

Curriculum Intent Map

SUBJECT: Modern Foreign Languages 2021 22



Subject Mission Statement

“High-quality languages education should deepen pupils’ understanding of the world” – National Curriculum (Languages Programme of Study).

The objective of North Durham Academy Modern Foreign Languages is to equip learners to understand and communicate effectively the target language (TL) and also to maximise opportunities to learn about related countries and cultures. On completion of this programme of study, our students will have laid the foundation for further languages learning if they wish to pursue that route and will have raised their aspirations and readiness for a higher level of education. They will have improved their chances for better apprenticeship/job prospects and will even feel empowered for the next step towards the possibility of study and work in other countries raising their aspirations and expectations of what they can achieve beyond school.

The department is keen to promote Foreign Languages in the Academy by organising a number of annual events throughout the year (such as the European Day of Languages or The National Spelling Bee competition) and will also explore cross-curricular opportunities with other subjects such as Geography, History, Art or Drama to maximise language and cultural learning.

The department is also keen to develop a programme of support for our primary feeders in KS2 foreign languages learning in order to ease the transition into KS3 MFL.

Related Documents

1. Schemes of Work (7-11)
2. Questioning policy
3. Assessment policy
4. Homework policy
5. Marking policy
6. Lesson structure documents
7. Skills mastering strategy
8. Phonics strategy
9. Loop learning strategy
10. Skill-based progression descriptors
11. Classroom Language in the TL.

Aims

The overarching principle that underpins MFL teaching practice is to enable pupils to express their ideas and thoughts and to understand and respond using the target language as a vehicle for communication. This cornerstone principle along with the **National Curriculum for languages** and the **Languages Curriculum Research Review by Ofsted June 2021** have been used to formulate the following aims to ensure that all students:

- understand and respond to spoken and written language from a variety of authentic sources.
- speak with increasing confidence, fluency and spontaneity.
- are equipped to find ways of communicating what they want to say, including through discussion and asking questions.
- are continually improving the accuracy of their pronunciation and intonation.
- write at varying length, for different purposes and audiences, using a variety of grammatical structures.
- discover and develop an appreciation of a range of writing in the language studied.

For our students to succeed, the MFL department will embrace a range of policies and strategies (see related appendices) which will promote learning and mitigate barriers that secondary students face when learning a foreign language:

- To increase students’ confidence by preparing a ‘Learning to Learn Foreign Languages’ guidance programme.
- To demystify GCSE exams and enhance candidates’ confidence by devising an ‘Exam Ready’ strategy for KS4 students.
- To create a transition programme from KS2 to KS3 so that prior learning from MFL primary can be evaluated and KS3 first learning in foreign languages becomes fully relevant and meaningful for all students so they can all feel they are making good transition progress regardless of their starting point in the subject.

- To boost students' performance by devising a programme of study which includes phonics work, cyclical learning, skills practise, skills mastering and cross-topical vocabulary work.

The department will also start using boost learning techniques this academic year. These techniques will be both formal and informal, namely: 'Launch Task' activities at the start of the lesson to bring back relevant complementary knowledge to the new lesson and 'Cyclical learning' opportunities in an 'ad hoc' basis where the teacher seizes an opportunity to recycle grammar or vocabulary covered in the past.

The MFL department aims to develop pedagogic practices which promote independent work and self-efficacy so that students approach a foreign language with a positive attitude and a 'can-do' belief in their ability and potential.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	<p>Overview</p> <p>Becoming a language learner</p> <p>This half- term focuses on four key elements:</p> <ul style="list-style-type: none"> understanding how to learn foreign languages. Levelling the disparity of KS2 MFL acquisition. Learning basic pronunciation rules in the TL. Exploring vocabulary and grammar basics around the idea of introducing self. <p>Learning objectives and Vocabulary acquisition</p> <ul style="list-style-type: none"> Learning how to learn foreign languages. Greetings. Introducing self. Numbers (1 – 31). Taking about age. 	<p>Overview</p> <p>Mi tiempo libre</p> <p>This half- term will start preparing students to interact with other speakers and give simple opinions. The vehicle for this will be the topic of free time and sport activities. There will be openings for visiting past learning material (cyclical learning opportunities).</p> <p>Learning objectives and Vocabulary acquisition</p> <ul style="list-style-type: none"> Saying what you like to do. Expressing opinions Saying what you do in your spare time. Talking about the weather. Saying what sports you do. 	<p>Overview</p> <p>Mi insti</p> <p>This half- term will aim to broaden students' range of expressing opinions and giving reasons. This will be achieved via topic of school subjects. There will be openings for visiting past learning material (cyclical learning opportunities).</p> <p>Learning objectives and Vocabulary acquisition</p> <ul style="list-style-type: none"> School subjects. Saying which subjects you study. Giving opinions about school subjects. Giving the time. Exploring time phrases ('por la mañana' – 'por la tarde' – 'por la noche') Describing your school. Talking about what you do at break time. 	<p>Overview</p> <p>Mi familia y mis amigos</p> <p>This half- term will cover how to describe people and places in Spanish. This will be done by teaching to topic of 'family & friends' and 'my home'. Students will learn the difference between the verbs 'To be' in Spanish ('Ser' & 'Estar'). There will be openings for visiting past learning material (cyclical learning opportunities).</p> <p>Learning objectives and Vocabulary acquisition</p> <ul style="list-style-type: none"> Describing your family Colours Physical description Describing where you live <p>Sequenced learning opportunities</p> <ul style="list-style-type: none"> Using 'cuando'. Talking about free time. Using 'time' and time-phrases. 	<p>Overview</p> <p>Mi ciudad</p> <p>This half term will cover the topic of city & town in Spanish. Students will describe the area where they live and their town. There will be openings for visiting past learning material (cyclical learning opportunities).</p> <p>Learning objectives and Vocabulary acquisition</p> <ul style="list-style-type: none"> Places in town. Describing your town or village. Ordering food and drink. <p>Sequenced learning opportunities</p> <ul style="list-style-type: none"> Family Home Time Weather Free time <p>Grammar, phonics and skills objectives</p> <ul style="list-style-type: none"> Prepositions 	<p>Overview</p> <p>Mi futuro</p> <p>This final half term will cover how to create the future tense in Spanish by explaining what they are going to do during their free time. Students will also prepare an End of year project where there will be opportunities to reflect and consolidate prior to attempting the End of Year assessment. There will be openings for visiting past learning material (cyclical learning opportunities).</p> <p>Learning objectives and Vocabulary acquisition</p> <ul style="list-style-type: none"> Saying what you are going to do in the weekend. End of year project. Reflection & Consolidation for End of Year assessment. <p>Sequenced learning opportunities</p>

