draw conclusions</li> </ul>

**CURRICULUM LESSONS ALLOCATED OVER THE 2 WEEK TIMETABLE**

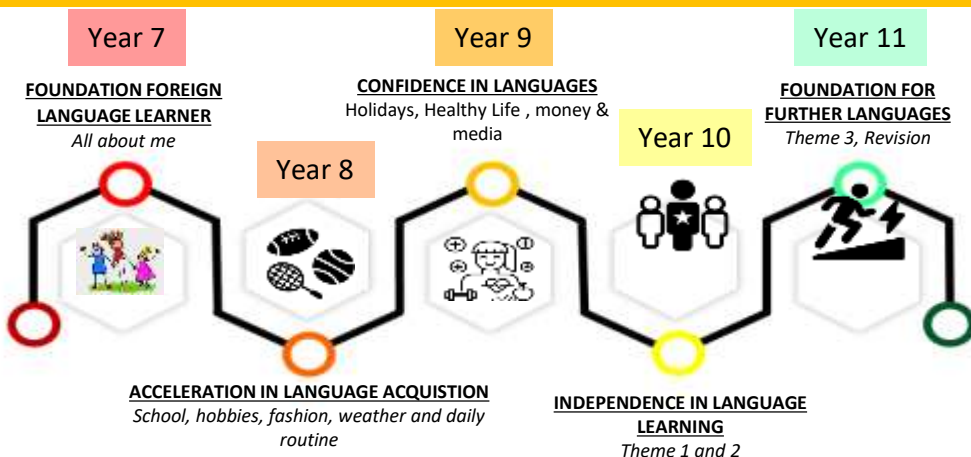
Year 7	Year 8	Year 9	Year 10	Year 11
5 x one-hour lessons	5 x one-hour lessons	6 x one-hour lessons	6 x one-hour lessons	6 x one-hour lessons

**OVERVIEW**

**Qualification gained by the end of year 11: Spanish GCSE 1-9**

Whole school vision links developed in this subject	After school destinations linked to this subject	
<ul style="list-style-type: none"> <li>Community links with local schools</li> <li>International opportunities to promote languages</li> <li>British values in the context of Spanish values</li> <li>Literacy and SPAG boost</li> <li>Promotion of high ambition from university visits.</li> <li>Inclusive for all- same setting but adapted work.</li> <li>Opportunities outside of the school community</li> <li>Working with Spanish schools</li> </ul>	<ul style="list-style-type: none"> <li>Spanish teacher</li> <li>Translator</li> <li>Interpreter</li> <li>Private tutor</li> <li>Tourism</li> <li>International aid</li> <li>Development worker</li> <li>Logistics and Distribution manager</li> </ul>	<ul style="list-style-type: none"> <li>Education consultant</li> <li>Commentator</li> <li>Leisure manager</li> <li>Sales Executive</li> <li>Professional</li> <li>Project manager</li> <li>Marketing</li> <li>Researcher</li> </ul>

**MFL CURRICULUM THEMES**



**Cross Curriculum links in MFL**

- Geography- location of countries
- Maths- numbers, time
- Drama- role plays
- History- festivals and culture
- Science- healthy lifestyle
- English- SPAG
- CA- describing region of Cumbria
- Music- songs, rhymes, Spanish guitar

## Foundation Foreign Language Learner

Based around the four pillars of grammar, vocabulary, phonics and culture, students will receive a firm foundation in the basics of learning a language. The course content will explore concepts such as 'Cultural Identity' and 'Diversity' and is designed to create language learners whose basic skills and open minds take them confidently into the next phase of their learning.

### KS2 recap

This term focuses on understanding how to learn foreign language. The main purpose of the work covered is to ensure that all students are working at the same level. Teacher will establish entry and exit routines and phonics.

### 2. Family - physical/ character descriptions.

Students will learn how to describe themselves, their family and pets. They will study how to ask question about physical description and personality. They will gain vocabulary about family members, and how to describe in the third person. They will use possessive adjectives. The verbs SER and TENER will be a focus.

### 4. My town – near future tense

Students will learn to talk about places in town, how to describe their town and where they plan to go at the weekend using the near future tense. There will be a link between jobs and places of work to introduce jobs vocabulary.

### 1. Greetings and personal details. Asking questions in present tense.

Students will learn how to introduce themselves in Spanish. They will also study how to ask and answer questions about their age, birthday, physical description and personality. They will gain vocabulary about family members.

### 3. My home - extending sentences.

Students will acquire new vocabulary to describe their town and the type of house that they live in. Students will look at negatives, the present tense (what they do in rooms of the house) and how their house would be perfect. Students will use opinions and adjectives to describe what they think of their house.

### 5. Food and drink - opinions

Students will acquire vocabulary about food and drink and give simple opinions about what they like/dislike. They will also learn how to talk about traditional Spanish food and drink.

