

Year 10	Autumn one (8 wks)	Autumn two (7wks)	Spring one (6 wks)	Spring two (5 wks)	Summer one (6.5 wks)	Summer two (6.5 wks)
Key Concepts	Linguistic competence Knowledge about language Intercultural understanding Creativity	Linguistic competence Knowledge about language Intercultural understanding Creativity	Linguistic competence Knowledge about language Intercultural understanding Creativity	Linguistic competence Knowledge about language Intercultural understanding Creativity	Linguistic competence Knowledge about language Intercultural understanding Creativity	Linguistic competence Knowledge about language Intercultural understanding Creativity
Themes	<p>Theme: 1 Identity and culture</p> <p>Topic: 1 Relationships with family and friends</p> <p>Talking about family members and describing people</p> <p>Talking about friends</p> <p>Talking about a partner</p> <p>Talking about future plans</p>	<p>Theme: 1 Identity and culture</p> <p>Topic: 2</p> <p>Social media Mobile technology</p> <p>Saying how you keep in touch via the internet</p> <p>Giving opinions about online messaging</p> <p>Talking about using a mobile</p> <p>Giving opinions about mobile technology</p>	<p>Theme: 1 Identity and culture</p> <p>Topic: 3 Describing what you (dis)like doing</p> <p>Free-time activities</p> <p>Buying food and drink</p> <p>Talking about sports</p> <p>Extending what you can say about extreme sport</p>	<p>Theme: 1 Identity and culture</p> <p>Topic: 4 Spain & Customs Learning about Spanish life & routines</p> <p>Learning about local customs</p> <p>To talk about Spanish festivals</p> <p>Learning about Latin American culture</p>	<p>Theme: 2 Local, national, international and global areas of interest</p> <p>Topic: 5 Describing your house and rooms</p> <p>Saying what your house is like</p> <p>Talking about what you can do where you live</p> <p>Talking about the amenities in your area</p>	<p>Theme: 2 Local, national, international and global areas of interest</p> <p>Topic: 8 Travel and Tourism</p> <p>Describing holiday destinations (using weather expressions)</p> <p>Holiday accommodation</p> <p>Talking about regions of Spain (towns and cities)</p> <p>Understanding tourist leaflets & websites</p>
Key Assessment Focuses, Suggested Assessments and Feedback Week	Formative assessment: Reading, translation and writing	Summative assessment Reading, Listening assessment & Speaking assessment	Formative assessment: Reading & Writing:	Summative assessment at Reading, Listening, Speaking & Writing	Formative assessment: Reading & Writing:	End of year 10 GCSE exams

Year 11	Autumn one (8 wks)	Autumn two (7wks)	Spring one (6 wks)	Spring two (5 wks)	Summer one (6.5 wks)	Summer two (6.5 wks)
Key Concepts	Linguistic competence Knowledge about language Intercultural understanding Creativity	Linguistic competence Knowledge about language Intercultural understanding Creativity	Linguistic competence Knowledge about language Intercultural understanding Creativity	Linguistic competence Knowledge about language Intercultural understanding Creativity	Linguistic competence Knowledge about language Intercultural understanding Creativity	Linguistic competence Knowledge about language Intercultural understanding Creativity
Themes	<p>Theme: 2 Local, national, international and global areas of interest</p> <p>Topic: 6 Social issues</p> <p>Talking about different ways of volunteering</p> <p>Talking about charities & voluntary work</p> <p>Talking about healthy eating</p> <p>Talking about healthy & unhealthy lifestyles</p>	<p>Theme: 2 Local, national, international and global areas of interest</p> <p>Topic: 7 Global issues</p> <p>Talking about reusing waste & recycling</p> <p>Talking about ways of protecting the environment</p> <p>Talking about poverty</p> <p>Talking about homelessness</p>	<p>Theme: 3 Current & future study & employment</p> <p>Topic: 9 & 10 School & subjects. Life at school and college</p> <p>Giving opinion about different subjects</p> <p>Talking about your studies</p> <p>School & daily routine</p> <p>School rules & uniform</p>	<p>Theme: 3 Current & future study & employment</p> <p>Topic: 11 University or work?</p> <p>Talking about options at 16</p> <p>Discussing choices at 18: work or university</p>	<p>Theme: 3 Current & future study & employment</p> <p>Topic: 12 Choice of career</p> <p>Talking about different jobs</p> <p>Looking for and applying for jobs</p>	<p>Theme: 1,2,3 Consolidation of all Themes</p> <p>Exam skills</p> <p>Speaking component: Role-plays Photocard General Conversation</p> <p>-</p>
Key Assessment Focus, <u>Suggested</u> Assessments and Feedback Week	Formative assessment: Reading, translation and writing	Summative assessment Reading, Listening assessment & Speaking assessment	Formative assessment: Reading & Writing:	Summative assessment at Reading, Listening, Speaking & Writing	Formative assessment: Reading & Writing:	End of year Final GCSE exams

The MFL Department at Eastlea - What is our Vision?