<ul style="list-style-type: none"> Days and months. Creating dates and 'On' ('el' – 'los') + day of the week. Taking about birthdays. Describing personality. Introducing family members. Talking about pets. The alphabet. <p>Grammar, phonics and skills objectives</p> <ul style="list-style-type: none"> Phonics: Learning to pronounce Spanish correctly. Definite articles (el, la, los, las). Indefinite articles (un, una, unos, unas). Nouns (number and gender). Adjectives (number, gender, positioning). Adjectives (number, gender agreements). Verbs in Spanish (a simple introduction). Tener (To have) present tense. Ser (To be) present tense. <p>These objectives lead towards the GCSE theme: Identity and culture.</p> <p>Cultural focus</p>	<ul style="list-style-type: none"> Using 'hacer' (to do) and jugar ('to play') Using 'cuando' to say which activities you do when. Talking about free time. Using question words. <p>Sequenced learning opportunities</p> <ul style="list-style-type: none"> Family members Greetings Days and months Dates and 'On' ('el' – 'los') + day of the week. Personality <p>Grammar, phonics and skills objectives</p> <ul style="list-style-type: none"> Verbs: The infinitive in Spanish ('ar' – 'er' – 'ir'). Present tense: 'ar' 'er' 'ir' verbs (full paradigm – regular). Present tense of hacer (full paradigm – irregular). Present tense of jugar (full paradigm – stem-changing verb). Opinion verb (gustar). Gustar + noun. Gustar + infinitive <p>Sequenced learning opportunities</p> <ul style="list-style-type: none"> Phonics 	<p>Sequenced learning opportunities</p> <ul style="list-style-type: none"> Numbers. Greetings. Days and dates. Using 'cuando'. Using questioning words. Family members. <p>Grammar, phonics and skills objectives</p> <ul style="list-style-type: none"> Opinions for plural items: me gusta(n) + definite articles (el/la/los/las) Expanding opinions: Gustar, Encantar, Chiflar, Preferir, Odiar. Giving reasons: 'porque + (no) + to be + adjective'. <p>Sequenced learning opportunities</p> <ul style="list-style-type: none"> Phonics. Tener (To have) present tense. Ser (To be) present tense. Gustar + noun. Gustar + infinitive. Present tense ('ar' - 'er' - 'ir' regular verbs) <p>These objectives lead towards the GCSE theme: Identity and culture.</p> <p>Cultural focus</p> <ul style="list-style-type: none"> Differences between schools in Spain and in the UK. 	<p>Grammar, phonics and skills objectives</p> <ul style="list-style-type: none"> Ser vs Estar. Hay Possessive adjectives (mi/tu/su mis/tus/sus) <p>Sequenced learning opportunities</p> <ul style="list-style-type: none"> Phonics Ser Tener Opinions + reasons Articles (definite & indefinite) <p>These objectives lead towards the GCSE theme: Current and future study and employment.</p> <p>Cultural focus</p> <ul style="list-style-type: none"> Easter traditions in Spain ('Semana Santa'). Spanish architecture: From Gaudí to Calatrava. <p>KPIs</p> <p>Students will be assessed using a combination of low stakes testing in all skill areas.</p> <ul style="list-style-type: none"> Testing phonics knowledge Testing grammar knowledge Testing vocabulary knowledge 	<p>Sequenced learning opportunities</p> <ul style="list-style-type: none"> Querer (to want) present tense. <p>These objectives lead towards the GCSE theme: Identity and culture.</p> <p>Cultural focus</p> <ul style="list-style-type: none"> Exploring Spain. 'National Spelling Bee' competition – 'The Final' (Yr7). <p>KPIs</p> <p>Students will be assessed using a combination of low stakes testing in all skill areas.</p> <ul style="list-style-type: none"> Testing phonics knowledge Testing grammar knowledge Testing vocabulary knowledge 	<ul style="list-style-type: none"> Family Places in town <p>Grammar, phonics and skills objectives</p> <ul style="list-style-type: none"> Immediate future (Ir + a + Infinitive). Future time phrases. <p>Sequenced learning opportunities</p> <ul style="list-style-type: none"> 'Ir' (present tense). Time phrases. <p>These objectives lead towards the GCSE theme: Local, national, international and global areas of interest.</p> <p>Cultural focus</p> <ul style="list-style-type: none"> Exploring Latin America. Spanish cinema. <p>KPIs</p> <p>Students will be assessed using a combination of low stakes testing in all skill areas.</p> <ul style="list-style-type: none"> Testing phonics knowledge Testing grammar knowledge Testing vocabulary knowledge
---	---	---	---	--	--

