

# Spanish

## Intent:

Produce successful linguists for the future who are equipped with the linguistic skills and cultural appreciation that will enable them to prosper and achieve in the globalised world. Our curriculum provides students with opportunities to be successful in terms of communication, independence, problem solving, memory skills and critical thinking.

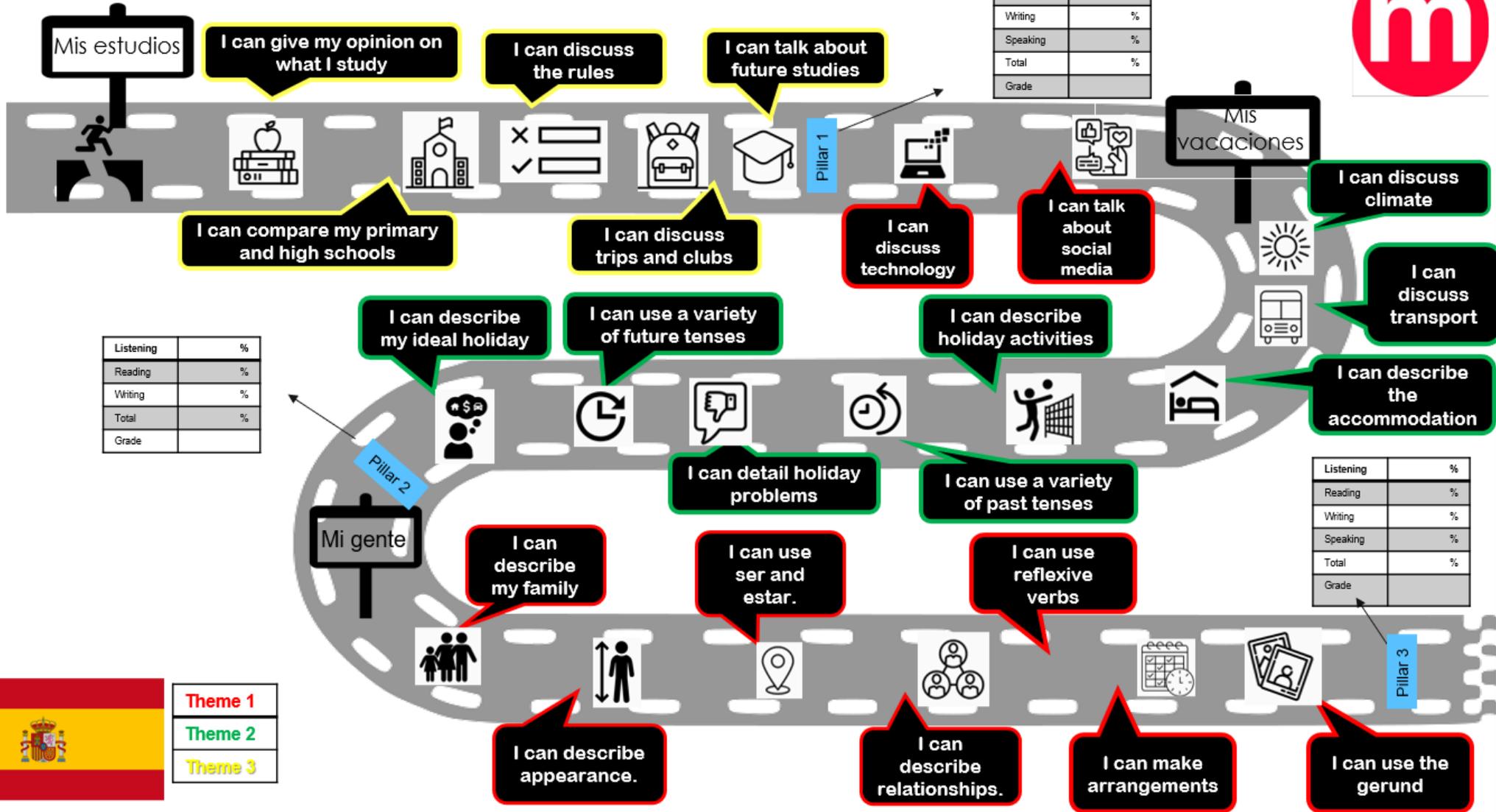
## Context:

Students continue to develop their linguistic skills from Years 7 and 8 and expand their tolerance and respect from other cultures. The MFL curriculum has a strong emphasis on promoting cultural values allowing students to be open to socio-cultural difference around them.

