



## 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>

## INTENT- KS4

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 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

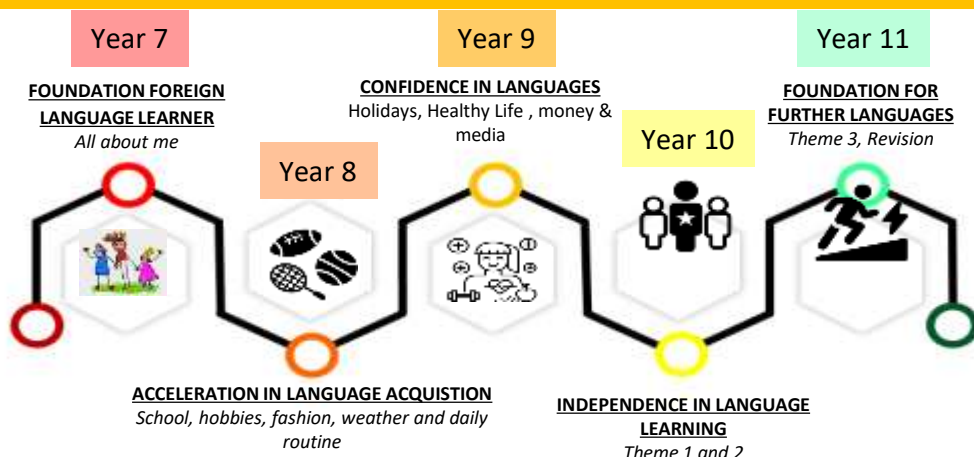
	Students will develop their KNOWLEDGE of	Students will develop their SKILLS in
1 0 & 1 1	<p>The grammar requirements for GCSE are set out in two tiers: Foundation Tier and Higher Tier</p> <ul style="list-style-type: none"> <li>GCSE students will be expected to have acquired knowledge and understanding 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:</li> <li><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>

## 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

# Year 7- Spanish Curriculum



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.

## 7.2 Somos uña y carne

- Colours/opinions/art (Picasso/Goya/Dali/El Greco)
- Eye colour + adjectival place/agreement
- Hair colour
- Using 'me gustaría + tener' to say what hair/eye colour you'd like to have
- Personality using SER + adj
- Explaining which family members you get on with and why
- Describing physical appearance and using 'me gustaría + ser' to say what you'd like to be
- **CULTURAL PROJECT** – 'Coco'

## 7.4 Me flipa mi barrio

- Places in town and simple prepositions
- Adjectives to describe my neighbourhood
- Opinions, reasons and intensifiers
- Activities that 'one' can and can't do in town
- What you normally do at the weekend/days of the week JUGAR, IR, HACER
- What you like most about your town and virtual tour of Madrid
- What are you going to do this weekend FUTURE TENSE
- **CULTURAL PROJECT** - San Fermin & La Tomatina

## Curriculum theme: **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.

## 7.1 Yo Mismo

- Being a language detective – cognates and near cognates
- Greetings
- Explaining how you are feeling and why
- Classroom language
- Introducing yourself and others, including Spanish names
- The alphabet and spelling your name
- Nationality
- Birthdays/Months/numbers 1-31/age
- Family members
- pets
- **CULTURAL PROJECT** – 'El día de Los Muertos' Diorama

## 7.3 Bienvenido a mi hogar

- Countries and the verb VIVIR
- Using 'me gustaría + vivir' to say which country you would like to live in
- Types of house
- Location (N, S, E, W , centre/coast/mountains countryside)
- Rooms in the house, description of a house and perfect house
- Description of what activities we do in each room of a house – looking at a variety of verbs in the first person singular
- Negatives
- Adjectives to describe houses and comparatives
- Bedroom description and prepositions
- **CULTURAL PROJECT** Las Fallas

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

### 8.2 ¡Manos a la obra! – los empleos

- To talk about jobs and what career you would like to do in the future and why
- To compare jobs using comparative structures ‘más...que’, ‘menos...que’ and adjectives
- To explain what jobs your parents do
- To explain what opinions your parents have about their jobs
- To talk about where your parents work (and revise places in town)
- Introduction to past tense to talk about a holiday job you have done and what you thought of it
- CULTURAL PROJECT – to research the working day in Spain and factors that influence working hours
- Noche buena/Navidad/Día de Reyes

### 8.4 ¡Me gusta pasar un buen rato!

- What hobbies you do (other than sport) in your spare time : MUSIC, TV, FILM, BOOKS, SHOPPING, GAMING etc
- ‘Disfruto’ Carla Morrison
- Using a variety of verbs to describe different hobbies that we are interested in
- Using negatives and time phrases to explain what hobbies we and others, do and don’t do
- Explaining why you like/don’t like particular hobbies
- Using weather phrases to explain what hobbies you do in certain weather
- Household chores
- Past tense to say what hobbies you did last week/weekend
- CULTURAL PROJECT - SAN FERMIN & LA TOMATINA
- Bull fighting in Spain – ¿Qué piensas tú ?

