

Spanish Curriculum Intent

KS3	<p>At Vyners KS3 MFL builds upon the foundation of language learning from KS2 whether students are continuing the same language or learning a new one. Teaching develops the transferable skills of listening, speaking, reading and writing centered on the three pillars: Grammar, Vocabulary and Phonics. Vocabulary is developed through the teaching of core topics: Introducing myself; family; pets; descriptions; freetime; clothes; home; school; where you live; food; technology; healthy/unhealthy living; body and illness; holidays; celebrations; festivals and future plans. KS3 enables students to understand and communicate both personal and factual information on a variety of themes and sub topics. Students learn to develop and justify points of view in their speaking and writing and increase their ability to be both spontaneous, independent and accurate. KS3 provides students with the necessary skills and knowledge for GCSE such as the ability to transcribe, translate, complete photocard descriptions, role plays and write essays on a variety of GCSE topics. Students have the opportunity to take part and develop conversations; cope with unfamiliar language and unexpected responses. Students learn to empathise and understand other cultures and learn new social conventions. Students are exposed to a variety of literary texts, stories, poems and songs. Students also consolidate their learning of vocabulary and structures through games, sentence builders and online quizzes. All students in Year 9 study a language. Students continue to study National Curriculum content and develop transferable skills and foundation knowledge in order to support the transition to KS4 and GCSE study. Appropriate GCSE content is covered from the spring term of Year 9.</p>
KS4	<p>At Vyners we follow the AQA GCSE specification for MFL. Our GCSE syllabus fully prepares students for A level study. At GCSE students build upon and deepen their knowledge of vocabulary and grammar from KS3. Students learn to understand and respond to different types of spoken and written language, to communicate and interact effectively in speech for a variety of purposes such as role play, photocard and conversation. Students are encouraged to show spontaneity and are trained to deal with unexpected questions and responses. Students develop their ability to manipulate structures and tenses to write for a range of purposes such as emails, informal and formal letters, blogs and reviews. Students build translation skills from and into the target language ranging from sentences to paragraphs. The curriculum is organised into three themes: identity and culture; local, national, international and global areas of interest; current and future study and employment. The subtopics within the three themes are interleaved throughout the GCSE courses providing students with opportunities to recall prior knowledge leading to success in the linear GCSE exam.</p>
KS5	<p>At Vyners we follow the AQA A level specification for MFL. The A level syllabus fully prepares students for either an undergraduate course at university; working abroad or working for a company with international links. At A level students deepen their knowledge of vocabulary and grammar from KS4. The curriculum is organised into 4 themes: Aspects of Hispanic society; Artistic culture in the Hispanic world; Multiculturalism in Hispanic Society and Aspects of political life in the Hispanic world. Students also have the opportunity to study literature and film from the target language country and are then required to write essays about them. Students listen to and read Spanish using a variety of authentic sources. Students study the society, cultural background and heritage of the language. A level students learn to be effective communicators, to speak and write for different purposes, to express facts and ideas, to present explanations, opinions and</p>

information and to develop research skills. Students learn how to argue their case and how to support their ideas with facts learned from research. In addition students learn key exam skills such as summary writing taken from listening and reading texts.

Spanish Curriculum Implementation

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	<p>Mi vida</p> <p>Introducing classroom language</p> <p>Greetings, name</p> <p>Talking about your personality</p> <p>Numbers, alphabet, colours</p> <p>Talking about siblings</p> <p>Talking about your age and birthday</p> <p>Talking about your pets</p>	<p>¿Cuántas personas hay en tu familia?</p> <p>Describing your family</p> <p>Describing your hair and eye colour</p> <p>Saying what other people look like using a range of adjectives</p> <p>Describing where you live</p> <p><u>Culture:</u> Learning about the Day of the Dead in Mexico</p>	<p>Mi tiempo libre</p> <p>Saying what you like to do, giving opinions</p> <p>Saying what you do in your free time</p> <p>Talking about the weather</p> <p>Saying what sports you do</p>	<p>Mi instituto</p> <p>Saying what subjects you study</p> <p>Giving opinions on school subjects</p> <p>Describing your school</p> <p>Talking about break time</p>	<p>Mi ciudad</p> <p>Describing your town or village</p> <p>Telling the time</p> <p>Ordering in a cafe and making your ideal menu</p> <p>Saying what you like to do at the weekend</p>	<p>Geography and Culture</p> <p>Creating Grammar Bugs</p> <p>Virtual school trip to Barcelona</p> <p><u>Film Project:</u> Coco</p>

