

## Curriculum Intent

### Key Stage 3

For all students, Year 7 begins with an introduction to language learning which does not focus on one individual language, rather upon teaching students to use a cross-language approach which also encompasses their knowledge from primary school English, MFL and any home languages to give students transferable skills for language learning and grammatical building blocks, which can be used across all different topic areas and key stages.

We teach British values in the area of global citizenship. A message of tolerance and understanding in the context of learning more about the world is paramount in our approach. Our subject gives students valuable learning skills and strategies which they can apply to their other subjects, not least rote learning, a skill not much used in many subjects.

Year 7 topics are heavily cognate-based to allow students to confidently access the material. Later KS3 topics allow them to talk about themselves and their interests. We also have a strong focus on different cultural topics; we teach about festivals, history and specific events in order to foster the students interest in the target language countries. We have a Year 9 trip to Valencia to allow students to practise their language skills in an authentic context and experience Spanish culture first-hand.

We are a department which embraces technology and leads the school in our use of it, which increases student motivation, interest, IT skills, and relevance in the modern world.

### Key Stage 4

Our aim in KS4 is to prepare students for A Level and not just pass the GCSE.

We consolidate the grammar and skills covered at KS3, but also build on and extend this knowledge by applying an increasing number of complex topics and structures.

FLAs are available for students to practise in small groups to improve their oral confidence and fluency. This also gives them an opportunity to learn about the target language culture and nuanced idiomatic expressions.

We use a variety of authentic resources, such as songs, articles, alongside the course textbook to maintain interest, enjoyment and challenge. Spanish lessons are very varied in approach and students are used to tackling topics in a wide variety of ways.

Exchanges are a pivotal part of our KS4 experience, allowing students to practise their language skills in an authentic context and experience French culture and lifestyle first-hand.

### Key Stage 5

Our aim is to produce confident linguists, who are capable of holding a conversation with a native speaker on a whole range of issues, linguists who would be at home studying, working and living in the target language country.

Sixth form language learning encompasses many other subject areas such as history, politics, music, drama, literature and film studies, in addition to current affairs and in depth discussion and critical analysis of the target language culture. Students spent a lot of time with FLAs perfecting their speaking skills.

Students have a freedom of choice for their Independent Research Project (IRP), an oral project which allows them to investigate an area of interest completely independently and also teaches them valuable research skills, which prepares them for university.

We consistently go beyond the textbook in our use of authentic resources, wider discussion of issues and teaching students about the wider world.

Our Exchange to students is open to Year 12 students, many of whom have chosen Spanish so that they can go again. The exchange in Year 12 really shows them the progress they have made in two years and allows them to have proper conversations with their hosts and engage in all sorts of discussions. The Madrid trip offered in Year 13 not only allows students to visit the Spanish capital, but also ties in directly with a number of the A Level topics.

## Curriculum Implementation

### Key Stage 3

Year 7	Year 8	Year 9
<p><b>A holiday in Spain:</b></p> <ul style="list-style-type: none"> <li>•Greetings and introducing yourself</li> <li>•Days, months and seasons</li> <li>•Food and drink</li> <li>•Likes and dislikes</li> <li>•Ordering in a restaurant</li> <li>•Famous Spanish cities</li> <li>•Places in a town</li> <li>•The weather</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>•Regular present tense verbs</li> <li>•The irregular verb 'ir' = to go</li> <li>•Use of adjectives</li> </ul>	<p><b>All about me:</b> family members, pets, physical and character description</p> <p><b>School:</b> subjects, facilities, telling the time, teachers, uniform</p> <p><b>House and home:</b> where I live, types of houses, describing my house, things in my bedroom</p> <p><b>Free time:</b> hobbies, sport, daily routine</p> <p><b>Cultural project:</b> el arte hispánico</p> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>•Reflexive verbs</li> <li>•Radical-changing verbs</li> <li>•The immediate future tense</li> </ul>	<p><b>Las vacaciones:</b> talking about holidays and opinions in the past</p> <p><b>Hospedarse en España:</b> daily routine, invitations and arrangements to go out, cultural differences</p> <p><b>¡Aquí se habla español!:</b> Spanishspeaking countries in Latin America, advantages of studying languages</p> <p><b>¡Ven a España!:</b> visiting the cities of Madrid and Valencia</p> <p><b>Estoy de moda:</b> shopping and fashion</p> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>•The preterite tense</li> <li>•The imperfect tense</li> </ul>

### Key Stage 4: GCSE (AQA)

Year 10	Year 11
<ul style="list-style-type: none"> <li>•Free Time Activities</li> <li>•Technology in Everyday Life</li> <li>•Travel &amp; Tourism</li> <li>•Customs &amp; Festivals</li> <li>•Home, Town, Neighbourhood &amp; Region</li> <li>•Global Issues</li> </ul>	<ul style="list-style-type: none"> <li>•Me, My Family &amp; Friends</li> <li>•Social Issues</li> <li>•Life at School &amp; College</li> <li>•Jobs, Career Choices &amp; Ambitions</li> </ul>

### Key Stage 5: A Level (AQA)

Year 12	Year 13
<p><b>Aspects of Hispanic society:</b></p> <ul style="list-style-type: none"> <li>•Modern and traditional values</li> <li>•Cyberspace</li> <li>•Equal rights</li> </ul> <p><b>Artistic culture in the Hispanic world:</b></p> <ul style="list-style-type: none"> <li>•Modern day idols</li> <li>•Spanish regional identity</li> <li>•Cultural heritage</li> </ul> <p><b>Study of a film:</b></p> <ul style="list-style-type: none"> <li>•El laberinto del fauno (Pan's Labyrinth) – <i>Guillermo del Toro</i></li> </ul>	<p><b>Multiculturalism in Hispanic society:</b></p> <ul style="list-style-type: none"> <li>•Immigration</li> <li>•Racism</li> <li>•Integration</li> </ul> <p><b>Aspects of political life in the Hispanic world:</b></p> <ul style="list-style-type: none"> <li>•Today's youth, tomorrow's citizens</li> <li>•Monarchies and dictatorships</li> <li>•Popular movements</li> </ul> <p><b>Study of a book:</b></p> <ul style="list-style-type: none"> <li>•La Casa de Bernarda Alba – <i>Fernando García Lorca</i></li> </ul>