### 8.1 ¡El saber es poder! – mi insti

- Talk about your general opinions on your school
- To talk about the lessons you study and your opinions on school subjects
- To be able to talk about what you think of your teachers and why
- To explain what you do in lessons, give your opinion and justify it.
- To describe your school uniform, give your opinion and say what type of uniform you would like to have
- To describe your school building and its facilities and explain how your school could be better.
- To be able to talk about your daily routine including time phrases
- CULTURAL PROJECT – Comparing the school day in England and Spain

### 8.3 ¡Estoy más sano/a que una pera! – el deporte

- What sports do you like and dislike using a wide range of opinion phrases and justification adjectives.
- What sports does someone else enjoy doing and why?
- Using opinions and infinitives
- Conjugating JUGAR and HACER
- Places that you go to in your free time to do sport and se puede
- What sport you do in what weather
- Frequency phrases – how often you do sport
- Using the IMMEDIATE FUTURE tense to talk about what sporting activities you are going to do in the future
- CULTURAL PROJECT Discovering about popular traditional Spanish sports
- Las Fallas (March)

## 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.

### 9.2 **¡Tengo una salud de hierro! – una vida sana**

- To be able to explain to a doctor that you are ill and what exactly is wrong with you.
- To be able to explain how you hurt yourself and how long you have felt poorly.
- To be able to understand advice on remedies given by a pharmacist.
- To describe what you do and don't do to have a healthy lifestyle.
- To compare healthy and unhealthy choices using comparative structures 'más...que', 'menos...que' and adjectives
- To describe your daily diet and whether it is balanced.
- To use the FUTURE TENSE to describe what you are going to do in the future in order to lead a healthier lifestyle.

#### **CULTURAL PROJECT**

- The 'Mediterranean diet'

### 9.4 **¡Véndete bien!**

- What are your future plans?
- Do you hope to go to college / university or get an apprenticeship?
- What are your hopes and dreams?
- Who inspires you and why?
- What type of person is an ideal role model in your opinion?
- **CULTURAL PROJECT – The Moors and Christians festival; the history of Flamenco.**

### 9.1 **¡El tiempo vuela!**

#### **– las vacaciones**

- To talk about where you normally go on holiday, who with, how you get there, where you stay and why and what you do. To describe what the weather is normally like. To compare different types of transport.
- To use the PAST TENSE to describe a holiday that you have recently been on, who you went with, how you got there, where you stayed, what the weather was like and what activities you did.
- To give opinions and reasons in the PAST TENSE.
- To use the CONDITIONAL TENSE to say where you would go on holiday if money was no object and describe, where you would stay and what activities you would do.

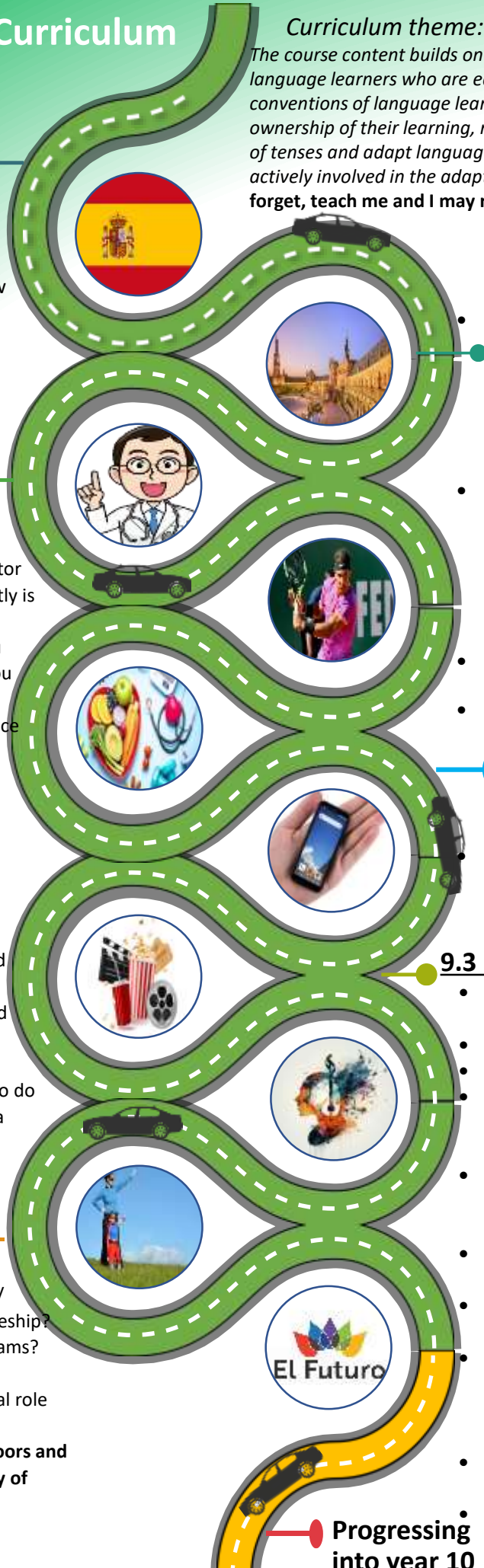
#### **CULTURAL PROJECT – To**

**research a Spanish speaking country and what it has to offer a tourist.**

### 9.3 **El móvil para todos**

- To talk about how you use technology.
- Giving opinions and justification
- Using time phrases
- Using SUELO and infinitives to say what you tend to use technology for
- Talking about what type of television programme you do and don't like and why
- Giving someone else's opinion on TV
- Frequency phrases – how often you watch TV
- Using a variety of tenses to talk about what type of TV and films you have recently watched and are planning to watch and why
- Giving your musical preferences and that of other people
- **CULTURAL PROJECT** Discovering a variety of Spanish musical artists.