### Progressing into Year 8





# Year 8- Spanish Curriculum

Curriculum theme:

## Acceleration in Language Acquisition.

Learning is "a change in long-term memory" (Kirschner, Sweller & Clark, 2016). To achieve this change, students are afforded opportunities to recall and recycle key vocabulary and grammar; prior knowledge is threaded throughout the units, with concepts and skills re-visited, built upon and developed in different contexts. The objectives and content reflect a securing of understanding, a development in independence and an acceleration in language acquisition.



## Year 7 recap

Having learnt basic grammatical structures and present tense formation in Year 7, in Year 8 students are challenged to apply these in new contexts. The Year 8 curriculum is also designed to introduce students to new topics.

## 2. Jobs and future careers

Students will learn to talk about what jobs they want to do in the future and what their parents do at work. They will learn vocabulary to talk about jobs they'd like to do and to describe work experience that they did, in order to introduce the past tense.

## 4. Sports and weather

Students will focus on what sports young people like to do, giving opinions and what they do in what weather. The cultural focus could consider international sporting events such as la Vuelta de Espana or researching famous Spanish sportsmen/women

## 6. Free time activities

Students will gain knowledge of vocabulary related to mobiles, music, TV and hobbies.

## 1. School subjects, uniform, activities.

Students will acquire vocabulary about school and giving more complex opinions about what they like/dislike. They will also learn how to talk about activities they do at break time and after school. Students will use *tener que* and *se debe* to describe what they must and must not do in school.

## 3. Daily Routine

Students will learn and correctly use vocabulary for daily activities and routines, during real-life conversations. They will use *tener que* to describe what they have to do, in terms of daily chores and they will learn how to say what time they do things.

## 5. Clothes

Students will get to learn words and phrases used to describe fashion and will recycle weather vocabulary to say what they wear, in a given weather. Pupils will describe what they wear to visit various places in town, hence revisiting places in town vocabulary.

## 7. Grammar

Past, Present, Future, Conditional Imperfect subjunctive (*si tuviera más tiempo*)  
(*Y si fuera posible, cuando sea mayor, me gustaría (ser)...*)

## Progressing into Year 9



# Year 9- Spanish Curriculum



## Curriculum theme: **Confidence in Languages**

The course content builds on prior learning, creating confident language learners who are equipped with the skills and conventions of language learning, to be able to take more ownership of their learning, manipulate meaning through a variety of tenses and adapt language to suit their needs. Students will be actively involved in the adaptation of language: **“Tell me and I forget, teach me and I may remember, involve me and I learn.”**

*B. Franklin*

## Year 8 recap

Year 9 is a key transitional year in MFL, in which students are taught to consolidate and apply their knowledge from Year 7 and 8 to a greater depth on familiar and new topics. These new topics will challenge their thinking about the world around them, such as their use of technology and the media and a broader awareness of the cultural celebrations of the target language country

## 2. Healthy Lifestyle

Students will learn to talk about diet, sleep, well-being and an active lifestyle. They will learn to talk about a variety of negative structures and describe unhealthy activities. Students will also learn how to discuss ailments and illness, including transactional vocabulary for use at the pharmacy.

## 1. Holidays

Students discuss holiday activities and weather, talk about holiday preferences, describe a past holiday using two past tenses, book accommodation and deal with problems on holiday. Students will give opinions in the past and use three tenses together. They will practise transactional language such as asking the way and booking a room together with problems with a hotel.

## 3. Money, media and music.

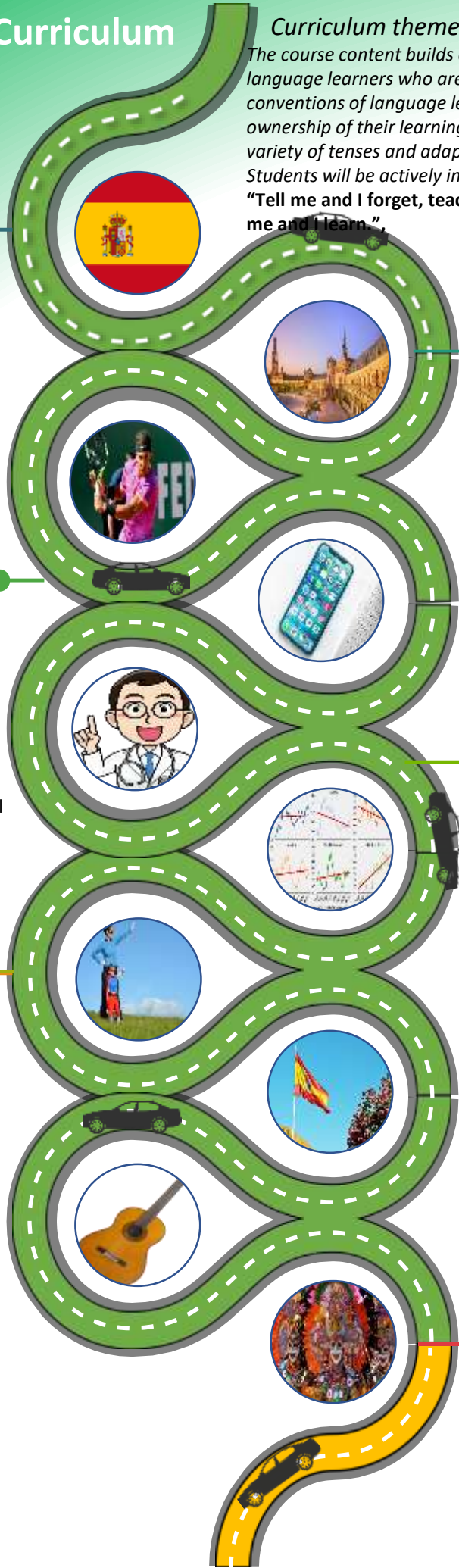
Students will build upon their knowledge of free-time activities as seen in Year 7 and 8 as well as content related to TV programmes, films, media music and other ways that they spend their money and time.

