

It is the intention of the MFL curriculum to develop pupils into inquisitive learners and aspiring linguists. Pupils will be able to narrate events and ideas in different time frames, in both written and spoken form. They will be able to read and listen to a range of materials on familiar topics. They will understand that communication is more important than perfection in MFL and have the confidence to make their thoughts and opinions known. Pupils will appreciate the variety and vitality of other cultures, celebrating both what is similar to and what differs from their own lives. Most importantly, pupils will be equipped with the verbal, written and comprehension skills which will allow them to communicate with native speakers and fellow language learners.

CURRICULUM INTENT

THRESHOLD CONCEPTS

TC1 All languages are unique and have their own individual features. No two languages are constructed in exactly the same way.

TC2 The primary purpose of language learning is communication. Languages are not just a subject in a classroom, they are part of everyday life. Speaking to another person in their own languages an honour and a gift.

TC3 Learning vocabulary and understanding grammar are equally important parts of learning language.

TC4 Languages use different tenses to describe actions in the past, the present and the future. Knowing how to form different tenses is an essential language skill.

TC5 Many languages, including Spanish have gendered nouns; every person, place, object and concept is either masculine or feminine.

TC6 Being able to express your own opinions and ideas is vital when speaking another language. Learning a language is learning to speak your mind.

TC7 Language learning is a cumulative skill. Everything you learn is related and builds upon your prior knowledge. Nothing is ever unimportant or forgettable.

SUPPORT AT HOME

Quizlet for learning vocabulary. Chunks of language from knowledge organisers/sentence builders are placed on Quizlet for students to learn and revise.

Language Gym / sentencebuilders.com have a variety of activities which ensure students process vocabulary in various forms to promote deep, meaningful and long-term learning.

ENRICHMENT

Write a letter to a teacher in another language on school subjects

Film project on Coco, leading onto looking at the Mexican festival of Día de los Muertos

Pen- pal link with a school in Spain

- Café visit
- Opportunity to collaborate with food department and cook a Spanish recipe
- Study of a Spanish-speaking country/city

PERSONAL DEVELOPMENT

It is the intention of the MFL department to celebrate diversity and encourage pupils to be global citizens. We encourage our pupils to look beyond their own experiences and broaden their horizons. We support our pupils to value the environment around them and encourage pupils to be curious about the wider world.

Through language learning, pupils will learn to confidently express their own thoughts and ideas on a range of subjects. Learning languages will open innumerable doors for future travel and employment for our students.

CURRICULUM LINKS

PSHE – Different types of family, relationships, getting on well/badly with people, talking about school life/likes and dislikes

Geography – awareness of Spanish-speaking countries, their location and populations, capital cities

- Food technology – food types, healthy eating, describing food
- PE – sports, advantages/disadvantages of sport
- PSHE – describing routines, talking about myself and my preferences, justifying my thoughts and feelings
- Geography – travelling, going abroad, landscapes/places

CAREERS

Through in class and extra-curricular opportunities, pupils will learn about careers with languages.

Pupils will meet external speakers to hear about their career paths.

Pupils will study jobs vocabulary in Spanish and also learn about volunteering in other countries,

HALF TERM 1: Me presento

THRESHOLD CONCEPTS :TC1, TC2, TC5, TC7

WHAT

Greetings
Spanish alphabet
Pronunciation and phonics – using CUDDLE as a tool to link the written and spoken word
Saying your name and age
Numbers up to 31
Saying when your birthday is

WHY

To be able to pronounce Spanish words properly.
To be able to introduce themselves.
To learn numeracy skills in Spanish.

HOW

ASSESSMENT

- Translation challenges
 - Do Now activities
 - retrieval practices
 - in-class questioning
- Summative assessment: Written task describing themselves. Using a variety of sentence structures in Spanish. Marked against KS3 writing criteria.