**Progressing into year 10**



# 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.

### 1. Unit 2: Healthy Living and Lifestyle

Students will use present and future tenses to describe their lifestyle and evaluate how healthy they are and what they need to change in order to be more healthy.

Pupils will discuss their diets and learn more about traditional Hispanic dishes.

### 2. Unit 4: Free Time Activities

Students will build upon the vocabulary and grammatical knowledge covered at Key Stage 3 to talk about sports, hobbies and viewing habits.

Pupils will use present and future tenses and time markers to discuss their leisure activities.

### 1. Unit 1 – People and Lifestyle

Students will revisit and build upon content seen in Year 7, 8 and 9 related to family relationships and friendships. They will further develop grammatical knowledge by giving physical and personality descriptions. They will discuss their future plans.

### 1. Unit 3: Education and Work

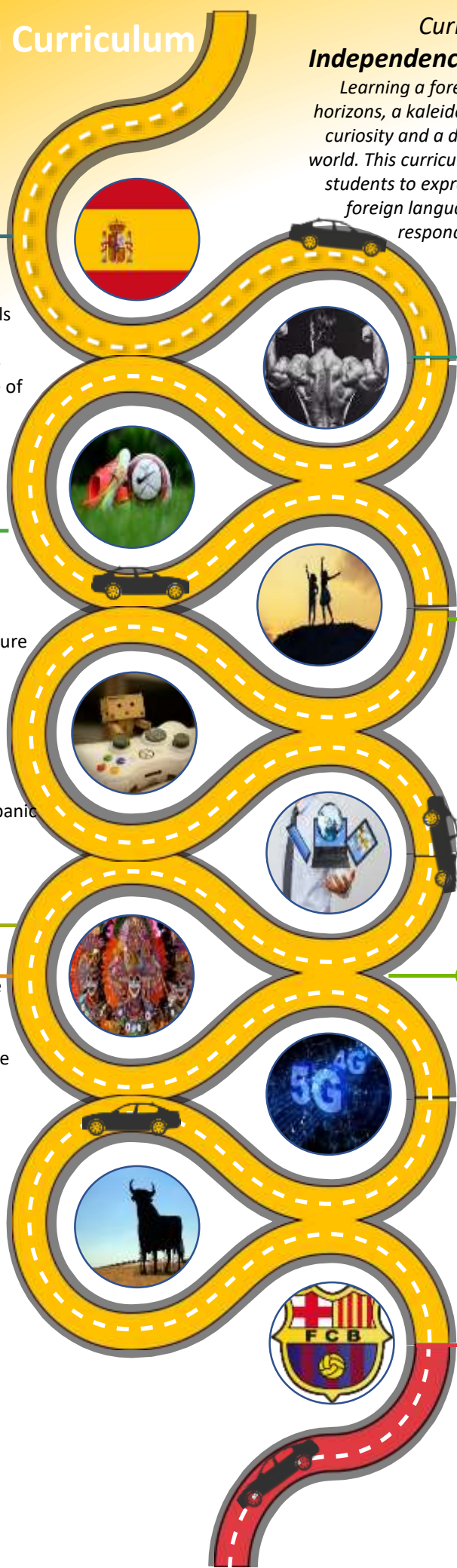
Pupils will revisit and build upon the topic of school introduced in Year 8. They will give opinions about and discuss school subjects and how to be a good student. They will explore their post-16 options using "si" clauses and a variety of ways to discuss their future plans.

### 2. Unit 5: Customs, Festivals and Celebrations

Students will revisit different festivals and traditions in greater detail.

They will talk about their own traditions and be able to describe a special occasion they have celebrated.

### 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 popular culture, technology and the environment.

### 3. Unit 7: Travel and Tourism

Students will build upon content seen in Key Stage 3 related to holiday plans. They will be able discuss their preferred holiday activities and share their hopes for futures trips away.

### 3. Unit 9: The Environment and Where People Live

Students will explore environmental issues such as recycling and what we can do to protect the world around us. Pupils will talk about where they live and discuss the opportunities for young people in their local area.

### 2. Unit 6: Celebrity Culture

Students will discuss celebrity fashions and use the imperfect tense to describe what they wear. They will describe their daily routine. Students will investigate Spanish speaking cultures and the influence of social media on young people.

### 3. Unit 8: Media and Technology

Students will explore the advantages and disadvantages of modern technology and social media. They will give justified opinions about their own mobile phone use and

### Potential destinations

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

