MFL: Spanish CURRICULUM MAP: Y7

Astrea Academy Trust
INSPIRING BEYOND MEASURE

Curriculum aims and intent	The Astrea Academy Trust MFL curricula aim to develop great linguists: individuals who can manipulate the language into any context and be undeterred by spontaneous conversations in their language. The curriculum teaches students about the important cultural, sociological and historical events and people which have developed the modern-day France and Spain we see today. The curriculum aims to explore the role that France and Spain and their languages play in countries outside the French and Spanish borders. The curriculum allows scholars to access rich texts and conversations in several tenses. Grammatical knowledge is underpinned to ensure scholars are masters of the English language as well as proficient in French or Spanish. The curriculum gives scholars the tools to speak confidently with great pronunciation and intonation in their language. This should in turn help their ability to speak aloud in English. It is broad and balanced, working on all four main skills: reading, writing, speaking and listening. The MFL curricula are designed to create confident linguists in both French and English and Spanish and English. To this end, the curriculum shows grammatical terminology is commonplace from the outset. Resources are created, including listening excerpts to ensure that scholars understand not just the content of a text, but also how to access it when there is vocabulary they are unaware of. The MFL curricula are designed to ensure that scholars gain a great knowledge of common verbs and can exhibit the skills needed to manipulate them. They are not designed to be so topic-based that scholars learn about “school” for one half term and do not use any of that vocabulary in any other context. This stifles ability and leads scholars to lack confidence. All scholars can enjoy and succeed in MFL. To that end the curricula have been designed to have a logical development in grammatical knowledge, but also constantly revisit (or “interleave”) grammar and vocabulary learned from previous schemes of learning. Learning is a change in long term memory, and thus research and cognitive science has informed our curricula, which make use of retrieval practice as an aid to learning. We utilise regular low-stakes quizzes and formative assessment to enable scholars to retrieve information. The Astrea MFL curricula are unashamedly ambitious and regularly use terminology, structures and vocabulary that are not commonly seen in MFL lessons in Key Stage 3 (KS3). Research shows that scholars attempt higher level tasks more readily when they feel more confident and are exposed to higher level content more regularly. The curricula support explicit language teaching that ensure high levels of confidence and attainment. These “grammar-first” curricula are used in the best MFL departments in the country, like Mercia School in Sheffield. They support deep understanding through extensive retrieval, explicit teaching and opportunities for high levels of success.

Curriculum rationale and design	The five-year curriculum has been provisionally developed by the Astrea MFL Central Team, in conjunction with Heads of MFL and the wider Astrea MFL Subject Community. As a team we have looked at the best practice of MFL curricula and developed the first year curricula as a result. The Astrea MFL curriculum is grammar-first. So it is designed around the principles of explicit grammar teaching, conjugation at its basic form (1st person singular) developing that into 1st and 3rd person singular before focusing on the whole paradigm. This then develops through usage in target language to English translation and flipped to translating into the target language. Scholars are exposed to high level vocabulary in these translations as well as in Whole Class Reading texts that expose scholars to high level vocabulary, exemplify grammatical usage and show scholars how to create high level texts. Scholars are able to show this in extended writing time where teachers model high quality writing technique. By giving two discreet extended writing moments in each Scheme of Learning (episodes 5&6 and also 11&12) the curricula allow scholars to really examine how to write work at a high level. Phonics underpins every lesson and this is practised with high levels of feedback and praise in Whole Class Reading tasks. As the trust makes its own listening resources this allows phonics, grammar and high level vocabulary to match up with listening and dictation tasks, which further embeds these, but also practises these vital skills for the GCSE specification. Complete coverage of the Astrea KS3 curricula from 7-9 would give scholars the skills and knowledge needed to sit the higher paper of the MFL GCSE. This allows KS4 to embed knowledge of the GCSE specification itself and further consolidate grammatical and vocabulary knowledge. In KS3, there are 12-13 weeks per term allocated to allow for 3 flex weeks per year. These flex weeks can be used at any time and the placement of these is for individual schools or teachers to decide, based on their school holidays, calendared events or an identified need for consolidation. The bullet points below gives an insight into the specific sequencing of topics within a Key Stage. This is an exemplar, and this process has been followed for all sequences throughout the 5 year SOL: • Unit 1: -ar verbs with tener, ser and estar. This unit covers the most common verbs in the French language - -ar verbs, as well introducing the concept of irregular verbs (verbs which do not follow the normal pattern). It shows and expects scholars to be able to create shorter paragraphs and give justified opinions using different subordinate clauses, adverbs and intensifiers. This unit balances the idea of “doing it not until you get it right, but until you can’t get it wrong” with the importance of variation of language.