They will talk about what they usually do and what they did at the weekend to practice using the perfect tense, together with using the future tense to say what they are going to do.

## Progressing into Year 10

## 4. Role models and describing people

Students will be learning to describe appearance and personality of a role model using possessive adjectives; adjectival agreements.





# Year 10- Spanish Curriculum



Curriculum theme:

## Independence in Language learning

Learning a foreign language allows a broadening of horizons, a kaleidoscope of culture and the fostering of curiosity and a deepening understanding of the wider world. This curriculum theme provides opportunities for students to express their own ideas and thoughts in a foreign language together with understanding and responding to its speakers. A greater level of independence is achieved.

### Year 9 recap

The Year 10 curriculum aims to combine the application of students' knowledge and grammatical skills learnt in KS3 to local and global topics. Students are expected to be able to apply their knowledge of time frames, opinions, and verb conjugations to their learning about the local environment, foreign travel, and Hispanic festivals.

### 2. Theme 1- Free time activities

Students will build upon their knowledge of free time activities as seen in Year 7, 8 and 9 as well as content related to TV programmes, sports, music and role models. They will talk about what they usually do and will practice using the perfect tense.

### 4. Theme - 2 Home Town

Students will build upon content seen in Year 7, 8 and 9 related to life in the city/countryside. They will describe where they live, make future plans, discuss the advantages and disadvantages of living in the city, and a past trip.

### 6. Theme 2- Travel and tourism

Students will discuss holiday activities and weather, talk about holiday preferences, describe a past holiday using two past tenses, book accommodation and deal with problems on holiday. Students will give opinions in the past and use three tenses together.

### 1. Theme 1-Me, my family and friends

Students will revisit and build upon content seen in Year 7, 8 and 9 related to families, relationships, physical descriptions and personality. They will also look at vocabulary related to technology and recap making plans with friends.

### 3. Theme 1- Customs and Traditions

They will revisit different festivals and traditions touched upon in previous years in more depth. They will practice describing a special day or event, ordering in a restaurant, and talking about a music festival.

### 5. Theme 2 – Social & Global Issues

Students will revisit the topic of the environment, lifestyle and global and social issues. They will study looking after the environment at home, volunteering, serious global problems, how we can try to address them.

### Progressing into Year 11



# Year 11- Spanish Curriculum

Curriculum theme:

## Foundation for further Languages

This curriculum theme continues to encourage learner independence, providing opportunities to communicate for practical purposes, learn new ways of thinking and read excerpts of great literature in the original language. This theme is the foundation for learning further languages, equipping students with the basics to study or work in other countries.



### Year 10 Recap

Year 11 is a programme of study that requires students to consider their personal place in our global society and learn how combine their knowledge from Year 9 and 10 to talk about future study, career plans and the "bigger picture" (the environment, natural disasters, ethical issues, charities and volunteering).

### 2. Theme 3 - Life at School

Students will build upon content seen in Y7, 8 and 9 related to life at school. They will be able to discuss daily routine and rules using modal verbs of obligations (haber/deber/tener que).

### 4. Theme 3 – World of Work

Students will apply knowledge related to jobs and career preferences. They will practice using the preterite and imperfect together to talk about work experience and discussing plans for the future.

### 1. Theme 3 – My Studies

Students will revisit and build upon the topic of school introduced in Year 8. They will give opinions about and discuss school subjects and how to be a good student. They will also talk about different problems in schools.

### 3. Theme 3 – Education Post -16

Students will explore their options post 16, revising "si" clauses and using a variety of ways to discuss their future plans.

### Potential destinations

Language skills can lead directly into a career in translating, interpreting hospitality, law, publishing, teaching and any business services.

