

MFL Curriculum Intent

At The Kingsway School, we believe the study of Languages is important because it can enable you to partake in and experience different cultures. The foundations of languages are built on a fundamental understanding of grammar and vocabulary. Learning languages can widen your personal understanding of different people and their ways of life, and further expand relationships with yourself and others.

The core knowledge that learners are expected to acquire in the languages curriculum is: Vocabulary, grammar, phonics and cultural awareness.

Learners are then expected to apply this knowledge by engaging in a wide variety of tasks in their languages lessons. Students will use this knowledge to understand both spoken and written texts. Students will also apply this knowledge by producing their own spoken and written passages.

Our languages curriculum is aspirational because whilst students are learning the core knowledge of this subject, they are also becoming more culturally aware, through the study of traditions and differences in the countries in which the target languages are spoken.

We nurture learners' curiosity by teaching using extensive processing instruction. Students are provided with sentence builders for every module of vocabulary and lessons are sequenced so that learners build from recognising sounds, then on to recognising written language. The cumulation of their classwork will be learners independently being able to produce language without support.

In addition to this, pupils are given opportunities for rich discussion around topics such as customs, traditions and media in the countries where the languages are spoken. This gives them the opportunity to understand life in the target language countries.

As part of the languages curriculum, learners are provided with a range of high quality academic texts with the aim of exposing them to texts from a variety of sources, which give them the opportunity to see the language they have been learning in the classroom being used in a real way.

The Languages curriculum supports our young people to deepen their understanding of the world around them by encouraging them to celebrate differences and to understand daily life in other countries. We provide a safe space where students can ask questions about different cultures to broaden their cultural awareness.

We also support pupils to be compassionate and keep each other safe by developing a curiosity and appreciation for the differences and similarities of their culture and other cultures. We aim to build pupils confidence to speak publicly in class through formative and summative speaking activities in the target language.

Our Languages curriculum is inclusive and celebrates differences because we discuss a wide range of people and families when putting language into context. Understanding others encourages students to be curious about how other people live their lives and societal differences in other countries. Understanding those who are from another culture or different to us breaks down barriers, reduces ignorance and promotes tolerance and respect.

Beyond our classrooms, we provide meaningful enrichment opportunities such as theatre visits and trips abroad that aim to open pupils' eyes to a world beyond themselves and see the language they have been learning being used in a natural way beyond the classroom.

Fundamentally, the study of languages at The Kingsway School will enable our young people to positively contribute to society because they will develop confidence in understanding vocabulary and grammar of the language they have been studying, alongside a cultural understanding of the countries in which the target language is spoken.

Subject: Year 7 Spanish

Year 7 Curriculum Intent: The MFL department aims to provide students with an excellent foundation in language learning through a skills based curriculum, building students confidence in the four skills essential to learning a language; speaking, listening, reading and writing.

The Year 7 curriculum builds from basic vocabulary and sentences which allow students to give basic information about themselves to them being able to give opinions and reasons in Spanish about topics such as school and free time activities.

A range of knowledge and skills will be developed throughout each unit with repeated practice. Key structures sequenced through each topic so that via the constant repetition of familiar concepts with increasing complexity, our pupils will be able to make links between each area to develop their understanding of how Spanish works.