<p>Year 8</p>	<p>Mis vacaciones</p> <p>Talking about a past holiday</p> <p>Saying what you did on holiday</p> <p>Describing the last day on holiday</p> <p>Saying what your holiday was like</p>	<p>Todo sobre mi vida</p> <p>Saying what you use your phone for</p> <p>Describing what type of music you like and dislike</p> <p>Talking about TV programmes</p> <p>Saying what you did yesterday</p> <p><u>Culture:</u> Quiz/Retrieval tasks about the Day of the Dead</p>	<p>A comer</p> <p>Saying what food you like and dislike</p> <p>Describing mealtimes (What you have for breakfast, lunch and dinner)</p> <p>Ordering a meal</p> <p>Discussing what to buy for a party (Mexican party)</p> <p><u>Culture:</u> Learning about Las Fallas festival in Valencia</p>	<p>¿Qué hacemos?</p> <p>Arranging to go out, learning about different places in town</p> <p>Making excuses</p> <p>Talking about the clothes you wear</p> <p>Talking about what you are going to wear in the future and what activities you are going to do</p>	<p>Operación verano</p> <p>Describing a holiday home</p> <p>Describing holiday activities</p> <p><u>Project:</u> Creating a holiday brochure</p>	<p>Geography and Culture</p> <p>Virtual school trip to Madrid and Seville</p> <p><u>Film Project:</u> Ferdinand</p>
<p>Year 9</p>	<p>Family, Relationships and Free Time</p> <p>Me my family and friends</p> <p>Physical and character description</p> <p>Free time activities: music, sports, food and drink</p>	<p>Home, Town and Neighbourhood</p> <p>Describing your house and the rooms in it</p> <p>Talking about what you can do where you live, your town and shops</p> <p>Talking about what you can buy at different shops</p>	<p>Holidays and Travel</p> <p>Talking about traveling to holiday destinations</p> <p>Modes of transport</p> <p>Talking about your region and the region of Spain</p>	<p>Social media, Technology, Customs and Festivals</p> <p>Saying what applications you use</p> <p>Saying how you keep in touch on the internet</p> <p>Talking about using a mobile/mobile usage</p> <p>Learning about Spanish life and routines</p> <p>Talking about a Spanish festival: La Tomatina</p>	<p>School, Studies, Jobs and Careers</p> <p><u>Culture:</u> Learning about Holy Week</p> <p>School subjects, teachers and opinions.</p> <p>Talking about your school and daily routine</p> <p>Talking about options at 16</p> <p>Talking about different jobs and careers</p>	<p>Celebrity Culture</p> <p>Talking about celebrities</p> <p><u>Project 1:</u>Spanish celebrity project</p> <p><u>Film Project:</u> Innocent Voices</p>