	<ul style="list-style-type: none"> • 'European day of Languages' (26 09 2021). • 'Introduction to the 'National Spelling Bee' competition (Yr7). • 'El Día de los Muertos'. <p>KPIs</p> <p>Students will be assessed using a combination of low stakes testing in all skill areas.</p> <ul style="list-style-type: none"> • Testing phonics knowledge • Testing grammar knowledge • Testing vocabulary knowledge 	<ul style="list-style-type: none"> • Nouns & Adjectives (number – gender – positioning) • Articles (definite & indefinite) • Tener (To have) present tense. • Ser (To be) present tense. <p>These objectives lead towards the GCSE theme: Identity and culture.</p> <p>Cultural focus</p> <ul style="list-style-type: none"> • The cultural focus will be Christmas and how it is celebrated in Spain. • 'Spelling Bee' competition – First Round' (Yr7). • 'Dali Puzzle' day. <p>KPIs</p> <p>Students will be assessed using a combination of low stakes testing in all skill areas.</p> <ul style="list-style-type: none"> • Testing phonics knowledge • Testing grammar knowledge • Testing vocabulary knowledge 	<ul style="list-style-type: none"> • Carnival in Spain. • 'Spelling Bee' competition – Second Round' (Yr7). <p>KPIs</p> <p>Students will be assessed using a combination of low stakes testing in all skill areas.</p> <ul style="list-style-type: none"> • Testing phonics knowledge • Testing grammar knowledge • Testing vocabulary knowledge 			
Year 8	<p>Overview</p> <p>Mis vacaciones</p> <p>Students will study how to describe past events</p>	<p>Overview</p> <p>Todo sobre mi vida</p> <p>Students will learn how to express preferences</p>	<p>Overview</p> <p>¡A comer!</p> <p>This half- term students will explore how to express more</p>	<p>Overview</p> <p>¿Qué hacemos?</p> <p>This half- term students will work on the topic of 'going out'</p>	<p>Overview</p> <p>Operación verano</p> <p>This half-term students will work on a wide range of holiday</p>	<p>Overview</p> <p>Revision and reflection</p> <p>This final half term students will prepare an</p>

<p>in Spanish using the preterite. This will be facilitated through the topic of 'holidays'. Students will be encouraged to expand content and give more information by incorporating grammar and vocabulary from previous topics. There will be opportunities for visiting past learning material (cyclical learning).</p> <p>Learning objectives</p> <ul style="list-style-type: none"> Talking about a past holiday. Saying what you did on holiday. Saying what your holiday was like. Giving a presentation about your holiday (expanding content and making sentences more interesting). Describing an amazing or disastrous holiday. <p>Sequenced learning opportunities</p> <ul style="list-style-type: none"> Family Home Time Weather Hobbies Ordering food & drink <p>Grammar, phonics and skills objectives</p>	<p>and build comparisons in Spanish. This will be done within the context of the following topics: music, TV and mobile telecommunication. Students will continue to expand content and give more information by combining grammar and vocabulary from previous topics. There will be opportunities for visiting past learning material (cyclical learning).</p> <p>Learning objectives</p> <ul style="list-style-type: none"> Saying what you use your mobile phone for. Saying what type of music you like. Talking about TV. Free time (what I do... what I did...). <p>Sequenced learning opportunities</p> <ul style="list-style-type: none"> Places in town Expressing opinions and reasons Telling the time and time phrases <p>Grammar, phonics and skills objectives</p> <ul style="list-style-type: none"> Present tense of regular -ar, -ir, -er verbs, full paradigm (revision) present. tense of stemchanging verbs (revision). 	<p>sophisticated opinions and reasons and start combining past, present and future events. The topical context will be food and drink in Spanish. There will be opportunities for revisiting past learning material (cyclical learning).</p> <p>Learning objectives</p> <ul style="list-style-type: none"> Saying what food you like. Exploring more opinions and reasons. Describing mealtimes Ordering a meal. Using usted / ustedes. Discussing what to buy for a party. Giving an account of a party. Using three tenses together. <p>Sequenced learning opportunities</p> <ul style="list-style-type: none"> Family and friends. Dates and 'On' + day of the week. <p>Grammar Phonics and skills objectives</p> <ul style="list-style-type: none"> Me gusta(n) + definite article. Double negatives: no, nunca, no... nada. Familiar/polite 'you': tú / usted / ustedes. Using the present and the preterite. 	<p>and they will learn the conditional of 'Gustar' (to like) in order to be able to communicate what they would like to do during their free-time. There will be opportunities for visiting past learning material (cyclical learning).</p> <p>Learning objectives</p> <ul style="list-style-type: none"> Arranging to go out Using me gustaría + infinitive. Making excuses (using querer and poder). Saying what other people look like (using verbs in the third person). Talking about clothes Saying 'this/these'. Talking about sporting events using three tenses. Daily routines. <p>Sequenced learning opportunities</p> <ul style="list-style-type: none"> Colours Physical description <p>Grammar, phonics and skills objectives</p> <ul style="list-style-type: none"> a + el = al de + el = del conditional: me/te gustaría + infinitive. Stem-changing verbs querer, poder (present tense). Reflexive verbs (present tense). Adjective agreement (colour adjectives) demonstrative. Adjective este / esta / estos / estas. 	<p>related elements in order to consolidate vocabulary and grammatical objectives covered during the academic year. There will be opportunities for revisiting past learning material (cyclical learning).</p> <p>Learning objectives</p> <ul style="list-style-type: none"> Describing a holiday home Discovering more about the comparative. Describing holiday activities using the superlative. Asking for directions. Talking about summer camps Learning more about using three tenses. <p>Sequenced learning opportunities</p> <ul style="list-style-type: none"> Giving directions. Holiday vocabulary. Weather. <p>Grammar, phonics and skills objectives</p> <ul style="list-style-type: none"> comparative: más/menos + adjective + que. se puede(n) + infinitive superlative: el/la/los/las más + adjective + de. imperative: tú form. using three tenses (present, preterite, near future) together. <p>Sequenced learning opportunities</p> <ul style="list-style-type: none"> Ser (to be). Estar (to be). 	<p>end of year project where they will reflect and consolidate prior to attempting and end of year assessment. There will be opportunities for visiting past learning material (cyclical learning opportunities).</p> <p>Learning objectives</p> <ul style="list-style-type: none"> Describing a trip round the world. <p>Sequenced learning opportunities</p> <ul style="list-style-type: none"> Holidays. Places in town. Food and drink. Directions. Free time. Music. Physical and character description. Clothes. <p>Grammar, phonics and skills objectives</p> <ul style="list-style-type: none"> Improving phonic pronunciation (consonants) <p>Sequenced learning opportunities</p> <ul style="list-style-type: none"> Present – Past – Future tenses. Demonstrative adjectives. Comparatives – Superlatives. Ser (to be) vs Estar (to be). Opinion verbs. <p>Cultural focus</p>
---	--	---	---	--	--

