

Spanish Curriculum Intent

Years 7 and 8	At Vyners KS3 MFL builds upon the foundation of language learning from KS2 whether students are continuing the same language or learning a new one. Teaching develops the transferable skills of listening, speaking, reading and writing centered on core grammar such as tenses and word order. Vocabulary is developed through the teaching of core topics: Introducing myself; family; pets; descriptions; freetime; clothes; home; school; where you live; food; technology; healthy/unhealthy living; body and illness; holidays; celebrations; festivals and future plans. KS3 enables students to understand and communicate both personal and factual information on a variety of themes and sub topics. Students learn to develop and justify points of view in their speaking and writing and increase their ability to be both spontaneous, independent and accurate. KS3 provides students with the necessary skills and knowledge for GCSE such as the ability to transcribe, translate, complete photocard descriptions, role plays and write essays on a variety of GCSE topics. Students have the opportunity to take part and develop conversations; cope with unfamiliar language and unexpected responses. Students learn to empathise and understand other cultures and learn new social conventions. Students are exposed to a variety of literary texts, stories, poems and songs. Students also consolidate their learning of vocabulary and structures through games, sentence builders and online quizzes.
Year 9 transition	All students in Year 9 study a language. Students continue to study National Curriculum content and develop transferable skills and foundation knowledge in order to support the transition to KS4 and GCSE study. Appropriate GCSE content is covered from the spring term of Year 9.
Years 10 and 11	At Vyners we follow the AQA GCSE specification for MFL. Our GCSE syllabus fully prepares students for A level study. At GCSE students build upon and deepen their knowledge of vocabulary and grammar from KS3. Students learn to understand and respond to different types of spoken and written language, to communicate and interact effectively in speech for a variety of purposes such as role play, photocard and conversation. Students are encouraged to show spontaneity and are trained to deal with unexpected questions and responses. Students develop their ability to manipulate structures and tenses to write for a range of purposes such as emails, informal and formal letters, blogs and reviews. Students build translation skills from and into the target language ranging from sentences to paragraphs. The curriculum is organised into three themes: identity and culture; local, national, international and global areas of interest; current and future study and employment. The subtopics within the three themes are interleaved throughout the GCSE courses providing students with opportunities to recall prior knowledge leading to success in the linear GCSE exam.
Year 12 and 13	N/A - First Cohort to begin in 2025.

Spanish Curriculum Implementation

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Viva 1 - Module 1: Mi vida Introducing classroom language Greetings, name Talking about your personality Numbers, alphabet, colours Talking about siblings Talking about your age and birthday Talking about your pets	Viva 1 - Module 4: ¿Cuántas personas hay en tu familia? Describing your family Describing your hair and eye colour Saying what other people look like using a range of adjectives Describing where you live <u>Culture:</u> Learning about the Day of the Dead in Mexico	Viva 1 - Module 2: Mi tiempo libre Saying what you like to do, giving opinions Saying what you do in your free time Talking about the weather Saying what sports you do	Viva 1 - Module 3: Mi instituto Saying what subjects you study Giving opinions on school subjects Describing your school Talking about break time	Viva 1 - Module 5: Mi ciudad Describing your town or village Telling the time Ordering in a cafe and making your ideal menu Saying what you like to do at the weekend	Geography and Culture <u>Culture:</u> learning about different Spanish and Latin American festivals Creating Grammar Bugs Virtual school trip to Barcelona <u>Film Project:</u> Coco
Year 8	Viva 2 - Module 1: Mis vacaciones Talking about a past holiday Saying what you did on holiday Describing the last day on holiday	Viva 2 - Module 2: Todo sobre mi vida Saying what you use your phone for Describing what type of music you like and dislike Talking about TV	Viva 2 - Module 3: A comer Saying what food you like and dislike Describing mealtimes (What you have for breakfast, lunch and dinner)	Viva 2 - Module 4: ¿Qué hacemos? Arranging to go out, learning about different places in town Making excuses Talking about the clothes you wear	Viva 2 - Module 5: Operación verano Describing a holiday home Describing holiday activities Asking for directions	Geography and Culture <u>Culture:</u> Holiday Brochure on Spanish/Latin American city Virtual school trip to Madrid and Seville

