

# 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.

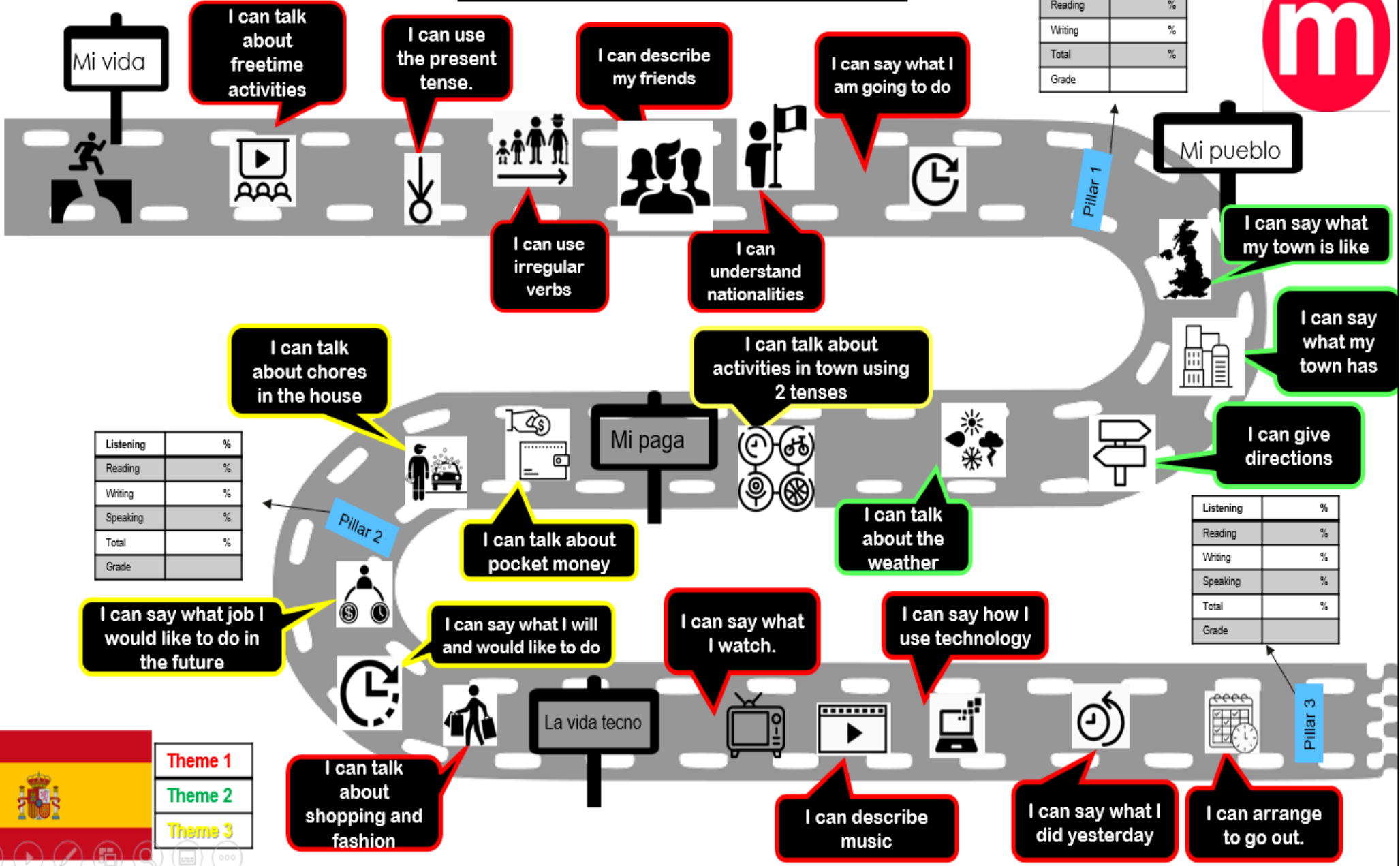
## Context:

Students continue to develop their linguistic skills from primary school 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 8 The Marches Spanish learning journey



Listening	%
Reading	%
Writing	%
Total	%
Grade	



**Mi pueblo**

- I can say what my town is like
- I can say what my town has

Listening	%
Reading	%
Writing	%
Speaking	%
Total	%
Grade	

Listening	%
Reading	%
Writing	%
Speaking	%
Total	%
Grade	

Theme 1
Theme 2
Theme 3



**The Big Picture—Intent:**  
**The intent of this year of study is to develop students’ understanding of and confidence in different time frames and tenses in Spanish. Students will practise and refine their ability to describe past, present and future events on a range of topics. Furthermore, opportunities will be given for students to give their opinions and reasons on different personal interests such as friends, hobbies, town and technology.**

**YEAR 8  
SPANISH**

Content / Units	Skills	Knowledge	Prior—Y7	Next—Y9
1. Mi vida 2. Mi pueblo 3. Mi paga 4. La vida tecno	Listen to and read a variety of forms of language to obtain information and respond appropriately .  Express and develop ideas clearly and with increasing accuracy, both orally and in writing .  Conjugate verbs into the present, preterite and future tenses.	Describe personal interests and routine behaviour in relation to the topics. Students will develop their understanding of grammatical tenses and will study the present, future and preterite tense throughout the year. Students will build confidence in transactional language such as organising to meet up and dealing with large numbers.	This year of study will build upon Y7 knowledge of grammar of the present and future tenses as well as opinions and reasons. Also, the mi pueblo topic will further develop descriptive language by enabling students to describe places in their world.	•In Year 9 pupils will study further areas of communicative functions which build on those acquired in year 8. The detail of language that they can produce will increase and students will be able to use 3+ tenses on a wide range of topics.

Implementation	Marches Futures Links	Summative Assessment
Y8 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 automatization 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 describing their routine behaviours and giving opinions on personal interests. Furthermore, students will listen and respect the opinions of others whether it be similar or different to their own.	Enterprise and employability skills, experience and qualifications.  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.  Online and Media their rights, responsibilities and opportunities online.  The different ways in which a citizen can contribute to the improvement of their community.	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 Spring 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 use three tenses to describe their routine behaviours in terms of hobbies, where they live, jobs and technology in the past, present and future time periods.  
 Students will be able to talk about the actions of others by conjugating a wide range of verbs in the three time frames of the past, present and future.  
 Students will be able to give both positive and negative opinions on a wide range of topics including discussing ideal opinions using the conditional tense.

# 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.

Preterite: A past tense which is used to describe one-off or completed actions in the past.

Conjugate: To alter a verb according to tense and person.