VOCABULARY

Synonym, antonym, cognate, accent, vowel, consonant, subject, verb, connective, intensifier/qualifier, adjective, article, noun, singular, plural, masculine, feminine, prefix, suffix
*See sentence builders (knowledge organisers) for core language

READING SKILLS

Inference, skimming, summarising, decoding, fluency, vocabulary development, defining, reading for gist/detail, comparing reading texts, reading for comprehension, prediction

HALF TERM 2: A casa

THRESHOLD CONCEPTS :TC1, TC3, TC5, TC6

WHAT

Saying where you live
Saying where you are from
A variety of Spanish-speaking cities, countries
Family members and pets

WHY

To understand where Spanish is spoken.
To be able to describe their homes using adjectives.
To be able to describe the people who are important to them.

HOW

ASSESSMENT

- Translation challenges
 - Do Now activities
 - retrieval practices
 - in-class questioning
- Summative assessment: Listening and reading assessment covering all topics from Y7 so far.

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WHAT

School subjects
 Adjectives to describe subjects (positives and negatives)
 Adjectival agreement – masculine, feminine, masculine plural and feminine plural
 Adjectives to describe teachers, including some recap of personality adjectives
 Reasons for liking/disliking teachers, e.g. s/he shouts, s/he helps me

WHY

To be able to express and justify their opinions.
To be able to describe people's personalities.
To be able to use negative sentences.

HOW

ASSESSMENT

- Translation challenges
 - Do Now activities
 - retrieval practices
 - in-class questioning
- Summative assessment:
 Spoken presentation about their opinions of school subjects and different types of teacher.

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READING SKILLS

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HALF TERM 2: **Mi familia y mis amigos**

WHAT

Key family members
 Core connectives – because, even if, and
 Phrases to describe family relationships
 Key intensifiers
 Adjectives to describe physicality
 Adjectives to describe personality – positive and negative
 • Different forms of the verb to have 'tener'

WHY

To be able to conjugate verbs in the present tense.
To be able to express feelings about relationships.
To be able to produce extended descriptions

HOW

ASSESSMENT

- Translation challenges
 - Do Now activities
 - retrieval practices
 - in-class questioning
- Summative assessment: Writing:
 Written piece describing family relationships. Marked against KS3 writing criteria.

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WHAT

Weather
Phrases to give opinions, likes and dislikes
Common free time activities in the infinitive form
Recap core connectives and intensifiers/qualifiers
Positive and negative adjectives

WHY

To be able to extend opinions.
To be able to use infinitive phrases.
To review adjectival agreements.

HOW

ASSESSMENT

- Translation challenges
- Do Now activities
- retrieval practices
- in-class questioning

Summative assessment: Speaking:
Task made up of three parts to encourage spontaneity and assess knowledge recall. Marked against KS3 speaking criteria.

VOCABULARY

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READING SKILLS

Inference, skimming, summarising, decoding, fluency, vocabulary development, defining, reading for gist/detail, comparing reading texts, reading for comprehension, prediction

HALF TERM 2: **Mis vacaciones**

WHAT

Holidays
Recap countries and locations
Accommodation
Methods of transport
Recap activities and sports

WHY

To be able to use a combination of tenses.
To be able to give opinions and justifications.
To be able to use familiar vocabulary in new contexts.

HOW

ASSESSMENT

- Translation challenges
- Do Now activities
- retrieval practices
- in-class questioning

Summative assessment: Listening and reading: Comprehension and decoding skills tested through a variety of tasks. .

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READING SKILLS

Inference, skimming, summarising, decoding, fluency, vocabulary development, defining, reading for gist/detail, comparing reading texts, reading for comprehension, prediction

WHAT

How to say where they are going on holiday
 Key countries in Spanish
 Types of transport
 How to say what activities you do on holiday and like to do on holiday
 Preterite tense

WHY

To understand how to form the preterite tense.
To be able to use present and past tenses together.
To be able to describe usual holiday routines.

HOW

ASSESSMENT

- Translation challenges
- Do Now activities
- retrieval practices
- in-class questioning

Spoken presentation about a holiday (real or imaginary). Using a combination of present and preterite tenses to describe and give opinions.

VOCABULARY

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READING SKILLS

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HALF TERM 2: La comida

WHAT

Popular Spanish starters, main, desserts
 Words and phrases to use/recognise in a restaurant scenario
 Describing different meals
 Daily routine activities
 Recap likes and dislikes

WHY

To be able to describe food items.
To be able to give opinions about common Spanish foods.
To be able to discuss their daily routines.