Topic 1: My life

Topic 2: My spare time

Topic 3: My School

Topic 4: My family and friends

Acquire:	Spanish phonics Giving personal information Adjectives to describe personality Opinion phrases Numbers 1-31 Months of the year Pets vocabulary Colour vocabulary	Free time activities infinitive phrases Opinion phrases Frequency phrases Sports vocabulary Weather vocabulary Linked sentences using the phrases <i>cuando</i> or <i>si</i>	School subject vocabulary Days of the week Opinions and reasons Some food and drink vocabulary School description vocabulary	Family member vocab Describing physical appearance Describing what other people look like Describing where I live Describing a festival Cultural understanding of a carnival in Cadiz
Apply	Asking and answering questions about ourselves Adjectival agreement Using the verb <i>ser</i> to describe ourselves Giving opinions	Opinion phrase + infinitive Use of adverbs of frequency to add detail Sentence structure for giving and justifying opinions How to conjugate -ar verbs in the present tense Understanding when to use <i>hacer</i> and <i>jugar</i> to say what sports I do Understanding longer written texts	Time sequencers Understanding verbs like 'me gusta' How to conjugate -er and -ir verbs in the present tense Use of <i>hay</i> and <i>no hay</i> Using connectives and negatives to make language more interesting	Understand possessive pronouns Using higher numbers Full paradigm of the verbs <i>tener</i> and <i>ser</i> Using the third person singular of verbs Using the verb <i>estar</i>
Vocabulary	Vocabulary related to the following topics: <ul style="list-style-type: none"> - Introductions - Classroom instructions - Classroom items - Personality adjectives - School equipment - Numbers 1-31 - Months and days - Siblings - Pets - Colours All on sentence builders.	Vocabulary related to the following topics: <ul style="list-style-type: none"> - Free time activities - Opinions and reasons - Weather - Sports All on sentence builders.	Vocabulary related to the following topics: <ul style="list-style-type: none"> - School subjects - Opinions and reasons - Break time activities - School facilities All on sentence builders.	Vocabulary related to the following topics: <ul style="list-style-type: none"> - Family - Appearance - Character - Types of local areas All on sentence builders.
Assessment	Regular formative assessment <u>Milestone 1</u>	Regular formative assessment <u>Milestone 3</u>	Regular formative assessment <u>Milestone 5</u>	Regular formative assessment <u>Milestone 7</u>

	Speaking presentation on introducing yourself– prepared in class and learnt at home. <u>Milestone 2</u> Reading, listening and writing summative assessment for the whole topic.	Speaking presentation on Free Time activities – prepared in class and learnt at home. <u>Milestone 4</u> Reading, listening and writing summative assessment for the whole topic.	Speaking presentation on School – prepared in class and learnt at home. <u>Milestone 6</u> Reading, listening and writing summative assessment for the whole topic.	End of year milestone summative assessment – reading, listening, writing and grammar.
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Subject: Year 8 Spanish

Year 8 Curriculum Intent: The MFL department aims to provide students with an excellent foundation in language learning through a skills based curriculum, building students confidence in the four skills essential to learning a language; speaking, listening, reading and writing.

The Year 8 curriculum builds from the composite end point of Year 7, building on from forming opinions and reasons and giving introductory information . Pupils will learn how to describe their home and local area, their experiences of holidays, their relationship with the media and food.

A range of knowledge and skills will be developed throughout each unit with repeated practice. Key structures sequenced through each topic so that via the constant repetition of familiar concepts with increasing complexity, our pupils will be able to make links between each area to develop their understanding of how Spanish works.

	Topic 2: Town	Topic 3: Holidays	Topic 4: The media	Topic 4: The media
Acquire	Places in town vocabulary Telling the time vocabulary Vocabulary for ordering snacks in a café bar Describing future plans	To describe where you went on a past holiday and how you got there Describing activities you did on a past holiday Describing what your holiday was like	To describe what I use my phone for To say what kind of music I like To talk about TV programmes To say what I did yesterday	Food vocabulary Describing mealtimes Ordering a meal Describing what to buy for a party
Apply	Use of hay and no hay to describe a local area The verb ir – to go Stem changing verbs Modal verbs Forming the near future	The preterite tense of the verb ir Formation of regular -ar verbs in the preterite tense Stem changing verbs in the preterite tense Irregular verbs in the preterite tense	A range of opinions Revising the present tense Using the comparative Using the present and the preterite	Using negatives Speaking formally Using the near future tense
Vocabulary	Vocabulary related to the following topics: - Places in town - Snacks - Snack bar dialogue All on sentence builders.	Vocabulary related to the following topics: - Countries - Transport - Holiday activities All on sentence builders.	Vocabulary related to the following topics: - Phone activities - Music genres - TV programmes All on sentence builders.	Vocabulary related to the following topics: - Food - Restaurant language - Shopping All on sentence builders.

Assessment	Regular formative assessment <u>Milestone 1</u> Mini speaking presentation – prepared in class and learnt at home <u>Milestone 2</u> Reading, listening and writing assessment at the end of the topic.	Regular formative assessment <u>Milestone 3</u> Reading, listening and writing assessment at the end of the topic. <u>Milestone 4</u> Reading, listening and writing assessment at the end of the topic.	Regular formative assessment <u>Milestone 5</u> Reading, listening and writing assessment at the end of the topic. <u>Milestone 6</u> Reading, listening and writing assessment at the end of the topic.	<u>Milestone 7</u> End of year milestone summative assessment – reading, listening, writing and grammar.
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Subject: Year 9 Spanish

Year 9 Curriculum Intent: The MFL department aims to provide students with an excellent foundation in language learning through a skills based curriculum, building students confidence in the four skills essential to learning a language; speaking, listening, reading and writing.