<ul style="list-style-type: none"> • Preterite (regular 'ar' – 'er' – 'ir' verbs) (full paradigms). • Preterite of ir To go (full paradigm). • Preterite of 'Ser' To be (full paradigm). • Preterite of sacar: spelling change saqué preterite + no. • Preterite of ver: ví. • Preterite of ser. • Distinguishing between present and preterite verb forms 'we' form of -ar verbs in present/preterite. • Using the present and the preterite together. <p>Sequenced learning opportunities</p> <ul style="list-style-type: none"> • Phonics: Revising how to pronounce Spanish correctly (vowels). • Revising present tense in Spanish. <p>These objectives lead towards the GCSE theme: Local, national, international and global areas of interest.</p> <p>Cultural focus</p> <p>Geography of Spain and its islands (Spanish favourite holiday destinations).</p> <p>KPIs</p>	<ul style="list-style-type: none"> • Me gusta/n + the definite article agreement of adjectives. • Comparison of adjectives: más... que... agreement of indefinite article. • Preterite of hacer (full paradigm) using the present and the preterite together. • Third person singular of present tense and preterite, regular / irregular verbs. <p>Sequenced learning opportunities</p> <ul style="list-style-type: none"> • Querer (present tense) • Prepositions. <p>These objectives lead towards the GCSE theme: Identity and culture.</p> <p>Cultural focus</p> <p>The cultural focus will be on Hispanic music and TV programmes.</p> <p>KPIs</p> <p>Students will be assessed using a combination of low stakes testing in all skill areas.</p>	<p>Sequenced learning opportunities</p> <ul style="list-style-type: none"> • Near future tense (full paradigm). • Creating the negative in Spanish. • Future time phrases. <p>These objectives lead towards the GCSE theme: Identity and culture.</p> <p>Cultural focus</p> <ul style="list-style-type: none"> • Food in Spanish speaking countries and eating habits. <p>KPIs</p> <p>Students will be assessed using a combination of low stakes testing in all skill areas.</p> <ul style="list-style-type: none"> • Testing phonics knowledge • Testing grammar knowledge • Testing vocabulary knowledge 	<ul style="list-style-type: none"> • Using three tenses (present, preterite, near future) together. <p>Sequenced learning opportunities</p> <ul style="list-style-type: none"> • Definite articles (El, La. Los. Las). • Gender and number agreements. <p>These objectives lead towards the GCSE theme: Identity and culture.</p> <p>Cultural focus</p> <ul style="list-style-type: none"> • The cultural focus will be on the differences between young people's social activities in Spain and the UK. <p>KPIs</p> <p>Students will be assessed using a combination of low stakes testing in all skill areas.</p> <ul style="list-style-type: none"> • Testing phonics knowledge • Testing grammar knowledge • Testing vocabulary knowledge 	<p>These objectives lead towards the GCSE theme: Local, national, international and global areas of interest.</p> <p>Cultural focus</p> <ul style="list-style-type: none"> • The cultural focus will be on describing a major city in Spain and the region where it is located.. <p>KPIs</p> <p>Students will be assessed using a combination of low stakes testing in all skill areas.</p> <ul style="list-style-type: none"> • Testing phonics knowledge • Testing grammar knowledge • Testing vocabulary knowledge 	<p>Spanish speaking countries. The geography and the differences between them.</p> <p>KPIs</p> <p>Students will be assessed using a combination of low stakes testing in all skill areas.</p> <ul style="list-style-type: none"> • Testing phonics knowledge • Testing grammar knowledge • Testing vocabulary knowledge
---	--	---	---	---	---