HOW

ASSESSMENT

- Translation challenges
- Do Now activities
- retrieval practices
- in-class questioning

Summative assessment: Listening and reading comprehension. Tested through a series of comprehension questions to test decoding and retention of language.

VOCABULARY

Synonym, antonym, cognate, accent, vowel, consonant, subject, verb, connective, intensifier/qualifier, adjective, article, noun, singular, plural, masculine, feminine, prefix, suffix
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READING SKILLS

Inference, skimming, summarising, decoding, fluency, vocabulary development, defining, reading for gist/detail, comparing reading texts, reading for comprehension, prediction

WHAT

Adjectives to describe the home and/or a flat
To describe location where something is
Rooms in the house
Present tense time phrases
Places in town

WHY

To be able to describe places.
To know key locations on a map.
To be able to ask for directions

HOW

ASSESSMENT

- Translation challenges
- Do Now activities
- retrieval practices
- in-class questioning

Summative assessment:
Writing: Description of their dream home, Marked against KS3 writing criteria.

VOCABULARY

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READING SKILLS

Inference, skimming, summarising, decoding, fluency, vocabulary development, defining, reading for gist/detail, comparing reading texts, reading for comprehension, prediction

HALF TERM 2: Mi modelo a seguir

WHAT

Role models
Describing people
Using the third person
Jobs and charity work

WHY

To be able to confidently use the third person.
To review descriptions of people.
To consider what makes a person inspirational.

HOW

ASSESSMENT

- Translation challenges
- Do Now activities
- retrieval practices
- in-class questioning

Summative assessment: Speaking: Task made up of three parts assessed according to KS3 speaking criteria:

1. Orally translate 5 chunks of language
2. Answer pre-prepared questions about a role model.
3. Read aloud a paragraph.

VOCABULARY

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READING SKILLS

Inference, skimming, summarising, decoding, fluency, vocabulary development, defining, reading for gist/detail, comparing reading texts, reading for comprehension, prediction

HALF TERM 1: En los medios

THRESHOLD CONCEPTS : TC2, TC5, TC6

WHAT

Social media and use of technology
How to describe TV shows.
Giving opinions about films.
Describing genres of music and books.
Recap likes and dislikes

WHY

To be able to discuss their use of technology.
To consider the advantages and disadvantages of social media.
To extend and add complexity to opinions.

HOW

ASSESSMENT

- Translation challenges
 - Do Now activities
 - retrieval practices
 - in-class questioning
- Summative assessment:** Writing:
Written assessment marked according to KS3 writing criteria and comprised of two tasks:
1. Translation into target language
 2. Written piece on a choice of two topics

VOCABULARY

Synonym, antonym, cognate, accent, vowel, consonant, subject, verb, connective, intensifier/qualifier, adjective, article, noun, singular, plural, masculine, feminine, prefix, suffix
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READING SKILLS

Inference, skimming, summarising, decoding, fluency, vocabulary development, defining, reading for gist/detail, comparing reading texts, reading for comprehension, prediction

HALF TERM 2: Mis planes futuros

THRESHOLD CONCEPTS : TC1, TC4, TC6, TC7

WHAT

Discussing opinions about different school rules
Using the future tense
Explaining their future plans and ambitions
College and university choices

WHY

To be able to conjugate the future tense.
To use modal verbs
To consider future choices in education and beyond.
To be able to discuss post-16 education.

HOW

ASSESSMENT

- Translation challenges
 - Do Now activities
 - retrieval practices
 - in-class questioning
- Summative assessment:**
Listening and reading comprehension tasks, testing all topics from Y7 and Y8.

VOCABULARY

Synonym, antonym, cognate, accent, vowel, consonant, subject, verb, connective, intensifier/qualifier, adjective, article, noun, singular, plural, masculine, feminine, prefix, suffix
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READING SKILLS

Inference, skimming, summarising, decoding, fluency, vocabulary development, defining, reading for gist/detail, comparing reading texts, reading for comprehension, prediction

WHAT

Cities in Spain and what they are known for
Differences between Spanish and English school systems
Describing timetables
Comparing school facilities and buildings

WHY

To understand key geographical features of Spain.
To be able to make comparisons.
To be able to describe a timetable.

