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| **Curriculum rationale & design** | The Languages Department is composed of a team of enthusiastic linguists who are experts in their subject area. Our goal is to equip our students with the knowledge and understanding to develop mastery flow in Spanish, as well as growing an appreciation of Hispanic cultures. Furthermore, we aim to provide our students with the necessary skills to be successful lifelong learners of foreign languages.Our curriculum is based around building blocks, which support learners in using and memorising complex grammar and vocabulary. Linguistic mastery is the driving force behind our ambitious curriculum. We use themes that will not only provide students with useful languages should they travel to Hispanic countries, but also build a cultural capital, thus empowering them to see a real purpose to language learning, and inspiring them to carry on studying Languages further on in life. We are proud of the diverse range of languages brought to Astrea Woodfields by all its students, and are enthusiastic about promoting and celebrating this diversity. We strive to ensure that all students gain a richer appreciation of modern foreign languages and deepen their understanding of different cultures during their time at the Academy. |
| **Curriculum aims** | KS3 years form the foundation blocks of language learning. Our ambitious curriculum is driven by ‘mastery flow’ of linguistic knowledge and skills. We operate a three pronged approach: grammar, phonics, vocabulary. We aim for our students to reach a complex level from the beginning of Year 7, in the 4 skills of Listening, Speaking, Reading and Writing. Our KS3 Schemes of Work maps to the KS3 Programme of Study. A discovery of Hispanic cultures is interwoven throughout our schemes. KS4 builds on the key structures, phonics and grammar that students have acquired previously, in the 4 skills of Listening, Speaking, Reading and Writing. We aim to ensure our students are well equipped to not only succeed in their GCSE qualification, but also in further and higher education. |
| **Assessment** | Assessment for Learning is completed during lessons using mini whiteboards, as well as other TLAC techniques, as per the Astrea Woodfields way. We complete Mastery Quizzes every Half term at KS3. KS4 is assessed throughout the 2 years via mocks, as well as end of unit mini assessments. |

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|  | **Autumn 1 and 2** | **Spring 1 and Spring 2** | **Summer 1 and Summer 2** |
| **Year 7** | Spanish Mastery + Introductions GCSE link: Identity + relationships with others Spanish Mastery + Introductions GCSE link: Identity + relationships with others | Describing Myself + My family + friends GCSE Link: Identity + relationships with othersSchool Life GCSE Link: Education + work | Where I live GCSE Link: Environment + where people liveAl cine GCSE Link: Free time |
| **Year 8** | Mi Vida Digital GCSE link: Media + Technology Las películas y la televisión GCSE Link: Free-time | ¡Estamos de vacaciones! GCSE Link: Travel + TourismMi Vida Diaria GCSE Link: Healthy Living + Lifestyle | ¡A comer! GCSE Link: Healthy Living + LifestyleEl medioambiente GCSE Link: Global issues |
| **Year 9** | La vida sana GCSE link: Healthy living and lifestyleSchool + Rules GCSE Link: Education + work | The World of Work GCSE Link: Education + WorkFriendships and family GCSE Link: Identity + relationships with others | Mi viaje a Latinoamerica GCSE Link: Travel + TourismCustoms + festivals in the Spanish speaking world GCSE Link: Free time |
| **Year 10** | Family and RelationshipsTechnology | Free TimeCustoms and festivals | Home town and NeighbourhoodGlobal and social issues |
| **Year 11** | Travel and TourismSchool and Colleges | Careers and ambitionExam practice |  |
| **Year 10 (New GCSE)** | Travel and tourism (PART ONE)Free time | Environment and where I liveHealthy living and lifestyle  | Media + technology Recap and retrieval |
| **Year 11 (new GCSE)** | Identity and relationships Celebrity culture | Customs Travel and tourism (PART TWO) | Recap and exam skillsExam preparation  |