	<p>Students will be assessed using a combination of low stakes testing in all skill areas.</p> <ul style="list-style-type: none"> • Testing phonics knowledge • Testing grammar knowledge • Testing vocabulary knowledge 	<ul style="list-style-type: none"> • Testing phonics knowledge • Testing grammar knowledge • Testing vocabulary knowledge 				
Year 9	<p>Overview</p> <p>Somos así</p> <p>Students will work on expanding descriptions of future events in Spanish using the future and conditional tenses. This will be facilitated through the topic of 'Going out'. Students will be encouraged to expand content. There will be opportunities for visiting past learning material (cyclical learning).</p> <p>Learning objectives</p> <ul style="list-style-type: none"> • Talking about things you like. • Talking about your week. • Exploring the world of film and cinema. • Talking about birthday celebrations • Expanding communication using the four 'Ws' (who – where – when – why). 	<p>Overview</p> <p>¡Oriéntate!</p> <p>This half- term students will work on the topic of 'jobs and professions' and they will learn how to use the structure 'Tener que + inf (to have to). There will be opportunities for visiting past learning material (cyclical learning).</p> <p>Learning objectives</p> <ul style="list-style-type: none"> • Saying what you have to do at work using 'tener que' (To have to). • Saying what job you would like to do. • Saying what you did at work yesterday. • Describing your job combining the present and the preterite together. • Checking for accuracy and 	<p>Overview</p> <p>En forma</p> <p>This half term students will learn about Spanish reflexive verbs and explore a wider variety of negative structures and reflexive verbs to describe and discuss healthy and unhealthy diets, ailments and illnesses. There will be opportunities for visiting past learning material (cyclical learning opportunities).</p> <p>Learning objectives</p> <ul style="list-style-type: none"> • Talking about diet using negatives • Talking about an active lifestyle using stem-changing verbs • Talking about your daily routine using reflexive verbs • Talking about ailments using different verbs to describe illness 	<p>Overview</p> <p>Jóvenes en acción</p> <p>This half term students will widen their range of complex structures by learning to use constructions such as 'Deber + infinitive', 'Hay que + infinitive' and by combining regular and irregular verbs such as Poder (to be able). This will be through the topic of children's wellbeing, rights, charity work and the environment. There will be opportunities for visiting past learning material (cyclical learning opportunities).</p> <p>Learning objectives</p> <ul style="list-style-type: none"> • Talking about children's lives. • Talking about children's rights. • Talking about journeys to school. • Talking about environmental issues. • Writing about raising money for charity. • Looking up verbs in a dictionary. 	<p>Overview</p> <p>Una aventura en Madrid</p> <p>This half term students will refine their knowledge of the present, past and future tenses of regular and irregular verbs. This will be facilitated through the topic of 'going on a day trip'. There will be opportunities for revisiting past learning material (cyclical learning).</p> <p>Learning objectives</p> <ul style="list-style-type: none"> • Meeting and greeting people. • Describing a day trip. • Discussing buying souvenirs. • Discussing the final day of a visit. <p>Sequenced learning opportunities</p> <ul style="list-style-type: none"> • Holidays • The time and dates • My town • Numbers • Asking questions 	<p>Overview</p> <p>Revision, assessment and projects</p> <p>This final half term students will prepare an end of year project where there will be opportunities to reflect and consolidate the work done throughout the year prior to attempting the end of Year assessment.</p> <p>Learning objectives</p> <ul style="list-style-type: none"> • Geographical features • Spanish society <p>Spanish Projects</p> <ul style="list-style-type: none"> • Así soy yo • Un monólogo divertido • Una rutina de baile • Las historias que contamos • ¡Eres guía turístico <p>Sequenced learning opportunities</p> <ul style="list-style-type: none"> • Holidays • City and town

<ul style="list-style-type: none"> Understanding longer, spoken texts. <p>Sequenced learning opportunities</p> <ul style="list-style-type: none"> Arranging to go out Using me gustaría + infinitive. Places in town. Describing your town or village. <p>Grammar, phonics and skills objectives</p> <ul style="list-style-type: none"> Definite article with opinions Present tense of ser (full paradigm) The near future tense Regular adverbs in Spanish <p>Sequenced learning opportunities</p> <ul style="list-style-type: none"> present tense of regular -ar, -er and -ir verbs (full paradigm). Using opinion verbs (present tense) and reasons. Talking about your week. Revising 'ir' (to go) in the present tense. <p>These objectives lead towards the GCSE theme: Identity and culture</p> <p>Cultural focus</p>	<p>looking up new words using reference materials.</p> <p>Sequenced learning opportunities</p> <ul style="list-style-type: none"> Places in town. Describing your town or village. <p>Grammar, phonics and skills objectives</p> <ul style="list-style-type: none"> Tener que + infinitive Adjective agreement Preterite tense of regular verbs. Using the present and the preterite together The verb 'ir' (to go) in the preterite tense. <p>Sequenced learning opportunities</p> <ul style="list-style-type: none"> Revising Tener (To have) in the present tense. Adjective number and gender agreements. <p>These objectives lead towards the GCSE theme: Current and future study and employment.</p> <p>Cultural focus</p> <p>Spanish Cinema (El orfanato).</p>	<ul style="list-style-type: none"> Talking about getting fit using se debe / no se debe <p>Sequenced learning opportunities</p> <ul style="list-style-type: none"> Food & drink. Going out. Family. Numbers. The time and time phrases. <p>Grammar, phonics and skills objectives</p> <ul style="list-style-type: none"> Expressions of frequency. Negatives. Stem-changing verbs. Reflexive verbs. Me duele(n) ser and estar. (no) se debe. <p>Sequenced learning opportunities</p> <ul style="list-style-type: none"> Phonics (vowels and consonants in Spanish) Position of adjectives <p>These objectives lead towards the GCSE theme: Identity and culture.</p> <p>Cultural focus</p> <p>The Mediterranean diet and Spanish gastronomy.</p> <p>KPIs</p>	<p>Sequenced learning opportunities</p> <ul style="list-style-type: none"> Food and drink. School. Environment School subjects Clothing My home <p>Grammar, phonics and skills objectives</p> <ul style="list-style-type: none"> Poder (full paradigm). Present tense of irregular verbs. Deber + infinitive (Must + infinitive). Comparatives and superlatives. <p>Sequenced learning opportunities</p> <ul style="list-style-type: none"> Present tense of regular verbs. Tener que + infinitive (To have to). <p>These objectives lead towards the GCSE theme: Local, national, international and global areas of interest.</p> <p>Cultural focus</p> <ul style="list-style-type: none"> An insight into 'los pueblos jóvenes' in Peru. <p>KPIs</p> <p>Students will be assessed using a combination of low stakes testing in all skill areas.</p>	<p>Grammar, phonics and skills objectives</p> <ul style="list-style-type: none"> Building expressions with 'Tener' The superlative preterite tense of irregular verbs <p>Sequenced learning opportunities</p> <ul style="list-style-type: none"> Working with the present, preterite and near future tenses Time-phrases <p>These objectives lead towards the GCSE theme: Local, national, international and global areas of interest.</p> <p>Cultural focus</p> <ul style="list-style-type: none"> Discovering Madrid and Barcelona. <p>KPIs</p> <p>Students will be assessed using a combination of low stakes testing in all skill areas.</p> <ul style="list-style-type: none"> Testing phonics knowledge Testing grammar knowledge Testing vocabulary knowledge 	<ul style="list-style-type: none"> Food and drink Environment The weather <p>Grammar, phonics and skills objectives</p> <ul style="list-style-type: none"> End of year consolidation and revision. <p>Sequenced learning opportunities</p> <p>N/A</p> <p>Cultural focus</p> <p>One country – many identities: Exploring the diverse Spanish cultural heritage.</p> <p>KPIs</p> <p>Students will be assessed using a combination of low stakes testing in all skill areas.</p> <ul style="list-style-type: none"> Testing phonics knowledge Testing grammar knowledge Testing vocabulary knowledge
--	---	---	---	---	--