HOW

ASSESSMENT

- Translation challenges
- Do Now activities
- retrieval practices
- in-class questioning

Summative assessment: Writing: Written description of their school.

VOCABULARY

Synonym, antonym, cognate, accent, vowel, consonant, subject, verb, connective, intensifier/qualifier, adjective, article, noun, singular, plural, masculine, feminine, prefix, suffix
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HALF TERM 2: El mundo del trabajo

WHAT

Job titles and job descriptions
Career opportunities with Spanish
Understanding job adverts
Applying for jobs

WHY

To discuss careers which use language skills.
To be able to conjugate the future and conditional tenses.
To know key vocabulary about job applications.

HOW

ASSESSMENT

- Translation challenges
- Do Now activities
- retrieval practices
- in-class questioning

Summative assessment: Spoken 'job interview'. Asking and answering questions about a job, as well as describing themselves.

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READING SKILLS

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HALF TERM 1: La sociedad

THRESHOLD CONCEPTS : TC2, TC3, TC6

WHAT

Role models
Describing people
Using the third person
Jobs and charity work
What makes a good friend

WHY

To be able to use a range of tenses in the third person.
To discuss important personal characteristic.
To consider how people make a positive impact on society.

HOW

ASSESSMENT
• Translation challenges
• Do Now activities
• retrieval practices
• in-class questioning
Summative assessment:
Summative assessment:
Speaking: Written leaflet about a volunteer opportunity in South America.

VOCABULARY

Synonym, antonym, cognate, accent, vowel, consonant, subject, verb, connective, intensifier/qualifier, adjective, article, noun, singular, plural, masculine, feminine, prefix, suffix
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READING SKILLS

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HALF TERM 2: El medio ambiente

THRESHOLD CONCEPTS: TC2, TC6, TC7

WHAT

Environmental issues
The importance of the rainforests
Impact of deforestation
Volunteer experiences in South America

WHY

To understand why rainforests are an important eco-system.
To consider ways to protect the environment.
To use the future and conditional tenses to discuss volunteering.

HOW

ASSESSMENT
• Translation challenges
• Do Now activities
• retrieval practices
• in-class questioning
Summative assessment:
Speaking: Written leaflet about a volunteer opportunity in South America.

VOCABULARY

Synonym, antonym, cognate, accent, vowel, consonant, subject, verb, connective, intensifier/qualifier, adjective, article, noun, singular, plural, masculine, feminine, prefix, suffix
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HALF TERM 1: Los festivales

THRESHOLD CONCEPTS : TC1, TC2, TC6

WHAT

Spanish around the world
Canary island culture and linguistic differences
Celebrations and festivals in the Spanish-speaking world

WHY

To be able to explain the traditions around a variety of celebrations in the Spanish-speaking world.
To understand how Spanish dialects can differ around the world.

HOW

ASSESSMENT

- Translation challenges
- Do Now activities
- retrieval practices
- in-class questioning

Summative assessment:
Spoken presentation about a celebration of their choice in Spanish.

VOCABULARY

Synonym, antonym, cognate, accent, vowel, consonant, subject, verb, connective, intensifier/qualifier, adjective, article, noun, singular, plural, masculine, feminine, prefix, suffix
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HALF TERM 2: Voces Inocentes

THRESHOLD CONCEPTS : TC1, TC2, TC4, TC6

WHAT

Film study – Voces Inocentes
Understanding the impact of civil war in developing countries
Describing characters
Explaining plot development

WHY

To be able to explain a plot and describe a fictional character.
To understand the historical context of Central America.
To be able to use the imperfect tense to describe the past.

HOW

ASSESSMENT

- Translation challenges
- Do Now activities
- retrieval practices
- in-class questioning

Summative assessment:
Listening and reading comprehension. Tested through a series of comprehension questions to test decoding and retention of language.

VOCABULARY

Synonym, antonym, cognate, accent, vowel, consonant, subject, verb, connective, intensifier/qualifier, adjective, article, noun, singular, plural, masculine, feminine, prefix, suffix
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