

Subject overview: MFL - Spanish KS3

Subject Rationale (Intent) linked to [whole school curriculum mission](#)

In brief (no more than four sentences)

The MFL curriculum at St Edmund's allows all students to develop an interest and enthusiasm for learning about the wider world.

We teach grammar, vocabulary and phonics throughout the key stages through a variety of engaging activities, and students are encouraged, supported and challenged to use a wide range of linguistic skills to enable them to communicate with speakers of Spanish in real life situations. In language lessons at St Edmund's there is a strong connection and relevance to the lives of young people in our community, underpinned by a breadth of cultural capital in order to widen horizons, engender respect for the traditions and faiths of others and mould truly global citizens

Additional details

In KS3 languages at St Edmund's, the curriculum aims to equip students with Reading, Writing, Listening and Speaking skills to become confident and capable linguists, who are brave and resilient enough to take a risk in order to maintain communication with speakers of other languages. We aim to develop automaticity over time through regular exposure and practice in order for students to be able to recall structures and phrases from their long term memory without the barriers of conscious thought. Our KS3 curriculum aims to move learners from novice to intermediate level.

The knowledge to be covered by students at KS3 is meaningful and relevant to the lives of young people in our community. The topics have been chosen to cover the most appropriate areas of daily life - past, present and future - as well as to line up with the key topics studied in the GCSE programme. MFL teachers endeavour to create keen linguists by using key linguistic terminology regularly and creating an awareness of etymology of vocabulary, which in turn builds students' literacy in a holistic sense.

The pedagogy used is largely based on the Conti method of EPI (extensive processing input) - which centres on the progression model of: A typical module deals with new material and consists of MARSEARS (Modelling, Awareness-raising, Receptive processing, Structured Production, Expansion, Autonomy, Routinization and Spontaneity) which aim at consolidating and automatizing that material, as well as interweaving it with materials from previous units.

With a view to building cultural capital and liberating students from insularity, we have planned presentations and independent research opportunities of cultural context for students across KS3 to investigate festivals, global issues, rituals, spiritual customs and traditional values of the hispanic world.

YEAR 7

TERM	Topic sequence (What are you teaching?)	Topic sequence rationale (Why are you teaching this? How does it link to prior learning? Any notable links to St Edmund's curriculum mission)	Main method of assessment?
Term 1:1	<p>Module 1: Mis estudios</p> <p>Content:</p> <ol style="list-style-type: none"> 1. Introduction to Spanish- presenting yourself, greetings 2. Classroom language + en mi mochila 3. In my schoolbag 4. School subjects: opinions and reasons. What I used to study + past opinions (I used to like) + Extension: What I would like to study in the future 5. Día de los muertos <p>Vocabulary:</p> <ul style="list-style-type: none"> - Greetings, presenting yourself - Classroom Language - In my school bag - In my primary school I used to study - Now I study - One day I would like to study - Opinions on school subjects <p>Grammar:</p> <ul style="list-style-type: none"> - introduction to definite articles "el/la/los/las" - Present tense "estudio" - EXTENSION: past imperfect: estudiaba - EXTENSION: future tense "me gustaría + estudiar" - opinions: me gusta(n) +el/la/los/las - connectives: y / pero / también <p>Phonics: rules of pronunciation taught when reading aloud</p> <ul style="list-style-type: none"> - vowels - accent/ tilde 	<p>The very first lesson in St Edmund's is a cultural awareness lesson of Spanish where there is no book allocated and only verbal activities. The rationale for this is to immediately establish a safe, calm and respectful learning environment where it is understood that everyone can make mistakes and everyone is expected to take part. This session includes a cultural quiz, designed to spark a curiosity for learning about the hispanic world and provides an opportunity to celebrate culture from around the world.</p> <p>We choose to start Year 7 with meaningful classroom and school topic based language in the transition from primary to secondary. Students at this stage of year 7 have joined a new school and will be getting to know their new environment. This purposeful topic ensures that students are not demotivated by "starting again" if they have had primary language education, and that they are not overwhelmed if they have never studied a language in primary school. It also enables us to discern the level of language learning and the actual languages studied at our feeder schools. According to Ian Bauckham's review of MFL nearly 16% of students in secondary school already have some exposure to a language other than English from home, hence we are making every effort to draw on students' knowledge of their home language to make comparisons both with English and with the new language being taught.</p> <p>Our aim is to embed the use of core school vocabulary and to develop mastery of extending sentences using connectives/high frequency words.</p> <p>We include classroom language and in my schoolbag in order to automatise the naturalness of classroom instructions such as: "abre el libro" "levanta la mano" "tengo un boli verde" etc.</p> <p>We include 3 x tenses in order to expose students to the language of linguistics and literacy e.g. "tenses", developing their primary literacy skills. We include the imperfect tense "estudiaba" so that students can share primary school experiences, considering the delicate nature of this time of transition, sharing experiences and building new</p>	<p>FORMATIVE: In line with school homework policy, fortnightly homework set on Pearson ActiveLearn. This enables pupils to complete vocabulary learning activities which are assessed in a low-stakes way, as well as reading, listening and grammar activities that are self-marked, therefore providing instant feedback for pupils.</p>