The Year 9 curriculum builds from the composite end point of Year 8, building on from learning a range of opinions and reasons, using the preterite tense well and understanding a wide range of vocabulary . Pupils will learn how to describe food, how to make arrangements, their preferences and summer plans.

A range of knowledge and skills will be developed throughout each unit with repeated practice. Key structures sequenced through each topic so that via the constant repetition of familiar concepts with increasing complexity, our pupils will be able to make links between each area to develop their understanding of how Spanish works.

	Topic 1: Food	Topic 2: Going out	Topic 3: Summer	Topic 4: My likes
Acquire	Food vocabulary Describing mealtimes Ordering a meal Describing what to buy for a party	Arranging to go out Making excuses Discussing getting ready to go out Talking about clothes Talking about sporting events	Describing a holiday home Describing holiday activities Asking for directions Talking about summer camps	Talking about things you like Describing a week Talking about films Talking about birthday celebrations

Apply	Using negatives Speaking formally Using the near future tense	Using the conditional tense Using the modal verbs 'querer' and 'poder' Using reflexive verbs Saying 'this/these'	Learning more about the comparative Using the superlative Using the imperative Using three tenses together	Using the verb gustar with nouns Using the verb ir Using three tenses together
Vocabulary	Vocabulary related to the following topics: <ul style="list-style-type: none"> - Food - Restaurant language - Shopping All on sentence builders.	Vocabulary related to the following topics: <ul style="list-style-type: none"> - Arrangements - Excuses - Clothes All on sentence builders.	Vocabulary related to the following topics: <ul style="list-style-type: none"> - House - Holiday activities - Directions All on sentence builders.	Vocabulary related to the following topics: <ul style="list-style-type: none"> - Preferences - Routine - Films All on sentence builders.
Assessment	Regular formative assessment <u>Milestone 1</u> Mini speaking presentation – prepared in class and learnt at home <u>Milestone 2</u> Reading, listening and writing assessment at the end of the topic.	Regular formative assessment <u>Milestone 3</u> Mini speaking presentation – prepared in class and learnt at home <u>Milestone 4</u> Reading, listening and writing assessment at the end of the topic.	Regular formative assessment <u>Milestone 5</u> Reading, listening and writing assessment at the end of the topic. <u>Milestone 6</u> Reading, listening and writing assessment at the end of the topic.	<u>Milestone 7</u> End of year milestone summative assessment – reading, listening, writing and grammar.

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Subject: Year 10 Spanish

Year 10 Curriculum Intent:

The MFL department aims to provide students with an excellent foundation in language learning through a skills based curriculum, building students confidence in the four skills essential to learning a language; speaking, listening, reading and writing.

The Year 10 curriculum builds from a strong end of key stage 3, where students are able to write detailed sentences, including opinions and reasons in Spanish about topics such as school, family, where I live and free time activities.

A range of knowledge and skills will be developed throughout each unit with repeated practice. Key structures sequenced through each topic so that via the constant repetition of familiar concepts with increasing complexity, our pupils will be able to make links between each area to develop their understanding of how Spanish works.

	Topic 1: My Free Time	Topic 2: Holidays	Topic 3: Family
Acquire:	Talking about Spanish sports stars Describing my life online Arranging to meet up with friends Describing what I did last weekend Narrating events in the past	Understanding information about Andalucia. Discussing travel plans Describing festivals in the Spanish-speaking world. Describing a past holiday. Giving detail about holiday accommodation. Using the past and future to give information about holidays.	Understanding information in Spanish about different types of family Describing other people Talking about who I admire Describing friendships and relationships Talking about my identity and what matters to me Talking about problems and giving advice
Apply	Adjective agreement Recapping formation of the present tense Using expressions of frequency The near future Tener que + infinitive Formation of the preterite tense Key irregular verbs in the preterite tense	Understanding the difference between me gusta and me gustan Using comparatives The superlative Time sequencers Question words Infinitive phrases	Possessive adjectives Revisiting adjective agreement Using desde hace to describe how long I have been doing something Reflexive verbs Para + infinitive More opinion verbs
Vocabulary	Vocabulary related to the following topics: <ul style="list-style-type: none"> - Online activities - Meeting up with people - Free time activities 	Vocabulary related to the following topics: <ul style="list-style-type: none"> - Travel plans - Festivals - Holiday activities - Holiday accommodation 	Vocabulary related to the following topics: <ul style="list-style-type: none"> - Family members - Describing people - Relationships - Problems and advice
Assessment	Regular formative assessment <u>Milestone 1</u> Detail marked answers to general conversation questions on the free time topic. <u>Milestone 2</u> Reading, listening and writing summative assessment for the whole topic.	Regular formative assessment <u>Milestone 3</u> Detailed mark answers to general conversation questions on the holidays topic. <u>Milestone 4</u> Reading, listening and writing summative assessment for the whole topic.	Regular formative assessment <u>Milestone 5</u> Detailed mark answers to general conversation questions on the family topic. <u>Milestone 6</u> Full PPE writing exam
	Topic 4: Health	Topic 5: School	
Acquire:	Understanding of some typical foods in Spanish speaking countries	Understanding of education in Spain Talking about a typical school day	