	<ul style="list-style-type: none"> Discovering Latin America. <p>KPIs</p> <p>Students will be assessed using a combination of low stakes testing in all skill areas.</p> <ul style="list-style-type: none"> Testing phonics knowledge Testing grammar knowledge Testing vocabulary knowledge 	<p>KPIs</p> <p>Students will be assessed using a combination of low stakes testing in all skill areas.</p> <ul style="list-style-type: none"> Testing phonics knowledge Testing grammar knowledge Testing vocabulary knowledge 	<p>Students will be assessed using a combination of low stakes testing in all skill areas.</p> <ul style="list-style-type: none"> Testing phonics knowledge. Testing grammar knowledge. Testing vocabulary knowledge. 	<ul style="list-style-type: none"> Testing phonics knowledge Testing grammar knowledge Testing vocabulary knowledge 		
Year 10	<p>Overview</p> <p>¡Desconéctate!</p> <p>Students will learn how to elaborate their arguments further in Spanish and how to add more detail to their content. This will be done within the context of holiday activities and preferences. There will be opportunities for visiting past learning material (cyclical learning).</p> <p>Learning objectives</p> <ul style="list-style-type: none"> Talking about the places in a town or city. Talking about shops and shopping. Describing the features of a region. Planning what to do 	<p>Overview</p> <p>Mi vida en el insti</p> <p>Students will continue learning how to work with more sophisticated linguistic structures. They will use pronouns and a range of verb tenses. This will be done within the context of 'school and education'. There will be opportunities for visiting past learning material (cyclical learning).</p> <p>Learning objectives</p> <ul style="list-style-type: none"> Describing your school. Giving opinions about school subjects. Describing subjects and teachers. Describing school uniform and the school day. 	<p>Overview</p> <p>Mi gente</p> <p>Students will expand their knowledge on themes relating to interactions with others, such as: family, friends, social networks and relationships. There will be opportunities for visiting past learning material (cyclical learning).</p> <p>Learning objectives</p> <ul style="list-style-type: none"> Talking about socialising and family. Describing people. Talking about social networks. Extending responses by referring to others. Making arrangements to meet up. 	<p>Overview</p> <p>Intereses e influencias</p> <p>Students will cover a broad range of types of entertainment such as TV, sports and trends. This content frame will help to incorporate more specific language and sophisticated structures such as 'tends to' or 'used to'.</p> <p>Learning objectives</p> <ul style="list-style-type: none"> Talking about free-time activities. Talking about TV programmes and films. Using adjectives of nationality. Talking about what you usually do. Looking at context to identify missing words. Talking about sports. Discussing different types of entertainment. Role models (inspiring people). 	<p>Overview</p> <p>Ciudades</p> <p>Students will learn how to extend their answers using opinions, reasons and referring to past, present and future events. This will be done within the context of 'city and town'. There will be opportunities for visiting past learning material (cyclical learning).</p> <p>Learning objectives</p> <ul style="list-style-type: none"> Shopping for clothes and presents. Using demonstrative adjectives. Explaining preferences when in the city. Talking about problems in a town. Using tan and tanto Using antonyms. Describing a visit in the past together. 	<p>Overview</p> <p>De costumbre</p> <p>Students will learn how to communicate problems, feelings and preferences referring to past, present and future events. This will be done within the context of 'identity and culture'. There will be opportunities for visiting past learning material (cyclical learning).</p> <p>Learning objectives</p> <ul style="list-style-type: none"> Describing mealtimes. Talking about daily routine. Talking about illnesses and injuries. Asking for help at the pharmacy. Talking about typical foods. Using me gusta / me gustaría. Using quantity expressions.