	<ul style="list-style-type: none"> - j - ll - ge / gi - z - ci / ce - rr - silent h 	<p>friendships. We include “me gustaría estudiar” as a passive introduction to the conditional future tense in order for students to articulate ideas they may have for their future studies.</p> <p>We introduce numbers and days of the week to ensure students are able to independently write and say the date in their books in Spanish.</p> <p>Using the EPI model of language instruction, we begin to empower students to decode sounds for their listening skills and to produce relevant utterances. The use of sentence builders and taskmaster activities allows students to recognise and use syntax correctly in Spanish - primarily speaking and ultimately writing - with the vocabulary listed to avoid wasting time copying copious vocabulary lists from the board, which can often demotivate learners. encourages students to extend their sentences using connectives and further enhancing the quality of their language output.</p> <p>CULTURAL CAPITAL</p> <p>Differences between key studying pathways and school life between Spain / UK</p> <p>In line with the Catholic celebration of All Soul’s Day, we present the Central American celebration of the Day of the Dead. We refer to the popular Disney film: Coco and encourage students to design their own Calavera</p>	
<p>Term 1:2</p>	<p>Module 2: Mi vida escolar</p> <p>Content:</p> <ol style="list-style-type: none"> 1. El día escolar - telling the time and Timings of the school day 2. Uniform introduction - clothes, colours 3. Assessment 4. Navidad - Christmas <p>Vocabulary</p> <ul style="list-style-type: none"> - Mi horario - Mi uniforme <p>Grammar:</p>	<p>In keeping with teaching a relevant and meaningful curriculum, we broaden the topic content of school life by introducing the timetable, which allows us a numeracy link to telling the time.</p> <p>We consolidate the topic of timetables to ensure familiarity in their transition stage as well as ensuring the understanding of numeracy skill of telling the time in the traditional, analogue method - as this skill (in English) often requires reteaching at this stage. This is also helpful to EAL students who are not used to telling the time in this manner.</p> <p>The use of sentence builders on the knowledge organiser allows students to use time phrases with the verb forms and encourages students to extend their sentences using connectives and further enhancing the quality of their language output.</p>	<p>FORMATIVE:</p> <p>In line with school homework policy, fortnightly homework set on Pearson ActiveLearn. This enables pupils to complete vocabulary learning activities which are</p>

	<ul style="list-style-type: none"> - a las / a la - numbers for telling time - numeracy links to English analogue time telling - present tense verbs in "I form" - high frequency time phrases - days of the week <p>Phonics: Rules of pronunciation embedded when reading aloud</p> <ul style="list-style-type: none"> - vowels - accent/ tilde - j - ll - ge / gi - z - ci / ce - rr - silent h 	<p>CULTURAL CAPITAL</p> <p>In line with the Catholic celebration of Christmas we take the opportunity to showcase some of the key cultural differences between anglophone and hispanic celebrations at Christmas and new year.</p>	<p>assessed in a low-stakes way, as well as reading, listening and grammar activities that are self-marked, therefore providing instant feedback for pupils.</p> <p>Summative Y7 Assessment 1</p> <ul style="list-style-type: none"> - Listening - Writing
<p>Term 2:1</p>	<p>Module 3: Mi familia y yo</p> <p>Content:</p> <ul style="list-style-type: none"> - assessment feedback and close the gap - personality of myself and others (extension) - siblings - birthdays - hair and eye colour - CARNAVAL <p>Grammar: Key verbs for this topic</p> <ul style="list-style-type: none"> - Tengo, tiene, tienen - EXTENSIÓN: ojala tuviera, me gustaría tener/ser - me llamo, se llama, se llaman - adjectival agreement 	<p>By focusing on the vocabulary associated with myself, family and friends, students can learn to use familiar words and phrases to communicate more effectively. As students learn more vocabulary associated with family and friends, they will also be exposed to other related words, structures and phrases, building their overall Spanish vocabulary.</p> <p>Learning about personality and appearance of myself, family and friends here provides a natural context for introducing more grammar concepts such as noun gender, pluralization, and possessive adjectives. These concepts as well as building "adjectival agreement" knowledge once again, recycling this from Term1. This is fundamental to Spanish grammar and will help students develop a strong foundation for more advanced language learning in Key Stage 3 and beyond.</p> <p>Having opportunities to practise the pronunciation of words associated with family and friends, students can continue to recognise and develop an understanding of key Spanish phonics. This can help</p>	<p>FORMATIVE: In line with school homework policy, fortnightly homework set on Pearson ActiveLearn. This enables pupils to complete vocabulary learning activities which are assessed in a low-stakes way, as well as reading, listening and grammar activities that are self-marked,</p>

	<ul style="list-style-type: none"> - es / son - connectives: y, pero, sin embargo, además por otro lado, aunque <p>Phonics: rules of pronunciation embedded when reading aloud</p> <ul style="list-style-type: none"> - vowels - accent/ tilde - j - ll - ge / gi - z - ci / ce - rr - silent h 	<p>them recognise patterns and make connections between words, leading to better pronunciation and a more intuitive understanding of Spanish.</p> <p>Listening strategies are developed in order to identify specific details from longer passages of spoken Spanish</p> <p>CULTURAL CAPITAL</p> <p>In line with the Catholic celebration of Lent we take the opportunity to present the festival of “Carnaval” in the hispanic world. Students have an opportunity to conduct their own research and design their own “carnaval” costume.</p>	<p>therefore providing instant feedback for pupils.</p>
<p>Term 2:2</p>	<p>Module 4: Mis mascotas y mis relaciones</p> <p>Content:</p> <ul style="list-style-type: none"> - describing physical appearance of self and others - FORMATIVE ASSESSMENT: Se busca poster lesson (CTG) - introducing pets - reviewing tiene and es from past module - reviewing se llama / se llaman - review of personality adjectives - comparing family members - justifying opinions - EASTER <p>Grammar: Key verbs for this topic</p> <ul style="list-style-type: none"> - Tengo, tiene, tienen - me llamo, se llama, se llaman - es vs son - review of adjectival agreement - EXTENSIÓN: imperfect Antes tenía 	<p>Pupils will start the half term by describing physical appearance of self and others which will introduce more extended vocabulary about specific physical traits e.g. beard, moustache, baldness etc... They will then have a summative assessment opportunity to consolidate knowledge from the previous half term by undertaking a creative piece of work in the form of a ‘wanted’ (se busca) poster. This will allow pupils to use the vocabulary and personal details to describe a person who is ‘wanted’ and will allow us to assess how much of the language has been embedded before moving onto pets. Learning about pets in Spanish can be an engaging and enjoyable experience for students. Pets are often a topic that students can relate to and find interesting which can motivate them to continue learning and improve their language skills. It expands vocabulary and improves their pronunciation. Students will learn new animal names which gives an opportunity to compare languages and focus on linguists eg: tortuga/turtle, serpiente/snake (serpent) building on literacy skills. This will also help students to recognise patterns in Spanish phonics, which will improve their pronunciation and ability to decode/understand the spoken language.</p> <p>Pupils are able to consolidate previous basic grammar concepts such as verb conjugation and adjectival agreement with colours (se llama /</p>	<p>FORMATIVE: Google forms formative assessment</p> <p>Homework: In line with school homework policy, fortnightly homework set on Pearson ActiveLearn. This enables pupils to complete vocabulary learning activities which are assessed in a low-stakes way, as well as reading, listening and grammar</p>