	• Unit 2: -ar, -ir and -er verbs with hacer and ir. This unit continues developing the concepts of conjugation, embedding further knowledge of grammatical terminology like paradigm, conjugate, singular and plural. With regular retrieval, high impact and varied structures are shown to be able to be manipulated by scholars. Like in Unit 1, the irregular verbs are chosen because of their commonality, and in some places their usages in different tenses. • Unit 3: imperfect tense and "cuando era más joven" : After developing a great understanding of verb paradigms and conjugation, this difficult tense is logically looked at here because scholars have a deep understanding of the rules behind conjugation in the present tense, the scholars will need to learn the imperfect endings which are (for -ir and -er verbs the same for the conditional tense). In Y7 they enjoy comparing what they like at secondary school versus primary school. They are embedding listening, reading, speaking and writing skills and are developing these in a different tense. • Unit 4: Imperfect tense and authentic text. Embedding further their knowledge of the imperfect tense, this unit meets authentic text from a former Spanish colony (TBC) as scholars focus on phonics and developing confidence and proficiency in speaking aloud. • Unit 5: Conditional tense and si fuera alcalde. Now having a deep understanding of the three types of infinitive and the imperfect endings, this tense is the next logical step (despite not normally being taught until GCSE, like the imperfect tense). Scholars are now developing their writing skills by embedding "si" clauses to talk about what they would do "if" they met certain conditions. "si" clauses are included as high impact vocabulary at GCSE level. • Unit 6: conditional tense and si ganara. Further embedding conditional, imperfect and present tenses and concentrating on creative, flowing narratives in extended writing. The curriculum has been developed and sequenced to work for all - building seamlessly on previous knowledge to guarantee long-term learning. Scholars should attain proficiency, familiarity, and increased confidence through the interleaved recall of useful facts and methods throughout.
Assessment	Teachers use formative assessment strategies daily to determine the topic depth. Since curriculum materials are provided to complement the scheme, there is confidence that pupils are receiving lessons that provide opportunities for fluency, reasoning and problem solving. Opportunities for interleaving are regularly provided to retrieve information from other topic areas to place it solidly into long-term memory, enabling connections to be made between different parts of the curriculum. Language learning inherently prioritises interleaving and retrieval by its nature. This is particularly relevant in curricula that prioritise linguist creation.

	On-going evaluation of scholars' knowledge and understanding is undertaken through regular live marking and frequent low-stakes assessments. These provide the teacher with responsive teaching opportunities to unpick misconceptions should they arise, or better still, prevent them from forming in the first place. Assessment needed here.

Year	Autumn 1		Spring 1		Summer 1	
Year 7	Present tense -ar verbs plus tener, ser and estar.	Present tense -er, -ir, -re plus ir and hacer.	Imperfect tense and cuando era más joven	Imperfect tense and authentic texts	Conditional tense and si fuera alcalde.	Conditional tense and si ganara…
Year 8						
Year 9						

Year 7	Subject: MFL: Spanish		Unit title: Present tense -ar verbs	Term: Autumn
Procedural knowledge: • **Understanding infinitives and verb paradigms** • **Conjugation of common and uncommon -ar verbs** • **Understanding what makes a verb irregular** • **conjugating avoir and être** • **understanding basic sentence structure** • **using subordinate clauses, adjectives, adverbs and intensifiers to improve sentences to make paragraps.** • **Understanding why those structures improve sentences.** • **Developing speaking confidence using understanding of phonemes and graphemes.** • **Using possessive adjectives to describe family members** • **Using adjectival agreement to describe different genders** • **Writing about basic likes and dislikes** • **Understanding a cognate is a French word that looks like an English word, and that the French language is full of them.**	**Vocabulary** • Conjugate • First person • Third person • Cognate • False friend • Singular • Paradigm • Subject pronoun • plural • phoneme • grapheme • Connective • Intensifier • Adverb • Possessive adjective • Masculine • feminine • Irregular verb	• Conjugar Conjugación • Singular • plural • ¿Qué significa eso? • ¿Cómo se dice?…? • emocionante • lo major de lo mejor • No soporto • En mi opinión • Personalmente • Sin embargo • Por otro lado • Segun yo • nunca	**Teaching Sequence:** • Core Knowledge Takeaway • Unit booklets • One page teaching approach • Supporting lesson PPTs	
Links to other units: Why this and why now? How does this speak to what came before it and what will come after it? • This is the first unit in our common curriculum and it lays out the foundational knowledge needed to succeed in MFL. As such it feeds into every unit that goes after it. It infers no prior				

knowledge of MFL but has high expectations of scholars from the beginning, working to a higher standard than any other Y7 unit.

