

### **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 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.

### Languages 6 Curriculum Concepts: Identity, Intention, Perspective, Wellness, Culture and Structure

**ELT Connected Concepts: Cause and effect, Power, Influence, Significance, Appreciation and Structures**

|            | Topic 1: Town                                                                                                                                                                                                       | Topic 2: Holidays                                                                                                                                                                                                      | Topic 3: The media                                                                                                                                                                                                             |
|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Acquire    | Places in town vocabulary<br>Telling the time vocabulary<br>Vocabulary for ordering snacks in a café bar<br>Describing future plans                                                                                 | To describe where you went on a past holiday and how you got there<br>Describing activities you did on a past holiday<br>Describing what your holiday was like                                                         | To describe what I use my phone for<br>To say what kind of music I like<br>To talk about TV programmes<br>To say what I did yesterday                                                                                          |
| Apply      | Use of hay and no hay to describe a local area<br>The verb ir – to go<br>Stem changing verbs<br>Modal verbs<br>Forming the near future                                                                              | The preterite tense of the verb ir<br>Formation of regular -ar verbs in the preterite tense<br>Stem changing verbs in the preterite tense<br>Irregular verbs in the preterite tense                                    | A range of opinions<br>Revising the present tense<br>Using the comparative<br>Using the present and the preterite                                                                                                              |
| Vocabulary | Tier 3 vocabulary – We assess all students every three lessons on a tier 3 vocabulary. All tier 3 vocabulary is located in their Sentence Builder booklets.                                                         | Tier 3 vocabulary – We assess all students every three lessons on a tier 3 vocabulary. All tier 3 vocabulary is located in their Sentence Builder booklets.                                                            | Tier 3 vocabulary – We assess all students every three lessons on a tier 3 vocabulary. All tier 3 vocabulary is located in their Sentence Builder booklets.                                                                    |
| Assessment | Regular formative assessment & vocab test every three lessons<br><u>Milestone 1</u><br>Writing assessment on town.<br><br><u>Milestone 2</u><br>Reading, listening and speaking assessment at the end of the topic. | Regular formative assessment & vocab test every three lessons<br><u>Milestone 3</u><br>Writing assessment on holidays<br><br><u>Milestone 4</u><br>Reading, listening and speaking assessment at the end of the topic. | Regular formative assessment & vocab test every three lessons<br><u>Milestone 5</u><br>Writing assessment on phone and music.<br><br><u>Milestone 6</u><br>Reading, listening and speaking assessment at the end of the topic. |

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.

**Languages 6 Curriculum Concepts: Identity, Intention, Perspective, Wellness, Culture and Structure**

**ELT Connected Concepts: Cause and effect, Power, Influence, Significance, Appreciation and Structures**

|            | Topic 1: Summer                                                                                                     | Topic 2: My likes                                                                                                | Topic 3: Work and Jobs                                                                                                                                           |
|------------|---------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Acquire    | Describing a holiday home<br>Describing holiday activities<br>Asking for directions<br>Talking about summer camps   | Talking about things you like<br>Describing a week<br>Talking about films<br>Talking about birthday celebrations | Saying what you have to do at work<br>Saying what job you would like to do<br>Saying what you did at work yesterday<br>Describing a typical day at work          |
| Apply      | Learning more about the comparative<br>Using the superlative<br>Using the imperative<br>Using three tenses together | Using the verb gustar with nouns<br>Using the verb ir<br>Using three tenses together                             | Using the structure 'to have to'<br>Using correct adjective agreement<br>Using the preterite of regular verbs<br>Using the preterite and present tenses together |
| Vocabulary | Tier 3 vocabulary – We assess all students every three lessons on a tier 3 vocabulary. All                          | Tier 3 vocabulary – We assess all students every three lessons on a tier 3 vocabulary. All                       | Tier 3 vocabulary – We assess all students every three lessons on a tier 3 vocabulary. All                                                                       |

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|------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|            | tier 3 vocabulary is located in their Sentence Builder booklets.                                                                                                                                                      | tier 3 vocabulary is located in their Sentence Builder booklets.                                                                                                                                                                       | tier 3 vocabulary is located in their Sentence Builder booklets.                                                                                                                                                    |
| Assessment | Regular formative assessment & vocab test every three lessons<br><u>Milestone 1</u><br>Writing assessment on summer.<br><br><u>Milestone 2</u><br>Reading, listening and speaking assessment at the end of the topic. | Regular formative assessment & vocab test every three lessons<br><u>Milestone 3</u><br>Writing assessment on routine and preferences.<br><br><u>Milestone 4</u><br>Reading, listening and speaking assessment at the end of the topic. | Regular formative assessment & vocab test every three lessons<br><u>Milestone 5</u><br>Writing assessment on jobs.<br><br><u>Milestone 6</u><br>Reading, listening and speaking assessment at the end of the topic. |

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.