	<ul style="list-style-type: none"> - conditional - me gustaría tener - ojala tuviera - subjunctive - Me llevo bien con - connectives: y, pero, sin embargo, además por otro lado, aunque <p>Phonics: rules of pronunciation embedded when reading aloud</p> <ul style="list-style-type: none"> - vowels - accent/ tilde - j - ll - ge / gi - z - ci / ce - rr - silent h 	<p>llaman, tiene / tienen) and in phonics: pero / perro</p> <p>There is further opportunity to use imperfect (antes tenía) and conditional future (me gustaría tener) which recalls the structures of Term 1.</p> <p>CULTURAL CAPITAL</p> <p>In line with the Catholic celebration of Easter we take the opportunity to present the differences between the celebrations of this time of year, notably the cultural differences between Pascua and Semana Santa. Students have the opportunity to conduct further research and investigate wider celebrations in the hispanic world.</p>	<p>activities that are self-marked, therefore providing instant feedback for pupils.</p> <p>SE BUSCA POSTER - allows for consolidation of vocabulary knowledge and independent creativity with the language.</p>
<p>Term 3:1</p>	<p>Module 3: Las vacaciones</p> <p>Content:</p> <ul style="list-style-type: none"> - Reading and listening assessments - Describing holiday types - usual holiday destinations - where you stay during your holiday - booking a hotel room - problems in the hotel <p>Grammar:</p> <ul style="list-style-type: none"> - Opinion phrases, - Intensifiers, - adjectives, - adjectival agreement, - adjectival positioning, - time phrases - use of cognates - question words <p>Interdisciplinary links:</p>	<p>After summative reading and listening assessments Teaching the topic of las vacaciones (holidays) has been specifically selected to ensure pupils can see how Spanish can be used in real life, outside of the classroom.</p> <p>The content has been selected to be practical and useful for those pupils who holiday in Spanish speaking countries in the summer holidays but also to open up the idea of holidays abroad to pupils who will be staying in the UK during the holidays. The aims are for pupils to understand life abroad in Spanish speaking countries as a tourist or a visitor and to open them up to ways of travelling and leisure.</p> <p>Students use the sentence builders on their knowledge organisers to discuss holiday types and holiday destinations in the present tense as well as providing pupils with practical vocabulary to help them when booking rooms and describing problems with their rooms. This vocabulary links with key topics in the GCSE course, introducing pupils early to these structures.</p> <p>This topic provides a basis for further vocabulary expansion and recycles the previous grammar points studied throughout the year such as opinion phrases, adjectival agreement, intensifiers and</p>	<p>SUMMATIVE: Reading and Listening assessments about the content learned in Term 2.</p> <p>FORMATIVE: Google forms formative assessment</p> <p>Homework: In line with school homework policy, fortnightly homework is set on Pearson ActiveLearn. This enables pupils to</p>

	<ul style="list-style-type: none"> - Geography: Knowledge of the European maps and places. - History: Visiting and describing castles, museums etc. - Science: Describing and understanding the different weather and seasons. - English: grammar rules and use of more than one tense in longer texts <p>Phonics: rules of pronunciation embedded when reading aloud</p> <ul style="list-style-type: none"> - vowels - accent/ tilde - j - ll - ge / gi - z - ci / ce - rr - silent h 	<p>adjectival positioning. This increases their proficiency and confidence in using Spanish as they are already used to the grammar rules. This topic is part of the Theme 1 GCSE syllabus, thus providing a natural foundation and stepping stone for further study to link back to later in the curriculum.</p> <p>CULTURAL CAPITAL Understanding life abroad and in Spanish speaking countries.</p>	<p>complete vocabulary learning activities which are assessed in a low-stakes way, as well as reading, listening and grammar activities that are self-marked, therefore providing instant feedback for pupils.</p> <p>Summative: End of year: speaking project + reading assessment</p> <p>Produce a presentation about yourself in Spanish</p>
<p>Term 3:2</p>	<p>Module 3: En el restaurante Project Content:</p> <ul style="list-style-type: none"> - Ordering food in a restaurant - command phrases - food and drink vocabulary - problems with food vocabulary - <p>Grammar</p> <ul style="list-style-type: none"> - Como bebo + time phrases - present tense verb conjugation 	<p>We begin this half term year with food and drink as it is an opportunity to introduce new vocabulary, present tense regular verbs and time phrases. This is also a core component of GCSE Spanish with regard to speaking exams and therefore provides a strong foundation of knowledge for students from an early age.</p> <p>In this half term students prepare a restaurant role play, ordering 3 courses and a drink, as well as discussing problems with their meals, which is a key life skill for pupils and links to the previous half term where pupils discussed problems with their hotel rooms as it continues to teach pupils transactional language that can be used in their summer holidays.</p>	<p>FORMATIVE: Google forms formative assessment</p> <p>SUMMATIVE: Speaking role play assessment</p> <p>Homework: In line with school homework policy,</p>