	Saying what your holiday was like	programmes Saying what you did yesterday <u>Culture:</u> Quiz/Retrieval tasks about the Day of the Dead	Ordering a meal Discussing what to buy for a party (Mexican party) <u>Culture:</u> Learning about Las Fallas festival in Valencia	Talking about sporting events	Talking about summer camps	<u>Film Project:</u> Ferdinand
Year 9	Theme 1: Unit 1 and 3 (Family and Free time) AQA G Spreads Me my family and friends Physical and character description Free time activities: music, sports and food and drink	Theme 2: Unit 5 (Home, town and neighbourhood) AQA G Spreads Describing your house and the rooms in it Talking about what you can do where you live, your town and shops Talking about what you can buy at different shops	Theme 2: Unit 8 (Holidays and Travel) AQA G Spreads Talking about traveling to holiday destinations Modes of transport Talking about your region and the region of Spain	Theme 1: Unit 2 and 4 (Social media, Technology, Customs and Festivals) AQA G Spreads Saying what applications you use Saying how you keep in touch on the internet Talking about using a mobile/mobile usage Learning about Spanish life and routines Talking about a Spanish festival: La Tomatina	Theme 3: Unit 9, 10, 11 and 12 (School, studies, jobs and careers) AQA G Spreads <u>Culture:</u> Learning about Holy Week School subjects, teachers and opinions. Talking about your school and daily routine Talking about options at 16 Talking about different jobs and careers	Theme 2: Unit 6 and 7 (Volunteering and global issues) G Spreads Talking about reusing things, reducing waste and recycling Talking about poverty and homelessness Talking about different ways of volunteering <u>Film Project:</u> Innocent Voices
Year 10	Theme 1: Unit 2 (Social media, Technology) AQA F and H Spreads	Theme 1: Unit 3 (Free time) AQA F and H Spreads	Theme 1: Unit 3 (Healthy eating) AQA F and H Spreads	Theme 1: Unit 4 (Customs and Festivals) AQA F and H Spreads	Theme 2: Unit 5 (Home, town and neighbourhood) AQA F and H spreads	Theme 2: Unit 8 (Holidays and Travel) AQA F and H Spreads

	<p>Giving opinions about online messaging</p> <p>Talking about the good and bad things of social media</p> <p>Giving opinions about mobile technology</p> <p>Talking about mobile technology use and overuse</p>	<p>Talking about your free time and plans for the weekend</p> <p>Extending what you can say about sport</p> <p>Talking about sport in the world</p>	<p>Talking about eating out and ordering meals at a restaurant in depth</p> <p>Talking about special occasion meals/birthdays</p> <p>Talking about healthy and unhealthy lifestyles</p>	<p>Learning about local customs and festivals</p> <p>Learning about Spanish customs and festivals</p> <p>Learning about Latin American culture</p> <p>Learning about Spanish culture</p>	<p>Saying what your house is like</p> <p>Describing your house and where it is</p> <p>Talking about the amenities in your area</p> <p>Discussing the advantages and disadvantages of living in a town and the countryside</p>	<p>Talking about holiday accommodation</p> <p>Talking about holiday activities</p> <p>Understanding tourist leaflets and websites/designing your own tourist leaflet</p> <p>Describing a region</p>
Year 11	<p>Theme 1 and 2 : Unit 1, 6 and 7 (Family and friends/volunteering/charity work/homelessness) AQA F and H Spreads</p> <p>Talking about friends and family</p> <p>Talking about future plans</p> <p>Talking about relationships nowadays/dating sites</p> <p>Talking about charities and voluntary work</p> <p>Talking about homelessness and helping those in need</p>	<p>Theme 3: Unit 9 and 10 (School) AQA F and H Spreads</p> <p>Talking about your studies</p> <p>Talking about your school</p> <p>Talking about your school rules and uniform</p> <p>Talking about the good and bad aspects of school</p>	<p>Theme 3: Units 7, 11 and 12 (The environment, global issues, jobs, career choices and ambitions) AQA F and H Spreads</p> <p>Discussing choices at 18 - work or study</p> <p>Talking about the benefits of higher education</p> <p>Looking for and applying for jobs</p> <p>Talking about your ideal job</p>	<p>Exam Revision/Practice</p> <p>Revising all themes/units</p> <p>Practicing the following skills:</p> <p>Speaking Listening Reading Writing Translation Authentic texts Grammar</p>	<p>Exam Revision/Practice</p> <p>Revising all themes/units</p> <p>Practicing the following skills:</p> <p>Speaking Listening Reading Writing Translation Authentic texts Grammar</p>	Exams