	<ul style="list-style-type: none"> Using exclamations. <p>Sequenced learning opportunities</p> <ul style="list-style-type: none"> Geographical features The weather <p>Grammar, phonics and skills objectives</p> <ul style="list-style-type: none"> Using some, many, lots of. Saying what there is or isn't. Asking for and understanding directions. Decoding shop names. Listening for clues Understanding prices expressed in different ways. se puede / se pueden + infinitive Asking and responding to questions The future tense Si + present + future <p>Sequenced learning opportunities</p> <ul style="list-style-type: none"> Present – Preterite – Future – Conditional. Nouns & Adjectives (agreement and positioning). Adverbs. Polite form of address (usted). 	<ul style="list-style-type: none"> Talking about school rules. <p>Sequenced learning opportunities</p> <ul style="list-style-type: none"> Clothes. Colours. Time and sequences. Family and friends. Sports and leisure. <p>Grammar, phonics and skills objectives</p> <ul style="list-style-type: none"> Understanding Object Pronouns. Distinguishing between the present and the imperfect. Preterite vs Perfect tense. Using phrases followed by the infinitive. Using adjectives. <p>Sequenced learning opportunities</p> <ul style="list-style-type: none"> Subject pronouns. Tu vs Usted and verb endings. <p>These objectives relate to the GCSE theme: 'Current and future study and employment.'</p> <p>Exam Ready objective</p> <ul style="list-style-type: none"> Listening Skills and phonics. Tackling more challenging listening exercises. 	<ul style="list-style-type: none"> Talking about reading preferences. Describing relationships. <p>Sequenced learning opportunities</p> <ul style="list-style-type: none"> Places in town. The internet. Leisure. <p>Grammar, phonics and skills objectives</p> <ul style="list-style-type: none"> Using Ser (to be) and Estar (to be). Using the present continuous. Using para with infinitives. <p>Sequenced learning opportunities</p> <ul style="list-style-type: none"> Using verbs in the present tense. Adjectival agreement. <p>These objectives relate to the GCSE 'Identity and culture'.</p> <p>Exam Ready objective</p> <ul style="list-style-type: none"> Writing Skills. <p>Cultural focus</p> <p>Socialising in Spain: typical timetable for going out; typical social activities such as 'ir de tapas'</p> <p>KPIs</p> <p>Students will be assessed using a</p>	<p>Sequenced learning opportunities</p> <ul style="list-style-type: none"> Family Jobs and professions School City and town <p>Grammar, phonics and skills objectives</p> <ul style="list-style-type: none"> Using stem-changing verbs Using suelo / solemos + infinitive (I tend to...) Using the imperfect tense to say what you used to do Using algunos/otros/muchos/de demasiados Listening for different tenses. <p>Sequenced learning opportunities</p> <ul style="list-style-type: none"> Imperfect tense Present tense Adverbs <p>These objectives relate to the GCSE theme: 'identity and culture'.</p> <p>Exam Ready objective</p> <ul style="list-style-type: none"> Speaking Skills (Photocard). <p>Cultural focus</p> <p>Spanish Role Models: Rafa Nadal, Pau Gassol, Antonio Banderas. The popularity of balonmano (Handball) and padel (paddle tennis) in Spain</p>	<p>Sequenced learning opportunities</p> <ul style="list-style-type: none"> Places in town. Leisure activities. The environment. Time. <p>Grammar, phonics and skills objectives</p> <ul style="list-style-type: none"> Imperfect tense Demonstrative adjectives. Using 'tan' and 'tanto'. Identifying antonyms. Tackling listening exercises with new vocabulary. Using three tenses together. Listening for gist Extending spoken answers using opinions and reasons. <p>Sequenced learning opportunities</p> <ul style="list-style-type: none"> Present and future tenses. Definite and indefinite articles. Comparatives. <p>These objectives relate to the GCSE theme: 'Local, national, international and global areas of interest.'</p> <p>Exam Ready objective</p> <p>Listening Skills (working with phonetic rules). Translation into English.</p> <p>Cultural focus</p> <p>Festivals in Spain: Las fallas.</p> <p>KPIs</p>	<ul style="list-style-type: none"> Comparing different festivals. Describing a special day. Using reflexive verbs in the preterite. Inferring meaning in a literary text. <p>Sequenced learning opportunities</p> <ul style="list-style-type: none"> Food and drink Ordering food. Quantities in Spanish. Numbers Time <p>Grammar, phonics and skills objectives</p> <ul style="list-style-type: none"> Reflexive verbs (preterite). Understanding verbs for different meals. Extending what you say using sequencers (primero ... y luego ...), connectives (si and donde) and opinions. Using estar for temporary states and feelings. Expressions with tener Pronunciation of cognates. Using tengo dolor de and doler to say something hurts. Using quantity expressions. <p>Sequenced learning opportunities</p> <ul style="list-style-type: none"> Opinion verbs in the present tense.
--	---	--	---	---	--	---

	<p>These objectives relate to the GCSE theme: 'Local, national, international and global areas of interest.'</p> <p>Exam Ready objective</p> <ul style="list-style-type: none"> Listening Skills (working with phonetic rules). Reading long exam texts (strategy). <p>Cultural focus</p> <p>Mexico (Cancun)</p> <p>KPIs</p> <p>Students will be assessed using a combination of GCSE style tasks in all skill areas in order to monitor progress and performance.</p>	<p>Cultural focus</p> <p>Festivals in Spain (1): Bullfighting – opposing views.</p> <p>KPIs</p> <p>Students will be assessed using a combination of GCSE style tasks in all skill areas in order to monitor progress and performance.</p>	<p>combination of GCSE style tasks in all skill areas in order to monitor progress and performance.</p>	<p>KPIs</p> <p>Students will be assessed using a combination of GCSE style tasks in all skill areas in order to monitor progress and performance.</p>	<p>Students will be assessed using a combination of GCSE style tasks in all skill areas in order to monitor progress and performance.</p>	<ul style="list-style-type: none"> Gustar (To like) in the conditional. Using Clues, Cognates, Context and Common sense to help with reading a text. Present tense of reflexive verbs. <p>These objectives relate to the GCSE theme: 'identity and culture'.</p> <p>Exam Ready objective</p> <ul style="list-style-type: none"> Speaking and Writing Skills. <p>Assessment Translation into Spanish & GCSE style Photocard.</p> <p>Cultural focus</p> <p>Festivals in Spain: La Tomatina.</p> <p>KPIs</p> <p>Students will be assessed using a combination of GCSE style tasks in all skill areas in order to monitor progress and performance.</p>
Year 11	<p>Overview</p> <p>¡A currar!</p> <p>This half-term, students will broaden their knowledge on the topic of 'jobs and professions'. They will work with a wide range</p>	<p>Overview</p> <p>Hacia un mundo mejor</p> <p>This half-term, students will expand their knowledge on the topic of 'local, national and international areas of</p>	<p>Overview</p> <p>¡A repasar! (1)</p> <p>The main objective for this half-term is to start a deep revision programme in order to prepare students to face the GCSE exams with confidence.</p>	<p>Overview</p> <p>¡A repasar! (2)</p> <p>The main objective for this half-term is to continue the deep revision programme to prepare students for their remaining GCSE exams (the reading, writing and listening papers) with confidence.</p>	<p>Overview</p> <p>¡A repasar! (3)</p> <p>The main objective for this final half-term is to continue the deep revision programme to prepare students for their GCSE exams with confidence.</p>	