	<p>Phonics: rules of pronunciation embedded when reading aloud</p> <ul style="list-style-type: none"> - vowels - accent/ tilde - j - ll - ge / gi - z - ci / ce - rr - silent h 	<p>CULTURAL CAPITAL</p> <p>We make sure in this topic to discuss a variety of Spanish and hispanic food items, introducing pupils to foods they may not have heard of before, as well as discussing cultural elements such as 'set menus' and the cultural differences of eating in Spanish speaking countries. This will be invaluable cultural information which hopes to mitigate any culture shock should pupils visit Spanish speaking countries in the future.</p>	<p>fortnightly homework is set on Pearson ActiveLearn. This enables pupils to complete vocabulary learning activities which are assessed in a low-stakes way, as well as reading, listening and grammar activities that are self-marked, therefore providing instant feedback for pupils.</p>
--	---	---	--

YEAR 8			
TERM	Topic sequence (What are you teaching?)	Topic sequence rationale (Why are you teaching this? How does it link to prior learning? Any notable links to St Edmund's curriculum mission)	Main method of assessment?
Term 1:1	<p>Module 1:Mi tiempo libre Content:</p> <ul style="list-style-type: none"> - free time activities-present tense - opinions - EXTENSIÓN: wider range including me da igual, supongo que and no me gusta nada - justifications - time phrases - review of family members from Y7 - days of the week 	<p>We begin Y8 Spanish with a recall lesson of Y7 topic vocabulary and the opportunity to regain confidence in any lost knowledge from 6 weeks summer holidays.</p> <p>We introduce the topic of Free time at this point in Year 8. Learning words related to leisure time activities help students communicate about their interests and hobbies. Secondly, it is an opportunity to review some basic grammatical structures from year 7 such as verb conjugation and simple sentence syntax, and it is another opportunity to express opinions and give justifications - skills learnt last year. This</p>	<p>FORMATIVE: In line with school homework policy, fortnightly homework set on Pearson ActiveLearn. This enables pupils to complete vocabulary</p>

	<p>- DÍA DE LOS MUERTOS</p> <p>Grammar:</p> <ul style="list-style-type: none"> - opinion + infinitive - present tense verb conjugation with 'ar' verbs (extension: 'er' and 'ir' verbs too) - time phrases + conjugation - 3rd person verbs - syntax <p>Phonics: rules of pronunciation embedded when reading aloud</p> <ul style="list-style-type: none"> - vowels - accent/ tilde - j - ll - ge / gi - z - ci / ce - rr - silent h 	<p>will all help students to form coherent and meaningful sentences in Spanish. It also exposes students to the phonetic and pronunciation differences between Spanish and English, e.g. football / fútbol which can enhance their phonemic awareness and spelling skills. Learning these differences can be challenging but rewarding and can build a sense of achievement particularly after a long break over the holidays.</p> <p>We develop the pupils' grammatical knowledge of verb conjugation in the present tense, teaching them the verbs ending for 'ar' verbs first, and progressing onto 'er' and 'ir' verbs for those groups who can cope with extending their knowledge here. This develops pupils' abilities to change the verb endings to discuss other people, thus extending their work and ensuring tier 3 vocabulary (conjugation, infinitive, verb endings) is used naturally in lessons.</p> <p>CULTURAL CAPITAL</p> <p>We present the Central American celebration of the Day of the Dead again, this time with a comparison between pagan Halloween traditions and Mexican celebrations.</p>	<p>learning activities which are assessed in a low-stakes way, as well as reading, listening and grammar activities that are self-marked, therefore providing instant feedback for pupils.</p> <p>-</p>
<p>Term 1:2</p>	<p>Module 2: Los deportes</p> <p>Content:</p> <ul style="list-style-type: none"> - weather + months of the year - sports with hacer - sports with jugar - sports/activities with ir - extreme sports - NAVIDAD (CHRISTMAS) <p>Grammar:</p> <ul style="list-style-type: none"> - hacer conjugation - jugar conjugation - ir conjugation - time phrases - language of conjugations <p>Phonics:</p>	<p>A continuation of free time topics with a focus on sports and a passive introduction to the topic of healthy life choices (which is covered in more detail in year 9)</p> <p>In this module we focus on the differences in Spanish between sports that you do (hacer) vs ones you play (jugar) . We introduce some activities with go (ir) and we explicitly teach the difference between infinitive phrases and conjugated 1st or 3rd person verbs. This was introduced in Y7 and is built on in Y8 to increase confidence and proficiency whilst communicating about relevant, meaningful topics.</p> <p>CULTURAL CAPITAL</p> <p>In line with the Catholic celebration of Christmas we take the opportunity to showcase some of the key cultural differences between anglophone and hispanic celebrations at Christmas and new year.</p>	<p>FORMATIVE: In line with school homework policy, fortnightly homework set on Pearson ActiveLearn. This enables pupils to complete vocabulary learning activities which are assessed in a low-stakes way, as well as reading, listening and grammar</p>

	<p>rules of pronunciation embedded when reading aloud</p> <ul style="list-style-type: none"> - vowels - accent/ tilde - j - ll - ge / gi - z - ci / ce - rr - silent h 		<p>activities that are self-marked, therefore providing instant feedback for pupils.</p> <p>Summative Y8 Assessment 1</p> <ul style="list-style-type: none"> - Listening - Translation
<p>Term 2:1 + Term 2:2</p>	<p>Module 3: Me preparo Content:</p> <ul style="list-style-type: none"> - assessments - listening and translation - assessment feedback - daily routine - reflexive verbs (review of time) - inviting to go out - what are you going to wear + clothes and colours: llevo, voy a llevar, me gustaría llevar - conversation role play model (CTG) - Easter <p>Grammar:</p> <ul style="list-style-type: none"> - articles: un, una, unos, unas - voy a llevar - Qué vas a llevar - llevo / llevas / llevan - masculine/feminine/singular/plural nouns - me vs mi - reflexive verbs - time phrases <p>Phonics: rules of pronunciation embedded when reading</p>	<p>This is a short term, due to Easter being early, therefore we have planned for the shorter half terms to cover one whole module, to allow for adaptive teaching and ensure content is not being rushed.</p> <p>In this module students are introduced to reflexive verbs with 12 daily routine actions. The phonetic differences between “me” and “mi” are a crucial focal point here.</p> <p>Students consolidate knowledge of time phrases from past topics and learn to manipulate syntax to confidently express their routines and habits in Spanish.</p> <p>The Y7 topic of clothes is revisited here and the grammar point of articles un/una/unos/unas is explicitly reviewed with activities that check and consolidate understanding. Students at this point should be confident in articulating the reasons why the colours are used after the noun in Spanish and the reasons why they have a particular spelling (according to masculine/feminine/ singular / plural nouns). Students learn to talk about the clothes they have to wear at school vs the clothes they wear in their free time activities and there is an opportunity to practise the GCSE style role play in speaking tasks where you would invite someone to go out and ask what they are going to wear. This is a passive introduction to the future tense (VOY A + INFINITIVE)</p>	<p>FORMATIVE: In line with school homework policy, fortnightly homework is set on Pearson ActiveLearn. This enables pupils to complete vocabulary learning activities which are assessed in a low-stakes way, as well as reading, listening and grammar activities that are self-marked, therefore providing instant feedback for pupils.</p>

