



# Spanish

## Curriculum Intent

### MFL whole curriculum intent

- To give pupils transferable skills for language learning which can be used across all different topic areas and key stages.
- To enable pupils to be effective communicators in a global world.
- To facilitate the learning of key vocabulary, structures and grammar which allow for effective, accurate communication in Spanish.
- To foster a cultural understanding of Spanish-speaking countries and their place in the wider world. To develop an interest in, and understanding of, Hispanic music, films, sport, history and other aspects of the culture.
- To allow pupils to be creative in their use of Spanish, confident in their application of the language in a range of contexts.
- To enable pupils to be independent learners, using all of the resources at their disposal to become more proficient language learners.
- To prepare pupils for their next steps in language education and ultimately its role in the workplace and wider world.
- To inspire pupils to travel and use their language skills.
- To allow pupils to see and explore cross-curricular links using their language skills.

### 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 examination.

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.

FLTs (*native foreign language tutors*) 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 and 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 Spanish culture and lifestyle first-hand. We have a long-established exchange programme with IES Alfonso X in Murcia.

## 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 FLTs 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, basic questions and introducing yourself</li> <li>• Days, months and seasons</li> <li>• Spanish food and drink</li> <li>• Likes and dislikes</li> <li>• Famous Spanish cities</li> <li>• Places in a town</li> <li>• The weather</li> </ul> <p><b>Cultural project:</b> video postcards</p> <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> <li>• Giving justified opinions</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>Free time:</b> hobbies, sport, daily routine</p> <p><b>House and home:</b> where I live, types of houses, describing my house, things in my bedroom</p> <p><b>Cultural project:</b> Hispanic art</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>Holidays:</b> talking about holiday activities, giving opinions in the past</p> <p><b>A visit to Madrid:</b> transport options and tourist attractions in Madrid, talking about a day out in the past, the festival of San Isidro</p> <p><b>Latinoamérica:</b> Spanish-speaking countries in Latin America, famous Hispanic people, telenovelas, the advantages of studying languages, the history of chocolate</p> <p><b>My life as a young person:</b> making arrangements to go out, making excuses, household chores, earning and spending pocket money</p> <p><b>Cultural project:</b> Hispanic fashion</p> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• The preterite tense</li> <li>• The imperfect tense</li> <li>• Future and conditional tenses</li> </ul>

## Key Stage 4: GCSE (Y10 Edexcel, Y11 AQA)

Year 10	Year 11
<ul style="list-style-type: none"> <li>• Free time and technology</li> <li>• Holidays</li> <li>• Families, friends and relationships</li> <li>• My lifestyle</li> </ul>	<ul style="list-style-type: none"> <li>• Social Issues</li> <li>• Global Issues</li> <li>• Life at School &amp; College</li> <li>• Jobs, Career Choices &amp; Ambitions</li> </ul>

- School
- My neighbourhood and me

## Key Stage 5: A Level (AQA)

### Year 12

#### Aspects of Hispanic society:

- Modern and traditional values
- Cyberspace
- Equal rights

#### Artistic culture in the Hispanic world:

- Modern day idols
- Spanish regional identity
- Cultural heritage

#### Study of a film:

- “El laberinto del fauno” (*Pan’s Labyrinth*) - Guillermo del Toro

### Year 13

#### Multiculturalism in Hispanic society:

- Immigration
- Racism
- Integration

#### Aspects of political life in the Hispanic world:

- Today's youth, tomorrow's citizens
- Monarchies and dictatorships
- Popular movements

#### Study of a book:

- “La casa de Bernarda Alba” - Federico García Lorca

# Impact

## Key Stage 3

### By the end of KS3, students will have:

- covered the 5 main tenses (or 3 time frames) necessary at GCSE.
- developed their language detective skills, giving them an increased awareness of the grammatical terms used in languages, and made links between different languages.
- become more confident in trying, even if they may make mistakes.
- learned about different cultural aspects of Spanish-speaking countries, such as Christmas, Easter, *Día de la Hispanidad* and *Día de los Muertos*.
- used technology effectively to enhance their learning.
- made cross-curricular links with other subjects, such as History, Geography, Drama and Art.
- improved all four skills: speaking, listening, reading and writing.
- made some links with the world of work in a Spanish-speaking country (GATSBY).
- become familiar with techniques and question styles required at GCSE.
- had regular opportunities for co-curricular enrichment, through activities such as translation competitions and the Y9 trip to Valencia.
- been inspired to carry on studying the language at GCSE.

## Key Stage 4

### By the end of KS4, students will have:

- covered the topics and grammar points set out in the GCSE specification.

- become familiar and confident with the skills required at GCSE.
- used exam-style questions in classwork, homework and assessments; this helps students to achieve high grades at GCSE.
- learned about diverse cultural aspects of Spain and Spanish-speaking countries, such as key customs and festivals.
- used technology effectively to enhance their learning.
- become more confident speakers, able to have short conversations in Spanish, through regular practice with the FLT.
- had regular opportunities for co-curricular enrichment, through activities such as translation competitions and the Y10 exchange to Murcia.
- been inspired to carry on the subject at A Level

## Key Stage 5

**By the end of KS5 students will have:**

- developed a life-long love of the Spanish language and passion for Hispanic culture.
- acquired confidence in speaking in Spanish for an extended period of time on a variety of complex and topical issues.
- acquired the necessary grammatical knowledge to be able express themselves as accurately and fluently as possible, both when speaking and when writing.
- acquired the appropriate examination techniques, such as writing summaries, to enable them to access the top grades at A Level.
- acquired a thorough knowledge of various current issues in Spanish-speaking countries, such as the political system, immigration and racism.
- developed independent research skills, through the IRP.
- had regular opportunities for co-curricular enrichment, through activities such as translation competitions, theatre workshops and visits, the Y12 exchange to Murcia and Y13 cultural visit to Madrid.
- been provided with the opportunities, skills and support to enable them to study Spanish and other language- related courses at top universities, including Oxbridge and universities abroad.