	<p>of verbs and complex structures in order to aim towards higher outcomes in the Knowledge and Use of Language element of the mark scheme in Speaking and Writing.</p> <p>Learning objectives</p> <ul style="list-style-type: none"> Talking about different jobs. Discussing job preferences. Work experience. Applying for a summer job. Discussing plans for the future. <p>Sequenced learning opportunities</p> <ul style="list-style-type: none"> High numbers Weather. Character descriptions. Places in town. <p>Grammar, phonics and skills objectives</p> <ul style="list-style-type: none"> Using verbs followed by the infinitive. Using the preterite and the imperfect together. Using lo + adjective. Using if + clauses. <p>Sequenced learning opportunities</p> <ul style="list-style-type: none"> Revising the perfect tense. 	<p>concern'. They will work with a wide range of verbs and complex structures in order to aim towards higher outcomes in the Knowledge and Use of Language element of the mark scheme in Speaking and Writing.</p> <p>Learning objectives</p> <ul style="list-style-type: none"> Describing types of houses. Talking about the environment. Healthy eating. Discussing diet-related problems. Global issues. Using the superlative. Healthy lifestyle. Talking about international sporting events. <p>Sequenced learning opportunities</p> <ul style="list-style-type: none"> Food and drink Sports Physical descriptions <p>Grammar, phonics and skills objectives</p> <ul style="list-style-type: none"> Listening for high numbers. Using 'se debería'. Using synonyms. <p>Sequenced learning opportunities</p>	<p>Learning objectives</p> <p>This first module will concentrate on the modules covered during the start of the GCSE study programme in Yr10: 'Desconéctate', 'Mi vida en el Insti', 'Mi gente' and 'Intereses e Influencias' which directly relate to 'local, national, international and global areas of interest', 'current and future study and employment' and 'Identity and Culture'.</p> <p><i>Please note that 2022 GCSE speaking exams are currently planned to take place as normal (current Ofqual guidance). Ongoing attention to Ofqual guidance necessary.</i></p> <p>The main aim for exam practise will be the 'Speaking exam' which will take place around the Easter break. This revision will enable students to prepare their chosen theme as well as the photo card and the role play elements.</p> <p>We will incorporate phonics practice to improve pronunciation and intonation (specifically marked in the speaking exam).</p> <p>Vocabulary revision and retention strategies will be based on past paper vocabulary analysis,</p>	<p>This half term will focus on the following modules: 'Ciudades', 'De costumbre', '¡A currar!', and 'Hacia un mundo mejor' which directly relate to 'Local, national, international and global areas of interest', 'Current and future study and employment' and 'Identity and Culture' GCSE specification themes.</p> <p>We will continue working with phonics in order to support students' listening skills.</p> <p>Vocabulary revision and retention strategies will be based on past paper vocabulary analysis and on high-frequency and cross theme key vocabulary (published in AQA spec).</p>	<p>Students will focus on specific exam techniques at Higher and Foundation level whilst continuing with topic revision and practice.</p> <p>We will continue working with phonics in order to support students' listening skills.</p> <p>Vocabulary revision and retention strategies will be based on past paper vocabulary analysis and on high-frequency and cross theme key vocabulary (published in AQA spec).</p>	
--	---	---	--	--	--	--

	<ul style="list-style-type: none"> • Comparatives and Superlatives. • Adverbs • Suelo + infinitive (tend to). Solía + infinitive (used to). <p>These objectives relate to the GCSE theme: 'Current and future study and employment'</p> <p>Exam Ready objective</p> <p>Listening and speaking skills.</p> <p>Cultural focus</p> <p>Revising the main cultural topics explained during the last four years:</p> <ul style="list-style-type: none"> • Las fallas • Los toros <p>KPIs</p> <p>Students will be assessed using a combination of GCSE style tasks in all skill areas in order to monitor progress and performance.</p>	<ul style="list-style-type: none"> • Object pronouns. • Subject pronouns. <p>These objectives relate to the GCSE theme: 'Local, national, international and global areas of interest.'</p> <p>Exam Ready objective</p> <p>Listening and speaking skills.</p> <p>Cultural focus</p> <p>Revising the main cultural topics explained during the last four years:</p> <ul style="list-style-type: none"> • La tomatina • El turismo en España • La gastronomía <p>KPIs</p> <p>Students will be assessed using a combination of GCSE style tasks in all skill areas in order to monitor progress and performance.</p>	<p>high-frequency and cross theme key words.</p>			
--	--	--	--	--	--	--