<p>Year 10</p>	<p>AQA Theme 1 Unit 1 -Family and Relationships</p> <p>Physical description</p> <p>Talking about personality</p> <p>Describing people</p> <p>Talking about relationships with the family</p> <p>Talking about relationships with friends</p> <p>Talking about modern families</p>	<p>AQA Theme 2 Unit 4 - Free time activities</p> <p>Talking about popular sports/ the sports you do</p> <p>Talking about extreme sports</p> <p>Giving opinions on a wide range of hobbies</p> <p>Giving opinions on music and the performing arts</p> <p>Talking about television and film</p> <p>Talking about unusual hobbies</p>	<p>AQA Theme 1 Unit 2 - Healthy living and lifestyle</p> <p>To describe if you have a healthy lifestyle and what you do to keep fit</p> <p>To describe your diet and preferences for food and drink. To say what makes a good or a bad diet</p> <p>Eating out</p> <p>Learning about Spanish lifestyles</p>	<p>AQA Theme 1 Unit 3 - Education and work</p> <p>Describing the school day</p> <p>Talking about school facilities and rules</p> <p>Describing the positive and negative aspects of school</p> <p>Choices at 16</p> <p>To say what jobs people have and list advantages of disadvantages</p> <p>To talk about the personal qualities, qualifications and skills required for a job</p>	<p>AQA Theme 2 Unit 5 - Customs, festivals and celebrations</p> <p>To describe customs and say what you do on celebrations at home and elsewhere (eg birthdays, parties, weddings, etc)</p> <p>Describing religious celebrations</p> <p>Learning about Carnival across Spain</p> <p>Learning about Latin American festivals</p> <p>Learning about traditional Hispanic music and dance</p>	<p>AQA Theme 2 Unit 6 - Celebrity Culture and Revision</p> <p>Clothes and celebrity fashion</p> <p>Comparing and contrasting two Spanish icons (Lola Flores and Rosalia)</p> <p>Celebrity culture - Celebrity lifestyle and fame</p> <p><i>Revision of Year 10</i></p>
<p>year 11</p>	<p>AQA Theme 1 and 2 : Unit 1, 6 and 7 (Family and friends/Volunteering/Charity work/Homelessness)</p> <p>Talking about friends and family</p>	<p>AQA Theme 3: Unit 9 and 10 (School)</p> <p>Talking about your studies</p> <p>Talking about your school</p>	<p>AQA Theme 3: Units 7, 11 and 12 (The environment, global issues, jobs, career choices and ambitions)</p> <p>Discussing choices at 18 - work or study</p>	<p>Exam Revision/Practice</p> <p>Revising all themes/units</p> <p>Practicing the following skills:</p> <p>Speaking</p>	<p>Exam Revision/Practice</p> <p>Revising all themes/units</p> <p>Practicing the following skills:</p> <p>Speaking</p>	<p>Exams</p>

	<p>Talking about future plans</p> <p>Talking about relationships nowadays/dating sites</p> <p>Talking about charities and voluntary work</p> <p>Talking about homelessness and helping those in need</p>	<p>Talking about your school rules and uniform</p> <p>Talking about the good and bad aspects of school</p>	<p>Talking about the benefits of higher education</p> <p>Looking for and applying for jobs</p> <p>Talking about your ideal job</p> <p>Talking about ways of protecting the environment</p> <p>Understanding and discussing environmental problems</p>	<p>Listening</p> <p>Reading</p> <p>Writing</p> <p>Translation</p> <p>Authentic texts</p> <p>Grammar</p>	<p>Listening</p> <p>Reading</p> <p>Writing</p> <p>Translation</p> <p>Authentic texts</p> <p>Grammar</p>	
Year 12	<p>Unit Aspects of Hispanic society: <i>Cyberspace</i></p> <p>Discuss the positive and/or negative influence of the Internet</p> <p>Discuss the positive and/or negative effect of smartphones</p> <p>Consider the type of influence social networks have on society</p> <p>Aspects of Hispanic society: <i>Modern and traditional values</i></p> <p>Describe the various types of 21st century Spanish family and how</p>	<p>Set film: <i>Volver</i></p> <p>Aspects of Hispanic society: <i>Equal rights</i></p> <p>Discuss women in the world of work</p> <p>Study the role of women at home</p> <p>Discuss male chauvinism</p> <p>Look at the role of feminism</p> <p>Understand and talk about changes to LGBT rights</p>	<p>Set film: <i>Volver</i></p> <p>Artistic culture in the Hispanic world: <i>The influence of idols</i></p> <p>Discuss the positive and/or negative influence singers and musicians have on people</p> <p>Discuss the positive and/or negative effect TV and cinema stars have in our society</p>	<p>Set film: <i>Volver</i></p> <p>Artistic culture in the Hispanic world: <i>Spanish regional identity</i></p> <p>Describe and discuss Spanish customs and traditions</p> <p>Discuss the similarities and differences in the gastronomy of Spain</p> <p>Consider the languages that are spoken in Spain and the issues surrounding them</p>	<p>Artistic culture in the Hispanic world: <i>Cultural heritage</i></p> <p>Understand civilisations that contributed to the cultural heritage of Spain</p> <p>Discuss the pre-Columbian heritage of Latin America</p> <p>Discuss Spanish and Latin American artists and the role of architecture in Spain</p> <p>Understand the diversity of Hispanic music and dance</p> <p>Multiculturalism in Hispanic society: <i>Immigration</i></p>	<p>Revision & Introduction to Year 2 (IRP - Independent Research Project)</p>