	<p>aloud</p> <ul style="list-style-type: none"> - vowels - accent/ tilde - j - ll - ge / gi - z - ci / ce - rr - silent h 	<p>CULTURAL CAPITAL</p> <p>In line with the Catholic celebration of Lent we take the opportunity to present the festival of “Carnaval” in the hispanic world. Students have an opportunity to conduct their own research into typical foods eaten at the time of this festival.</p>	
<p>Term 3:1</p>	<p>Module 4: Cómo ayudas en casa / mi paga</p> <p>Content:</p> <ul style="list-style-type: none"> - chores - question: Cómo ayudas en casa - first person verbs of helping at home - libras and currency terminology - pocket money - negative no hago nada - gasto / ahorro - justifying - opinions - <p>Grammar:</p> <ul style="list-style-type: none"> - adjectival agreement - first person conjugations - time phrases - opinions with infinitive verbs <p>Phonics:</p> <p>rules of pronunciation embedded when reading aloud</p> <ul style="list-style-type: none"> - vowels - accent/ tilde - j - ll - ge / gi - z 	<p>In this module students are introduced to AYUDAR - through the concept of helping at home - which is a GCSE topic in KS4 curriculum.</p> <p>This module reviews the family members and introduces more first person conjugation of verbs such as: Limpio, barro, lavo, hago and the negative “no hago nada”.</p> <p>This topic is paired with “mi paga” (pocket money) which is prefaced by a reminder of CARE values and that everyone comes from a different circumstance at home. This is important in our school mission to foster a student that is respectful and who challenges prejudice, whilst tackling important global issues such as the current economic crisis. We exploit the opportunity to teach about budgeting and saving money. This is a valuable opportunity to discuss the wider world in the language classroom and strengthen the holistic nature of their education by discussing current events and sharing personal experiences.</p> <p>Numeracy is also reviewed here with the explicit teaching about currency and opportunity to practise converting pounds to Euros as well as look at the cost of paying for particular items on an imaginary holiday in Barcelona as a cultural capital extension.</p> <p>CULTURAL CAPITAL</p> <p>In line with the Catholic celebration of Easter we take the opportunity to present the differences between the celebrations of this time of year, notably the cultural differences between Pascua and Semana</p>	<p>FORMATIVE:</p> <p>In line with school homework policy, fortnightly homework set on Pearson ActiveLearn. This enables pupils to complete vocabulary learning activities which are assessed in a low-stakes way, as well as reading, listening and grammar activities that are self-marked, therefore providing instant feedback for pupils.</p> <p>Summative</p> <p>Y8 Assessment 2</p> <ul style="list-style-type: none"> - Reading - translation

	<ul style="list-style-type: none"> - ci / ce - rr - silent h 	<p>Santa across the hispanic world. Students have the opportunity to conduct further research and investigate wider celebrations in the hispanic world.</p>	
<p>Term 3:2</p>	<p>Module 5: Los trabajos en mi familia Content:</p> <ul style="list-style-type: none"> - list of 15 jobs mix of cognates and jobs from the AQA GCSE list for early exposure. - review of family members - adjectives for justification - revisiting from Y7 but introducing new vocabulary <p>Grammar:</p> <ul style="list-style-type: none"> - Irregular Verb to BE: es / son / soy - Conditional future: me gustaría ser with nos / le for other subjects - time phrases - porque creo que sería to justify a future conditional phrase <p>Phonics: rules of pronunciation embedded when reading aloud</p> <ul style="list-style-type: none"> - vowels - accent/ tilde - j - ll - ge / gi - z - ci / ce - rr - silent h 	<p>In this module students are taught how to say what jobs people in their family do. It is a topic in the KS4 curriculum and is being taught for the first time at KS3 level.</p> <p>It is taught at this point in an effort to line up with future pathway programmes at St Edmund’s and with a view to encouraging students lower down the school to think about languages beyond the MFL classroom and in the wider world of careers. It is important to the holistic nature of students’ education that we raise the aspirations of the students in line with the school mission to strive to achieve their own personal best.</p> <p>Students also develop their problem solving skills to identify new jobs eg peluquero using past knowledge of pelo from Y7</p> <p>Students carry out a research project to discover a chosen career which can link to languages in the future. This will be revisited briefly in Y9 at the point of students making their GCSE options choices.</p> <p>We revisit family and previous topics such as opinions, justifying and the conditional structure of “me gustaría + infinitive” which has been seen previously in Y7. Students have a great opportunity in this topic to practise their phonics as their is a good variety of phonemes in the list of jobs that is issued to students. Mi vs me is practised for phonics here</p> <p>CULTURAL CAPITAL. Raising aspirations via job profiles</p>	<p>FORMATIVE: In line with school homework policy, fortnightly homework set on Pearson ActiveLearn. This enables pupils to complete vocabulary learning activities which are assessed in a low-stakes way, as well as reading, listening and grammar activities that are self-marked, therefore providing instant feedback for pupils.</p>

YEAR 9

NB: In Year 9, students have 3 lessons per fortnight, but this is split into 2 lessons of Spanish and 1 lesson of French.