			<div>Talking about ways of protecting the environment</div> <div>Understanding and discussing environmental problems</div>			
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Subject MFL KS3		FUNCTIONS OF ASSESSMENT		
		FORMATIVE;	SUMMATIVE;	EVALUATIVE;
TIME SCALE	Annually	Termly assessments in at least two of the four skills: listening, speaking, reading and writing. Using Kerboodle or ActiveLearn.	Formal End of Year examinations as part of the Key Stage 3 Assessment Week. These are teacher assessed. This covers the summer end of term topic assessments. Data is used to plot performance against the projected flight plan. Students will go through the test with staff and the mark scheme to identify areas that need additional support.	End of topic tests are teacher assessed and termly tests are teacher assessed. Student data is collected and those not making enough progress are identified and intervention is provided. Students comment on the performance in each exam against their target grade. Data is analysed in preparation for Departmental review
	Interim	End of topic assessments in the four skills approximately every 6-10 lessons. These consist of resources and questions using Kerboodle assessments. These are teacher and peer assessed using mark schemes. Speaking assessments will be set per topic. These are teacher assessed. Feedback on how to do better next time is given to the student alongside a ReACT task to complete. Quality of written work in exercise book are checked regularly and feedback informs students how to improve.	Autumn Term Test Spring Term Test End of Year Test <u>Year 7</u> - All content learned can be assessed in each term test <u>Year 8</u> - All content learned from the beginning of Year 7 to current can be assessed in each term test	
	Weekly	Homework tasks Lesson ready tasks (flipped learning) where research is needed Weekly retrieval activities and quizzes		
	Hourly	Retrieval activities Key questioning on skills and understanding Mini plenaries Class tasks to be Peer and self assessed.		

Subject MFL KS4		FUNCTIONS OF ASSESSMENT		
		FORMATIVE;	SUMMATIVE;	EVALUATIVE;
TIMES CALE	Annually	Students complete at least two assessments each term in listening, reading, writing and speaking each term to ensure that progress towards target grade is being made.	Years 9 will sit end of unit assessment in Listening, Reading, Writing and Speaking. Year 10 will sit a GCSE style paper for their End of Year Exam to measure progress and outcomes from their starting points. Year 10 around Easter and Year 9 in the summer. Year 11 will have their GCSE exams in May/June which are externally marked by AQA. Results in August.	Data collated by staff is used as a basis for the intervention groups in the winter and spring terms for year 11 and summer for year 10. Data is used to identify students not making adequate progress. Analysis of the data collated is the responsibility of CFM and MKK readiness for the departmental review.
	Interim	Students in Year 10 /11 receive Feedback against MFL GCSE criteria in assessed skills on a feedback sheet Pupils react by completing self - reflection sheet. In readiness for the GCSE speaking exam questions will be issued to Year 10 for use in lessons. Students will practise these questions throughout Year 10 and 11 and work with the language assistant if they require support.	End of unit tests for each topic. Exam questions taken from GCSE Past papers and EAQA or Exampro. Marks and mark schemes shared with pupils. Tests are teacher assessed and pupils record their score against the target grade on a tracking sheet.	
	Weekly	A number of different strategies are used by staff including: Variety of online resources weekly from the GCSE textbook for listening, reading, writing and speaking as well as online resources/platforms. Homework (occasionally lesson ready tasks) Vocabulary learning		
	Hourly	Within lessons students will be assessed by; Answering questions in class, Exam questions with mark schemes for listening, reading, speaking and writing. Assessment for learning Reflecting against the set objectives Reacting to feedback		