	Describing healthy daily routines Talking about mealtimes and food time trends. Comparing old and new habits Talking about illness and injuries Vocabulary for parts of the body Future plans for health and well-being	Talking about my studies Describing changes I would make to a school Describing the students and teachers at my school Narrating events – a past school trip	
Apply	Adjectives of nationality Indefinite adjectives Impersonal verbs The imperfect tense The simple future tense	Relative pronouns The conditional tense Different negatives Forming questions Recapping adjective agreement Understanding longer written texts	
Vocabulary	Vocabulary related to the following topics: <ul style="list-style-type: none"> - Parts of the body - Daily routine - Body parts - Food and drink - Illness and injuries 	Vocabulary related to the following topics: <ul style="list-style-type: none"> - School subjects - School facilities - Describing people - School trip 	
Assessment	Regular formative assessment <u>Milestone 7</u> Detailed mark answers to general conversation questions on the health topic. <u>Milestone 8</u> Reading, listening and writing summative assessment for the whole topic.	Regular formative assessment <u>Milestone 9</u> Speaking PPE detailed mark.	

Subject: Year 11 Spanish			
<p>The MFL department aims to provide students with an excellent foundation in language learning through a skills based curriculum, building students confidence in the four skills essential to learning a language; speaking, listening, reading and writing.</p> <p>The Year 11 curriculum builds on from the work already completed in Year 10 and completes the requirements of the Edexcel Spanish GCSE, students will sit one whole suite of mock exams (Speaking, Writing, Reading & Listening) and a mini suite of mock exams to prepare them for these external examinations.</p> <p>A range of knowledge and skills will be developed throughout each unit with repeated practice. Key structures sequenced through each topic so that via the constant repetition of familiar concepts with increasing complexity, our pupils will be able to make links between each area to develop their understanding of how Spanish works.</p>			
	Topic 1: School	Topic 2: Where I live & the environment	Topic 3: Future plans
Acquire	Understanding of education in Spain Talking about a typical school day Talking about my studies Describing changes I would make to a school Describing the students and teachers at my school Narrating events – a past school trip	Describing cities Describing how a city has changed Describing shopping Giving preferences about towns / cities Talking about how you help in your community Talking about climate change Talking about actions to help the environment Talking about social and climate issues	Talking about your hopes and dreams. Talking about jobs Talking about future career intentions Talking about future hopes
Apply	Relative pronouns The conditional tense Different negatives Forming questions Recapping adjective agreement Understanding longer written texts	The perfect tense Using the imperfect and present tenses together Comparatives Irregular preterite verbs	Infinitive phrases Modal verbs The simple future tense
Vocabulary	Vocabulary related to the following topics: <ul style="list-style-type: none"> - School subjects - School routines - Describing a past event 	Vocabulary related to the following topics: <ul style="list-style-type: none"> - Places in town - Social issues - Global issues - Environmental issues and problems 	Vocabulary related to the following topics: <ul style="list-style-type: none"> - Future Plans - Jobs

Assessment	<p>Regular formative assessment <u>Milestone 1</u> Detail marked answers to general conversation questions on the school topic.</p> <p><u>Milestone 2</u> Reading, listening and writing summative assessment for the whole topic.</p>	<p>Regular formative assessment <u>Milestone 3</u> PPE writing exam</p> <p><u>Milestone 4</u> PPE speaking exam</p>	<p>Regular formative assessment <u>Milestone 5</u> Detail marked answers to general conversation questions on the future plans topic.</p> <p><u>Milestone 6</u> Detail mark of 80-90 or 120-130 word task</p>
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