SPANISH

TERM	Topic sequence (What are you teaching?)	Topic sequence rationale (Why are you teaching this? How does it link to prior learning? Any notable links to St Edmund's curriculum mission)	Main method of assessment?
Term 1:1 & Term 1:2	Estar en forma Content: <ol style="list-style-type: none">1. What I like to eat and why2. Healthy and unhealthy living3. Role Play in a restaurant4. Listening assessment5. Speaking assessment	<p>We begin this year with food and drink as it is an opportunity to revisit Y7 and 8 pronunciation rules with the new vocabulary, present tense regular verbs, time phrases. This is also a core component of GCSE Spanish with regard to speaking exams and therefore provides a strong foundation of knowledge for students who will study Spanish next year.</p> <p>In this module students expand vocabulary and we also introduce</p>	FORMATIVE: In line with school homework policy, fortnightly homework set on Pearson ActiveLearn. This enables pupils to

	<p>Vocabulary</p> <ul style="list-style-type: none"> - Food/drink - Opinions + justifications - Role Play vocabulary <p>Grammar</p> <ul style="list-style-type: none"> - Como bebo + time phrases - present tense verb conjugation - <p>Phonics: rules of pronunciation embedded when reading aloud</p>	<p>them to key health-related terminology in Spanish. Introducing vocabulary related to healthy food and lifestyle, such as "frutas y verduras" (fruits and vegetables), will allow students to communicate more effectively about healthy habits and lifestyle choices. Learning the vocabulary will also help students to recognize and understand similar words in other languages, making language learning more accessible and reinforcing their knowledge of English vocabulary.</p> <p>Students prepare a restaurant role play, ordering 3 courses and a drink, as well as discussing problems with their meals, which is a key life skill for pupils. Pupil voice feedback told us that pupils want to be able to learn language that they can use in real life, when they are on holiday/in a Spanish speaking country in the future, even if they do not choose Spanish for GCSE, so we make sure in this topic to discuss 'set menus' and the cultural differences of eating in Spanish speaking countries. Students also revise past and future structures of forming sentences to describe what they eat/drink, ate/drank and what they are going to eat/drink for different mealtimes in the future. We teach conjugation of present tense with regular 'ar', 'ir, and 'er' verbs using verb flowers as a visual aid.</p> <p><u>Adaptive teaching:</u> For the higher ability groups, (blue groups) we teach the conjugation of irregular stem-changing verbs too- during the present tense verb lessons which will be useful for GCSE next year. They also experience cyclical learning, as they incorporate reflexive verbs taught in Y8 in the topic of daily routine.</p>	<p>complete vocabulary learning activities which are assessed in a low-stakes way, as well as reading, listening and grammar activities that are self-marked, therefore providing instant feedback for pupils.</p> <p>Summative Assessment 1: Listening and Speaking - restaurant role play</p>
<p>Term 2:1</p>	<p>Module 2: Careers in MFL</p> <ol style="list-style-type: none"> 1. Why learn a language? 2. Habits of discussion: debates about issues in languages 3. Los trabajos - review of year 8 vocab, discussing in Spanish a variety of jobs. 	<p>We have chosen this topic to coincide with pupils choosing their options and we have used this module as a way for pupils to work through the advantages of languages in the workplace, rather than pupils just being given information. Completing practical activities is a much more engaging and useful way of helping pupils to see the benefits of languages in the world of work.</p> <p>The teaching staff in the department share their own personal language journeys which makes the learning personal and relevant. Pupils are able to ask questions to teachers about their own experiences to help them become better informed to make their GCSE options choices.</p> <p>Students are also exposed to former and older pupil testimonials e.g.</p>	<p>FORMATIVE: In line with school homework policy, fortnightly homework set on Pearson ActiveLearn. This enables pupils to complete vocabulary learning activities which are</p>

		<p>sixth formers who have been in the same position as they have been only a number of years ago. This aims to make the learning more personal once again, and demonstrate aspiration, (a school value) as pupils can see people like them succeeding in the subject.</p> <p>Pupils use the habits of discussion activity to plan and structure debates surrounding issues with language learning.</p>	<p>assessed in a low-stakes way, as well as reading, listening and grammar activities that are self-marked, therefore providing instant feedback for pupils.</p> <p>SUMMATIVE: CTG sticker to give feedback on the debates in class.</p>
<p>Term 2:2</p>	<p>Module 3: La tecnología y el ocio</p> <ol style="list-style-type: none"> 1. How I use my mobile phone 2. Social Media - comparisons and the dangers of them (mental health) 3. Types of music I enjoy 4. Films/TV shows I have recently watched and my opinion 5. EASTER <p>Vocabulary</p> <ul style="list-style-type: none"> - Healthy life revisited for resolutions - Mobile Phone/technology vocabulary - opinions and justifications - giving advantages/disadvantages - Music genre and giving opinions on songs - types of TV/Film + opinions (3rd person) - Time phrases <p>Grammar</p> <ul style="list-style-type: none"> - Near Future Tense: Voy a + infinitive - Present Tense: Uso / hablo / mando 	<p>We then continue Y9 with the popular topic of technology and entertainment (music/film) as it gives an age appropriate opportunity to discuss the benefits and drawbacks of modern technology, in line with the school curriculum mission to provide opportunity for spiritual moral and personal growth (eg: cyberbullying, mental health).</p> <p>We include a lesson on music and on TV/film here in which we embed 3rd person opinions to consolidate present tense and opinions. This is a component of GCSE Spanish Theme 1 and therefore provides a strong foundation of knowledge for students who will study Spanish next year.</p> <p>CULTURAL CAPITAL</p> <p>Students are introduced to Eurovision, and shown a selection of past Eurovision entries. Students are shown clips of TV/Film from hispanic countries.</p> <p>PASCUA - pupils will learn about the Easter traditions in Spain and this will allow for Catholicity links as traditions are rooted in the Catholic Church.</p>	<p>FORMATIVE: Google Forms assessment</p> <p>Homework: In line with school homework policy, fortnightly homework set on Pearson ActiveLearn. This enables pupils to complete vocabulary learning activities which are assessed in a low-stakes way, as well as reading, listening and grammar activities that are self-marked,</p>