Links to the national curriculum:
Outline of how this unit links or moves beyond the national curriculum.

Astrea's KS3 Common Core Curriculum meets closely the requirements of the national curriculum. In this unit the teaching of different base systems exceeds the national curriculum requirements.

<table>
<tr><th>Year 7</th><th colspan="2">Subject: MFL: Spanish</th><th>Unit title: Present tense -ar, -ir, -er verbs</th><th>Term: Autumn</th></tr>
<tr><td>Procedural knowledge:

• Understanding infinitives and verb paradigms
• Conjugation of common and uncommon -er, -ir, -er verbs
• Understanding what makes a verb irregular
• conjugating faire and aller
• understanding basic sentence structure
• using subordinate clauses, adjectives, adverbs and intensifiers to improve sentences to make paragraps.
• Understanding why those structures improve sentences.
• Developing speaking confidence using understanding of phonemes and graphemes.
• Writing about basic likes and dislikes
• Understanding a cognate is a French word that looks like an English word, and that the French language is full of them.</td><td colspan="2">Vocabulary

• Conjugate
• First person
• Third person
• Cognate
• False friend
• Singular
• Paradigm
• Subject pronoun
• plural
• phoneme
• grapheme
• Connective
• Intensifier
• Adverb
• Possessive adjective
• Masculine
• feminine
• Irregular verb

• Conjugar Conjugación
• Singular
• plural
• ¿Qué significa eso?
• ¿Cómo se dice?… ?
• Emocionante
• Lo major de lo major
• Paresseux
• Paresseuse
• No soporto
• En mi opinión
• Personalmente
• Sin embargo
• Por otro lado
• Segun yo
• nunca</td><td colspan="2">Teaching Sequence:
• Core Knowledge Takeaway
• Unit booklets
• One page teaching approach
• Supporting lesson PPTs</td></tr>
<tr><td colspan="5">Links to other units:
Why this and why now? How does this speak to what came before it and what will come after it?

• This is the second unit in our common curriculum and it further embeds the foundational knowledge needed to succeed in MFL. As such it feeds into every unit that goes after it. Having looked extensively in the previous unit at -ar verbs (the most common type of verb in Spanish), this unit looks at the other two types of verb in Spanish: -ir and -er. Having looked at three of the big five irregular verbs in the previous unit, this one continues embedding knowledge of what makes a verb irregular by looking at ir and hacer – the last two of the big five irregular verbs.</td></tr>
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<tr><th>Year 7</th><th colspan="2">Subject: MFL: Spanish</th><th>Unit title: Imperfect tense with cuando era más joven</th><th>Term: Spring</th></tr>
<tr><td>Procedural knowledge:

• Understanding of verb paradigms
• Deep understanding of the mechanics of conjugation
• Comparing now to the past
• Why it is impressive to be able to communicate in two different tenses
• Understanding the mechanics of conjugation in the imperfect tense
• Understanding of what words you would use the imperfect tense for in English (Was, Were, Used to)
• Understanding of irregular verbs in the present being regular in the imperfect
• Expressing different opinions in two different tenses
• Using structures that can signpost a different tense, in order to build stronger narratives (like “cuando era más joven”).</td><td colspan="2">Vocabulary</td><td colspan="2">Teaching Sequence:
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• Adverb
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• Irregular verb
• Acronym
• dictation</td><td>• Conjugar Conjugación
• Singular
• plural
• ¿Qué significa eso?
• ¿Cómo se dice?… ?
• Cuando era más joven
• En aquel momento
• En la escuela primaria
• Hoy en día
• Actualmente
• hoy
• ahora
• pretérito imperfecto</td><td></td><td></td></tr>
<tr><td colspan="5">Links to other units:
Why this and why now? How does this speak to what came before it and what will come after it?