	<p>these differ from the family model of the past</p> <p>Understand trends in marriage and how modern and traditional values differ</p> <p>Understand the situation regarding divorce</p> <p>Understand the religious history of Spain</p> <p>Discuss changes in the influence of the church</p>	<p>Discuss gay marriage in Spain and the Hispanic world</p>	<p>Consider the type of influence fashion models have on young people</p>		<p>The positive and negative aspects of immigration</p> <p>Immigration in the hispanic world</p> <p>The undocumented immigrant</p>	
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Subject MFL KS3		MFL Curriculum Impact KS3		
		FORMATIVE; <i>The instructional guidance that identifies central points of learning and plans for the progression of individual students.</i>	SUMMATIVE; <i>This describes individuals learning at the end of an instructional unit by comparing it against a standard or benchmark. (High Stakes Assessment)</i>	EVALUATIVE; <i>This is about institutional accountability and comes after terminal exams. External agencies.</i>
TI ME SC AL E	Annually		<p>Formal End of Year examinations as part of the Key Stage 3 Assessment Week. These are teacher assessed.</p> <p>This covers the summer end of term topic assessments.</p> <p>Data is used to plot performance against the projected flight plan.</p> <p>Students will go through the test with staff and the mark scheme to identify areas that need additional support.</p>	<p>Throughout KS3, peer and self-assessments are completed every lesson in individual tasks and ReACT targets are set by students themselves after summative assessments.</p> <p>The MFL Department tracks and evaluates summative assessment performance across the year to form a holistic view of student performance and progress and uses this to inform teaching, feedback, targets and intervention strategies.</p> <p>Departmental data spreadsheets are kept centrally on the subject drive. These are updated with all student data in KS3, and regularly monitored by the subject leader.</p> <p>Each student will have an assessment tracker sheet which they will use to track their own progress – this is a reflection tool and will allow students to reflect on their overall progress – this is designed to complement topical PLCs</p>

	<p>Interim</p>	<p>1-2-1 speaking practice with foreign language assistants where feedback is given. Quality of written work in exercise book is checked regularly and feedback informs students how to improve.</p>	<p>End of topic assessments in the four skills approximately every 6-10 lessons. These consist of resources and questions using Kerboodle assessments. These are teacher and peer assessed using mark schemes.</p> <p><u>Year 7</u> - All content learned can be assessed in each term test with the focus is on the latest sentence builder</p> <p><u>Year 8</u> - All content learned from the beginning of Year 7 to current can be assessed in each term test with the focus is on the latest sentence builder</p> <p><u>Year 9</u> - All content learned from the beginning of Year 7 to current can be assessed in each term test with the focus is on the latest sentence builder / vocabulary booklet unit</p> <p>Teachers:</p> <ul style="list-style-type: none"> - Evaluate student learning at the end of a certain teaching period. - Evaluate their teaching practice and lessons in line with Summative Assessment outcomes. <p>Feedback on how to do better next time is given to the student alongside a ReACT task to complete</p>	
	<p>Weekly</p>	<p>Teachers role:</p> <ul style="list-style-type: none"> - Identify how students are performing and use this to provide support, evaluate student learning and plan future lessons. - Provide oral and/or written feedback. - Keep track of student progress using department internal and school wide data systems. - Scaffold feedback to students for effective self/peer assessment. <p>Students role:</p> <ul style="list-style-type: none"> - Engage in self assessment. - Engage in peer assessment. 		