# Year 10 The Marches Spanish learning journey



Listening	%
Reading	%
Writing	%
Speaking	%
Total	%
Grade	



Listening	%
Reading	%
Writing	%
Total	%
Grade	

Listening	%
Reading	%
Writing	%
Speaking	%
Total	%
Grade	



- Theme 1
- Theme 2
- Theme 3

**The Big Picture—Intent: Describing the world around me**

The intent of this first year of the GCSE course is for students to develop confident linguistic skills in describing their world and issues around them. In doing so, they will be able to develop a wide range of vocabulary and grammatical structures in a variety of tenses and moods. Students are given the opportunity to discuss their relationships with others, their academic life, their travel plans and analyse the advantages and disadvantages of their local area. In grammatical terms, students will be able to confidently articulate themselves in at least three time phrases, being able to justify their opinions. Students will also start to recognise and use complex phrases to introduce hypothetical situations or give recommendations.

Content / Units	Skills	Knowledge	Prior—Y9	Next—Y11
1. Mis estudios 2. Mi colegio 3. Mi gente	Listen to a variety of forms of spoken language to obtain information and respond appropriately .  Express and develop ideas clearly and with increasing accuracy, both orally and in writing .Grammar knowledge will develop to include a wide range of tenses and start to identify complex structures.  Read and show understanding of important ideas and details .	Describe personal information, asking and answering questions about oneself and others, discuss preferences with opinions and reasons, use of present tense verbs, introduction into future time frames and conditional expressions. This knowledge will be developed throughout the year, by using the three themes to facilitate this use of vocabulary and grammar.	This year of study will build upon KS3 knowledge of grammar and vocabulary, such as verbs, nouns etc.  Furthermore, cultural appreciation and awareness will be built upon during cultural WOW moments.	•In Year 11 pupils will consolidate their knowledge of grammar and vocabulary. As such further tenses and patterns will be consolidated and developed, thus enhancing the complexity with which pupils can express themselves in TL .

Implementation	Marches Futures Links	Summative Assessment
Y10 students will study 5 hours of MFL across the 2 week timetable.  •A streamlined selection of key language patterns will be taught with emphasis on repetition, recycling and rehearsing .  •Pupils will learn phrases or chunks with a long term aim of internalizing the patterns in the TL. Listening and reading activities (receptive skills) will be used to introduce and constantly model new language patterns. Speaking and writing activities will consolidate and strengthen these new structures with a view to pupils being able to speak and write with greater spontaneity and confidence (productive skills).  •Interleaving (referring back to key language patterns and chunks on a regular basis) will be an essential part of teaching, giving pupils plenty opportunity to recycle language from parts of the term or year.  •Home learning will be heavily reliant on core vocabulary and will develop automatisisation of chunks acquisition and manipulation through adapted activities.  •MFL is heavily literacy focused and it is developed by using appropriate linguistic terms, functions, by comparing how similar or dissimilar languages are, and producing accurate TL occurrences.  LORIC: Students will develop communication skills by expressing themselves and their interests on a range of topics. Furthermore, students will listen and respect the opinions of others whether it be similar or different to their own.	Governance and the United Kingdom’s relations with the rest of the world.  Diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding.  Tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures.  An understanding of the importance of identifying and combatting discrimination.  Students are able to express themselves and their identities. Students are given opportunities to discuss their likes and dislikes, whilst respecting those of others.	Assessment will take place at the end of each unit.  This will test both knowledge of the unit and the skills of reading, writing, listening and translation.  Students’ speaking skills will also be tested in the Autumn and Summer Terms.  Two pieces of writing will additionally be deep marked per topic with opportunities for re-drafting.  Vocabulary retention will also be tested in bi weekly vocabulary tests.

**Impact:**

Students will be able to understand, ask questions and talk about themselves and others in greater detail using chunks of language and linguistics features accurately and confidently. There will be an improvement in pronunciation and accuracy with core vocabulary.

Students will be able to state their opinion on family life, their area and their holiday plans using accurate grammar and pronunciation.

Students will be able to describe their life using at least three tenses and will be building upon this by starting to manipulate more complex structures.

# Glossary of Key Terms:

MFL: Modern Foreign Languages

LORIC: Leadership, Organisation, Resilience, Initiative, Creativity

Interleaving: the mixing of multiple subjects or topics in order to improve and consolidate learning.

Mastery: Comprehensive knowledge or skill in a particular subject.

Linguistics: the scientific study of language and its structure.