• Having spent a term learning about verb formation, paradigms and subject pronouns, this unit focuses on a different tense. The imperfect requires deep knowledge of the verb in Spanish and is complicated enough that scholars should not meet it first. After a term of the present tense, this is a good time to look at one of the more complicated tenses (according to MFL thinking nationwide) that is well-linked to the present tense in its formation.</td></tr>
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<tr><th>Year 7</th><th colspan="2">Subject: MFL: Spanish</th><th>Unit title: Imperfect tense with authentic text TBC</th><th>Term: Spring</th></tr>
<tr><td rowspan="2">Procedural knowledge:

• Understanding of verb paradigms
• Deep understanding of the mechanics of conjugation
• Comparing now to the past
• Why it is impressive to be able to communicate in two different tenses
• Understanding the mechanics of conjugation in the imperfect tense
• Understanding of what words you would use the imperfect tense for in English (Was, Were, Used to)
• Understanding of irregular verbs in the present being regular in the imperfect
• Expressing different opinions in two different tenses
• Using structures that can signpost a different tense, in order to build stronger narratives (like “cuando era más joven”).
• Using phonics knowledge to read unseen vocabulary with confidence and expertise
• Developing intonation in reading and speaking</td><td colspan="2">Vocabulary</td><td colspan="2" rowspan="2">Teaching Sequence:
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• Irregular verb
• Acronym
• dictation</td><td>• ¿Qué significa eso?
• ¿Cómo se dice?… ?
• Cuando era más joven
• Hoy en día
• Lo que me preocupa
• Hay que
• podemos
• bastantes
• Creo firmemente que
• El mayor problema
• Es importante (+ infinitive)</td></tr>
<tr><td colspan="5">Links to other units:
Why this and why now? How does this speak to what came before it and what will come after it?

• Having spent a term learning about verb formation, paradigms and subject pronouns, this unit focuses on a different tense. The imperfect requires deep knowledge of the verb in Spanish</td></tr>
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and is complicated enough that scholars should not meet it first. After a term of the present tense, this is a good time to look at one of the more complicated tenses (according to MFL thinking nationwide) that is well-linked to the present tense in its formation. Scholars have spent half a year looking at how phonics improves their speaking, this unit looks in depth at an authentic text to help scholars gain confidence in their reading aloud and speaking.
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<tr><th>Year 7</th><th colspan="2">Subject: MFL:Spanish</th><th>Unit title: Conditional tense with si fuera alcalde</th><th>Term: Summer</th></tr>
<tr><td>Procedural knowledge:
Using conjugation understanding of the present and the imperfect to conjugate verbs in the conditional tense
Understanding of irregular stems in the conditional tense
Understanding of the role of the stem in conjugation
Constructing extended narratives comparing today to the past and describing what you would do in the future if you had the choice
Using knowledge of phonics to read longer passages in the target language.</td><td colspan="2">Vocabulary</td><td colspan="2">Teaching Sequence:
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feminine
Irregular verb
Acronym
dictation</td><td>Conjugar Conjugación
Singular
plural
¿Qué significa eso?
¿Cómo se dice?… ?
Si fuera alcalde
Si pudiera
si tuviera la elección
construiría
habría
más /menos
Cuando era más joven
Lo major de lo major
Lo peor</td><td colspan="2"></td></tr>
<tr><td colspan="5">Links to other units:
Why this and why now? How does this speak to what came before it and what will come after it?
The conditional tense uses the same endings as the imperfect tense, so it is the logical next step. Having looked at a “past tense” it is logical to look at a “future tense” after. Like the imperfect, the conditional is not normally taught before GCSE in most schools, but our scholars have really good knowledge of infinitives and the imperfect endings, the two things needed to form the conditional.</td></tr>
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• Using conjugation understanding of the present and the imperfect to conjugate verbs in the conditional tense
• Understanding of irregular stems in the conditional tense
• Understanding of the role of the stem in conjugation
• Constructing extended narratives comparing today to the past and describing what you would do in the future if you had the choice
• Using knowledge of phonics to read longer passages in the target language.
• Understanding how to manipulate the language to use creativity in writing extended narratives</td><td colspan="2">Vocabulary</td><td colspan="2">Teaching Sequence:
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• ¿Qué significa eso?
• ¿Cómo se dice?… ?
• à mon avis
• segun yo
• Si… clauses
• Quel dommage
• Si fuera alcalde
• si tuviera la elección
• Para + infinitive
• qué buena idea
• Cuando era más joven
• En aquel momento
• qué pena</td><td colspan="2"></td></tr>
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Why this and why now? How does this speak to what came before it and what will come after it?

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