		<ul style="list-style-type: none"> - Be proactive in ReACT tasks. - Revise content. - Redraft and submit work which is completed to the best of their abilities. <p>Identify their own strengths and weaknesses and ask for support from their subject teachers.</p> <p>Homework tasks including lesson ready tasks (flipped learning) where research is needed and revision for retrieval activities and quizzes</p>	
	<p>Hourly</p>	<p><i>'Every Lesson Every Day'</i> techniques are embedded in lessons including:</p> <ul style="list-style-type: none"> - Review last lesson, last week, last year. - Checking for student understanding, asking higher order questions and providing feedback - ensuring students respond to this feedback. - Low stakes testing activities. <p>Every lesson a variety of the following formative assessment takes place using the following strategies:</p> <ul style="list-style-type: none"> - Questioning - Low stakes testing - Spiral learning - Oral feedback - Whole-class feedback - Class and teaching modelling - Regular re-cap quizzes - Retrieval practice tasks 	

Subject MFL KS4		MFL Curriculum Impact KS4		
		FORMATIVE; <i>The instructional guidance that identifies central points of learning and plans for the progression of individual students.</i>	SUMMATIVE; <i>This describes individuals learning at the end of an instructional unit by comparing it against a standard or benchmark. (High Stakes Assessment)</i>	EVALUATIVE; <i>This is about institutional accountability and comes after terminal exams. External agencies.</i>
TIMES CALE	Annually		<p>Year 10 will sit a GCSE style paper for their End of Year Exam to measure progress and outcomes from their starting points.</p> <p>Year 11 will have their GCSE exams in May/June which are externally marked by AQA. Results in August. Mock examinations in December are based upon all topics taught since the start of Year 10 and vocabulary since Year 7</p>	<p>Data collated by staff is used as a basis for the intervention groups in the winter and spring terms for year 11 and summer for year 10.</p> <p>Data is used to identify students not making adequate progress.</p> <p>Analysis of the data collated is the responsibility of OSK and CCV in readiness for the departmental review.</p> <p>Each student will have an assessment tracker sheet which they will use to track their own progress – this is a reflection tool and will allow students to reflect on their overall progress – this is designed to complement topical PLCs</p>
	Interim		<p>Students complete at least two assessments each term in listening, reading, writing and speaking to ensure that progress towards target grade is being made.</p> <p>Students in Year 10 /11 receive Feedback against MFL GCSE criteria in assessed skills. Written feedback and student responses in the form of react should be evident. These are in student folders/exercise books.</p> <p>Exam questions are taken from GCSE Past papers and EAQA or Exampro. Marks and mark schemes shared with pupils. In readiness for the GCSE speaking exam questions will be issued to Year 10 for use in lessons. Students will practise these questions throughout Year 10 and 11 and</p>	

			work with the language assistant if they require support. Tests are teacher assessed and pupils record their score against the target grade on a tracking sheet.
	Weekly	<p>Regular formative assessment takes place using the following strategies:</p> <ul style="list-style-type: none"> ● Success criteria or student checklists ● Single GCSE questions ● Model answers ● Low stakes testing on key grammar and vocabulary <p>Teacher, peer and self-evaluation used in all lessons to ensure progress and next steps are considered and 're-acted' to.</p> <p>Teachers role:</p> <ul style="list-style-type: none"> - Identify how students are performing and use this to provide support, evaluate student learning and plan future lessons.. - Set homework tasks - Provide oral and/or written feedback. - Keep track of student progress using department internal and school wide data systems. - Scaffold feedback to students for effective self/peer assessment. <p>Students role:</p> <ul style="list-style-type: none"> - Engage in self assessment. - Engage in peer assessment. - Be proactive in ReACT taks. - Revise content. - Redraft and submit work which is completed to the best of their abilities. - Identify their own strengths and weaknesses and ask for support from their subject teachers. 	
	Hourly	<p><i>Every Lesson Every Day</i>' techniques are embedded in lessons including:</p> <ul style="list-style-type: none"> - Review last lesson, last week, last year. 	