	<p>- Time Phrases</p> <p>Phonics: rules of pronunciation embedded when reading aloud</p>		<p>therefore providing instant feedback for pupils.</p>
<p>Term 3:1</p>	<p>Art Project</p> <ul style="list-style-type: none"> - Looking at Velázquez/Goya, Picasso, Dali and Frieda Kahlo 	<p>After pupils have finished choosing their options, we are conscious that there will be a number of pupils who will be disengaged from MFL and therefore we have thought about how to make the lessons pertinent to these pupils, whilst also allowing those who have chosen languages for Y10 continue to make progress towards starting their GCSEs in September.</p> <p>This module allows a review of all past topics such as free time and also incorporates a lot of cultural capital which will support the progress and transition of students studying Spanish next year, as well as provide a sense of achievement for students who do not carry on with this topic next year.</p> <p>This is designed to be cross curricular and to underpin a breadth of cultural capital, in order to widen horizons, engender respect for the traditions and faiths of others and mould truly global citizens. This further supports the school mission of creating intellectual curiosity, building independent learning skills - contributing to a holistic education.</p>	<p>FORMATIVE: Google forms assessment</p> <p>Homework: In line with school homework policy, fortnightly homework set. The homework tasks will help pupils research artists ahead of their speaking assessment presentation.</p> <p>SUMMATIVE: Speaking assessment - presentation of spanish-speaking artist</p>
<p>Term 3:2</p>	<p>De vacaciones</p> <ol style="list-style-type: none"> 1. Spanish abroad / conversation basics 2. At the airport 3. Out and about (euros conversion, shopping vocab, souvenirs, directions, using public transport) 4. Tengo problema (complaining, getting lost, what to do, British embassy) 	<p>As before, by this point, in Year 9, most students will have made options choices and we ensure the curriculum from this point on is broad enough to interest students who will not continue with languages but also develops on key skills such as writing for different purposes and communication via speaking activities for future GCSE students.</p> <p>This module is designed in a way that all students can aspire to travel</p>	<p>FORMATIVE: Google forms assessment</p> <p>Homework: In line with school homework policy, fortnightly</p>

	<p>5. On holiday - Role Play</p>	<p>abroad and have fewer linguistic limitations than in previous years. In this module we encourage students to review their past learning and consolidate it in the topic of travelling abroad.</p> <p>The grammatical structures reviewed also allow future GCSE students to revise present and past tense, as well as to see role plays and written tasks of 90 words, which are skills they will need to use next year.</p> <p>CULTURAL CAPITAL</p> <p>Our lessons in this module are designed to enable students to feel confident about their 3 years of learning Spanish when travelling to Spanish speaking countries abroad - but also to understand what to do if you have a problem in a foreign country, as it is full of tips and advice such as explaining what an embassy is and why you might need to go there.</p>	<p>homework set.</p>
--	----------------------------------	--	-----------------------------

YEAR 9 French - Pupils have 1 lesson of French every 2 weeks.

<p>Term 1:1</p>	<p>Module 1: Family, Friends and I</p> <ul style="list-style-type: none"> - Intro to French - Greetings & siblings - Describing personality 	<p>As most pupils are new to French, having studied 2 years of Spanish previously, we have built the curriculum around the GCSE topics, to provide a level of maturity, but they are introduced from scratch, acknowledging that pupils are beginners, with a lack of prior knowledge.</p> <p>The first lesson taught is an introduction to French, providing pupils with the foundations for a basic conversation. This lesson teaches pupils how to greet each other both formally and informally, as well as introducing themselves, asking each other their name and expressing how they are feeling. This lesson provides them with a good foundation for lesson 2, where they start to describe their siblings, reusing the greetings and introductions vocabulary, but extending further to describe their siblings.</p> <p>Once this has been covered, pupils then move on to describing their personality, learning about the rules of adjectival agreement.</p> <p>CULTURAL CAPITAL</p> <p>This is followed by a cultural discussion surrounding how the French language is regulated by the Academie Française, and we discuss topics in the news related to inclusive language and how this is dealt</p>	<p>Formative: In line with school homework policy, fortnightly homework set on Pearson ActiveLearn. This enables pupils to complete vocabulary learning activities which are assessed in a low-stakes way, as well as reading, listening and grammar activities that are self-marked,</p>
------------------------	---	---	--

		with by different parts of society in French-speaking countries.	therefore providing instant feedback for pupils.
Term 1:2	Module 2: Relationships and Role Models <ul style="list-style-type: none"> - Talking about friends and what makes a good friend - Assessment preparation - CULTURAL CAPITAL: Noël en France 	<p>Pupils build upon vocabulary knowledge from the previous half term as vocabulary is recycled and transferred to the topic of describing what makes a good friend. Here, we introduce the pupils to third person verbs, moving from 'I am' to he/she/they are and more complex GCSE-style vocabulary is used, with a variety of negative constructions taught explicitly.</p> <p>CULTURAL CAPITAL. Noël en France: pupils will complete activities surrounding the festivities in France at Christmas Time. This will link with Catholicity as many of the traditions in France originate from the Catholic advent and Christmas celebrations.</p>	<p>Formative: In line with school homework policy, fortnightly homework set on Pearson ActiveLearn. This enables pupils to complete vocabulary learning activities which are assessed in a low-stakes way, as well as reading, listening and grammar activities that are self-marked, therefore providing instant feedback for pupils.</p> <p>Summative: Assessment: Pupils will create a piece of writing based on the following topics:</p> <ul style="list-style-type: none"> - their personality - their best friend