The curriculum we offer our students at Eastlea reflects the aims and aspirations we have for them. Therefore, we plan to:

<p>Give them the knowledge, understanding and skills to progress onto the next stage of their education, irrespective of their prior attainment, background or ethnicity.</p>
<ul style="list-style-type: none"> • The MFL FACULTY aims to produce confident, capable and articulate linguists who can work independently in their Speaking and Writing with a range of vocabulary, tenses and complex structures. • Our students are able to express opinions and offer justifications. • Learning is themed around real world topics and issues which gradually introduces increasingly complex levels of language in order to cater for the HAPs
<p>Produce students with high aspirations, resilience and independence so that they can maximise the opportunities they are given to progress.</p>
<ul style="list-style-type: none"> • With the new government drive to ensure that 75% of students do an E-BAC exam, students are provided with a well-planned and challenging curriculum. • An opportunity is also given to EAL students and those on the lower Pathways, to study a language at KS4 should they wish to do so. • High expectations are consistently applied in most lessons. • Students are encouraged to take risks and are constantly rewarded by doing so do so. • Most Students are given opportunities to succeed and make the expected progress in lessons. Those who exceed expectations in terms of effort, attainment and achievement are nominated and celebrated in front of their parents.
<p>Provide a broad curriculum with flexible pathways through the key stages to allow students to maximise their attainment by developing the skills and talents they already hold.</p>
<ul style="list-style-type: none"> • We provide students with opportunities to master the four skill areas of Listening, Speaking, Reading and Writing. • Students are constantly given opportunities to learn and work from memory to ensure they are fully prepared for the demands of the new GCSE. • Memory assignments are regularly set to students on DPR, in order for them to enhance their retention and remembering skills, in readiness for speaking and writing. become successful learners who enjoy learning, make progress and achieve • Our students will become confident individuals who are able to live safe, healthy and fulfilling lives • They will become responsible citizens who make a positive contribution to society • They will understand and respond to spoken and written language from a variety of authentic sources • They will speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation

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- They will be able to write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- They will discover and develop an appreciation of a range of writing in the language studied.

Teaching and Learning format in MFL at KS3 & KS4

There are four main strands/ skills in French and Spanish which are: – listening, speaking, reading and writing.

- **Listening** – The aim is that our students understand and respond to spoken and written language from a variety of authentic sources.
- **Speaking** – The aim is that our students speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions and continually improving the accuracy of their pronunciation and intonation
- **Reading** – The aim is that our students develop an appreciation of a range of written texts in a variety of subject areas called Themes. It is also the aim to develop linguistic competence by showing comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details and providing an accurate English translation of short, suitable material. We develop students' curiosity by reading literary texts in the language, such as stories, songs, poems and letters, to stimulate ideas, develop creative expression and expand understanding of the language and culture.
- **Writing** – The aim is that our students can write at varying length, for different purposes and audiences, using. The variety of grammatical structures that they have learnt. We encourage our students by developing the writing of prose and increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions and translate short written text accurately into the foreign language

Provide students with a range of enrichment opportunities to help them become responsible citizens who can make a positive contribution to society.

- European Day of Languages is celebrated each year to celebrate diversity and difference.
- The Language Department organises a French trip every two years to develop an awareness and understanding of France, its people and culture. Learning a language is important. We aim to challenge the view that learning a language is not necessary. (we will be taking 32 KS4 students to Lille on November 27 this year, 40 year 8/9 students to Paris in April 2020 and 40 year 7 students on a day trip to Nausicaa)
- We regularly run EXAM SKILLS sessions on Thursdays after school and targeted one to one support sessions every day.
- Our FLAs run Spanish and French Enrichment and cultural sessions every Monday and Tuesday at lunch time

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- We offer after-school/Easter/twilight revision sessions to highlight the importance of hard work, independence and co-operation in order to be a successful and productive member of society.

Ensure that there is a cross curricular element of our area, which makes us an integral part of the wider Eastlea community

Through the teaching of a wide variety of topics and grammar, the MFL curriculum intends to support the wider school curriculum in areas like Science, Maths, DT, Art, History, etc by allowing students to transfer skills from a classroom to another. As success in public examinations in MFL is a pre-requisite for the pursuance of courses in further education and certain careers, our curriculum intention is to allow students to maximise their potential in a foreign language so that they have every opportunity available when they leave school.

List of useful websites for MFL Resources

Speaking and writing booklets (uploaded on DPR and printed copies for all students to access them).

<https://www.teachitlanguages.co.uk>

<https://www.memrise.com/learn-spanish/>

www.bbc.co.uk/schools/gcsebitesize/spanish

www.bbc.co.uk/languages/spanish

<http://es.maryglasgowplus.com/students>

www.aqa.org.uk

<https://studyspanish.com> (Very detailed **grammar** explanations and practice tasks, including tests. For some of the tasks you need to subscribe and pay but there are enough free resources available to everyone.)

<https://www.senecalearning.com>

<https://quizlet.com/>

www.languagesonline.org.uk

<https://www.linguascope.com>

Engage Commit Succeed

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