		<ul style="list-style-type: none">- Checking for student understanding, asking higher order questions and providing feedback - ensuring students respond to this feedback.- Low stakes testing activities. <p>Every lesson a variety the following formative assessment takes place using the following strategies:</p> <ul style="list-style-type: none">- Questioning- Low stakes testing- Spiral learning- Oral feedback- Whole-class feedback- Class and teaching modelling- Regular re-cap quizzes- Retrieval practice tasks	
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Subject MFL KS5		MFL Curriculum Impact KS5		
		FORMATIVE; <i>The instructional guidance that identifies central points of learning and plans for the progression of individual students.</i>	SUMMATIVE; <i>This describes individuals learning at the end of an instructional unit by comparing it against a standard or benchmark. (High Stakes Assessment)</i>	EVALUATIVE; <i>This is about institutional accountability and comes after terminal exams. External agencies.</i>
TI ME SC AL E	Annually		<p>Year 12 End of Year assessment - based upon all topics taught in year 12.</p> <p>Year 13 Mock Examinations (December) - based upon all topics taught to this point in year 12 and 13. A Level exams Paper 1,2,3,4 marked externally by AQA.</p>	<p>The MFL department tracks and evaluates summative assessment performance across KS5 evaluating performance and progress which is then used to inform teaching, feedback, targets and intervention strategies.</p> <p>Each student will have an assessment tracker sheet which they will use to track their own progress – this is a reflection tool and will allow students to reflect on their overall progress – this is designed to complement topical PLC's</p>
	Interim	Throughout KS5, Students work with the assistant on their Integrated Research Project and discussion card. They also practise their essay writing skills on one film and one work of literature. Online A level textbook and resources provides students with practise in listening and reading. Independent learning is for consolidation and practice purposes and includes questions and tasks to aid learning and exam performance.	<p>Year 12 Once a half term, one assessment in listening, reading and a topic or literature essay marked in depth. Speaking assessments are completed in December and March /April</p> <p>Year 13 Once a half term, one assessment in listening, reading and an essay marked in depth. Speaking assessments are completed in December and March /April</p> <p>All assessment work is to be found in their folders</p>	
	Weekly	<p>Teachers role:</p> <ul style="list-style-type: none"> - Identify how students are performing and use this to provide support, evaluate student learning and plan future lessons. - Provide oral and/or written feedback. - Keep track of student progress using department internal and school wide data systems. 		

		<ul style="list-style-type: none"> - Scaffold feedback to students for effective self/peer assessment. - Exam questions set fortnightly according to schemes of work - students submit for marking and feedback given. <p>Students role:</p> <ul style="list-style-type: none"> - Engage in self assessment. - Engage in peer assessment. - Be proactive in ReACT taks. - Revise content. - Redraft and submit work which is completed to the best of their abilities. - Identify their own strengths and weaknesses and ask for support from their subject teachers. 	
	<p>Hourly</p>	<p><i>'Every Lesson Every Day'</i> techniques are embedded in lessons including:</p> <ul style="list-style-type: none"> - Review last lesson, last week, last year. - Checking for student understanding, asking higher order questions and providing feedback - ensuring students respond to this feedback. - Low stakes testing activities. <p>Every lesson a variety of the following formative assessment takes place using the following strategies:</p> <ul style="list-style-type: none"> - Questioning - Low stakes testing - Spiral learning - Oral feedback - Whole-class feedback - Class and teaching modelling - Regular re-cap quizzes - Retrieval practice tasks 	