			<ul style="list-style-type: none"> - their relationships with their family - their role model <p>This will be in the style of the new GCSE from 2025 to start to expose pupils to the style of exam questions they will need to be familiar with at GCSE level. This aims to desensitise pupils to the look and feel of an exam-style question, to mitigate assessment anxiety well before GCSE courses begin.</p>
<p>Term 2:1</p>	<p>Module 3: The basics Content:</p> <ul style="list-style-type: none"> - Assessment feedback - Numbers - Phonics 	<p>This is a very short half term with only 5 weeks, therefore pupils groups will be seen only 2 or 3 times depending on when their lessons fall.</p> <p>Pupils receive their writing assessment feedback and will work through a series of corrective activities in class before receiving their close the gap feedback sheet where they will see their WGW and will respond to their EBI tasks.</p> <p>Once this is actioned, we move into the new phase of learning and with this module, we are responding to pupil voice as pupils completed a French survey at the end of the first term.</p> <p>In this, pupils said they wanted explicit lessons on both numbers in French and phonics to allow them to pronounce words more authentically and also to use numbers in a variety of contexts.</p>	<p>Formative: In line with school homework policy, fortnightly homework set on Pearson ActiveLearn. This enables pupils to complete vocabulary learning activities which are assessed in a low-stakes way,</p>

		<p>Therefore, pupils will learn how to count to 100 in French and there is the opportunity here for a numeracy link as pupils will complete mathematical problems using French numbers. They will also be shown how knowledge of numbers can be very useful in prices, time and when giving their age (providing them with a link to real-life usage) and age.</p> <p>With the phonics topic, pupils will look at how to pronounce the key sounds in French and how sounds such as [oi] and [ch] differ to English and also how they differ from the Spanish phonics that they have been used to in their Spanish lessons too.</p>	<p>as well as reading, listening and grammar activities that are self-marked, therefore providing instant feedback for pupils.</p>
Term 2:2	<p>Module 4: Paris Content: 1. Virtual tour to Paris 2. What can you do in Paris</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> - <i>Qu'est-ce qu'on peut faire à Paris?</i> <i>On peut ...</i> <i>aller à un concert</i> <i>faire les magasins</i> <i>manger au restaurant</i> <i>visiter les monuments, etc.</i> 	<p>The aim of this module is to introduce pupils to the wider world and expose pupils to more cultural capital surrounding France. Pupils will be able to express in French what 'you can do' in France using the infinitive construction 'on peut' + infinitive verb (a key phrase needed at GCSE).</p> <p>CULTURAL CAPITAL.</p> <p>Students will complete a virtual tour to Paris to learn about Paris and its monuments and they will have the chance to undertake a research project on a monument of their choice.</p> <p>Pupils will also learn about the Notre Dame Cathedral fire and they will discuss the details of the renovation and the reopening this December 2024.</p>	<p>Formative: In line with school homework policy, fortnightly homework set on Pearson ActiveLearn. This enables pupils to complete vocabulary learning activities which are assessed in a low-stakes way, as well as reading, listening and grammar activities that are self-marked, therefore providing instant feedback for pupils.</p>
Term 3:1	Module 4: Paris (continued due to previous	To continue the Paris module, students will be exposed to past tense	Formative

	<p>short half term)</p> <ul style="list-style-type: none"> - What did you do in Paris - What was it like? <p>Vocabulary:</p> <ul style="list-style-type: none"> - <i>J'ai visité (le musée du Louvre).</i> <i>J'ai acheté des souvenirs.</i> <i>J'ai (beaucoup) dansé. J'ai rencontré un beau garçon/une jolie fille, etc.</i> - <i>C'était comment?</i> <i>C'était ... cool, bizarre, ennuyeux, etc.</i> <i>Ce n'était pas mal.</i> 	<p>verb phrases including regular and irregular perfect tense phrases 'j'ai regardé / j'ai bu' as well as imperfect tense phrases to provide opinions 'c'était...' and they will produce an account of an imaginary trip to Paris. Understanding key phrases in both the perfect and imperfect tenses will be key to success at GCSE but also key phrases to know if pupils find themselves in France in the future.</p>	<p>assessment: Google forms assessment</p> <p>SUMMATIVE: Pupils will produce an account of an imaginary trip to Paris.</p> <p>Homework: In line with school homework policy, fortnightly homework set on Pearson ActiveLearn. This enables pupils to complete vocabulary learning activities which are assessed in a low-stakes way, as well as reading, listening and grammar activities that are self-marked, therefore providing instant feedback for pupils.</p>
<p>Term 3:2</p>	<p>Module 6: Sport + the Paris Olympics</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> → Jouer à 	<p>In this half term, pupils will be introduced to sports vocabulary in French. To maintain pupil engagement, as pupils have made their GCSE choices by this point, this topic is linked with the Paris Olympics.</p>	<p>Formative assessment: Google forms assessment</p>

	<ul style="list-style-type: none"> → Faire de → le foot → le rugby → le tennis → le volley → le golf → le basket → le tir à l'arc → la boxe → le canoë-kayak → l'escrime → la lutte → la natation → la voile → l'équitation 	<p>Pupils will complete a group project activity whereby they will have to plan a trip to Paris to attend events at the Olympics on a budget. They will have cross-curricular tasks to complete, such as maths budgeting tasks, geography tasks etc... to instil cultural knowledge and recycle Paris knowledge from the previous two topics. This will also help to practise life skills such as budgeting, researching flights and hotels on the internet to fit within the budget etc...</p> <p>CULTURAL CAPITAL.</p> <p>Pupils will discuss the Paris Olympics schedule and the plans for the events in Paris.</p>	<p>Homework: In line with school homework policy, fortnightly homework set on Pearson ActiveLearn. This enables pupils to complete vocabulary learning activities which are assessed in a low-stakes way, as well as reading, listening and grammar activities that are self-marked, therefore providing instant feedback for pupils.</p>
--	--	---	--