|          |                                                                                                                                                                                    |                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                           |
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|          | Topic 1: My Free Time                                                                                                                                                              | Topic 2: Holidays                                                                                                                                                                                                                                                         | Topic 3: Family                                                                                                                                                                                                                                                           |
| Acquire: | Talking about Spanish sports stars<br>Describing my life online<br>Arranging to meet up with friends<br>Describing what I did last weekend<br>Narrating events in the past         | Understanding information about Andalucia.<br>Discussing travel plans<br>Describing festivals in the Spanish-speaking world.<br>Describing a past holiday.<br>Giving detail about holiday accommodation.<br>Using the past and future to give information about holidays. | Understanding information in Spanish about different types of family<br>Describing other people<br>Talking about who I admire<br>Describing friendships and relationships<br>Talking about my identity and what matters to me<br>Talking about problems and giving advice |
| Apply    | Adjective agreement<br>Recapping formation of the present tense<br>Using expressions of frequency<br>The near future<br>Tener que + infinitive<br>Formation of the preterite tense | Understanding the difference between me gusta and me gustan<br>Using comparatives<br>The superlative<br>Time sequencers<br>Question words                                                                                                                                 | Possessive adjectives<br>Revisiting adjective agreement<br>Using desde hace to describe how long I have been doing something<br>Reflexive verbs<br>Para + infinitive<br>More opinion verbs                                                                                |

|            |                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                            |                                                                                                                                                                                                                                                           |
|------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|            | Key irregular verbs in the preterite tense                                                                                                                                                                                                                                                                  | Infinitive phrases                                                                                                                                                                                         |                                                                                                                                                                                                                                                           |
| Vocabulary | Vocabulary related to the following topics: <ul style="list-style-type: none"> <li>- Online activities</li> <li>- Meeting up with people</li> <li>- Free time activities</li> </ul>                                                                                                                         | Vocabulary related to the following topics: <ul style="list-style-type: none"> <li>- Travel plans</li> <li>- Festivals</li> <li>- Holiday activities</li> <li>- Holiday accommodation</li> </ul>           | Vocabulary related to the following topics: <ul style="list-style-type: none"> <li>- Family members</li> <li>- Describing people</li> <li>- Relationships</li> <li>- Problems and advice</li> </ul>                                                       |
| Assessment | Regular formative assessment and weekly vocabulary tests<br><br><u>Milestone 1</u><br>Extended writing assessment<br><br><u>Milestone 2</u><br>Detailed mark of sample speaking answers                                                                                                                     | Regular formative assessment and weekly vocabulary tests<br><br><u>Milestone 3</u><br>80-90 or 120-130 word task from previous topic<br><br><u>Milestone 4</u><br>Detailed mark of sample speaking answers | Regular formative assessment and weekly vocabulary tests<br><br><u>Milestone 5</u><br>80-90 or 120-130 word task from previous topic<br><br><u>Milestone 6</u><br>Detailed mark of sample speaking answers<br><br><u>Milestone 7</u><br>Mock writing exam |
|            | Topic 4: Health                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                            |                                                                                                                                                                                                                                                           |
| Acquire:   | Understanding of some typical foods in Spanish speaking countries<br>Describing healthy daily routines<br>Talking about mealtimes and food time trends.<br>Comparing old and new habits<br>Talking about illness and injuries<br>Vocabulary for parts of the body<br>Future plans for health and well-being |                                                                                                                                                                                                            |                                                                                                                                                                                                                                                           |
| Apply      | Adjectives of nationality<br>Indefinite adjectives<br>Impersonal verbs<br>The imperfect tense<br>The simple future tense                                                                                                                                                                                    |                                                                                                                                                                                                            |                                                                                                                                                                                                                                                           |
| Vocabulary | Vocabulary related to the following topics: <ul style="list-style-type: none"> <li>- Parts of the body</li> <li>- Daily routine</li> </ul>                                                                                                                                                                  |                                                                                                                                                                                                            |                                                                                                                                                                                                                                                           |

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|------------|----------------------------------------------------------------------------------------------------------------------------------------------------|--|
|            | <ul style="list-style-type: none"> <li>- Body parts</li> <li>- Food and drink</li> <li>- Illness and injuries</li> </ul>                           |  |
| Assessment | Regular formative assessment<br><br><u>Milestone 8</u><br>Detailed mark of sample speaking answers<br><br><u>Milestone 9</u><br>Mock speaking exam |  |

#### Subject: Year 11 Spanish

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 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.

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: School | Topic 2: Where I live & the environment | Topic 3: Future plans |
|--|-----------------|-----------------------------------------|-----------------------|

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|------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Acquire    | <p>Understanding of education in Spain</p> <p>Talking about a typical school day</p> <p>Talking about my studies</p> <p>Describing changes I would make to a school</p> <p>Describing the students and teachers at my school</p> <p>Narrating events – a past school trip</p> | <p>Describing cities</p> <p>Describing how a city has changed</p> <p>Describing shopping</p> <p>Giving preferences about towns / cities</p> <p>Talking about how you help in your community</p> <p>Talking about climate change</p> <p>Talking about actions to help the environment</p> <p>Talking about social and climate issues</p> | <p>Talking about your hopes and dreams.</p> <p>Talking about jobs</p> <p>Talking about future career intentions</p> <p>Talking about future hopes</p>                                                                              |
| Apply      | <p>Relative pronouns</p> <p>The conditional tense</p> <p>Different negatives</p> <p>Forming questions</p> <p>Recapping adjective agreement</p> <p>Understanding longer written texts</p>                                                                                      | <p>The perfect tense</p> <p>Using the imperfect and present tenses together</p> <p>Comparatives</p> <p>Irregular preterite verbs</p>                                                                                                                                                                                                    | <p>Infinitive phrases</p> <p>Modal verbs</p> <p>The simple future tense</p>                                                                                                                                                        |
| Vocabulary | <p>Vocabulary related to the following topics:</p> <ul style="list-style-type: none"> <li>- School subjects</li> <li>- School routines</li> <li>- Describing a past event</li> </ul>                                                                                          | <p>Vocabulary related to the following topics:</p> <ul style="list-style-type: none"> <li>- Places in town</li> <li>- Social issues</li> <li>- Global issues</li> <li>- Environmental issues and problems</li> </ul>                                                                                                                    | <p>Vocabulary related to the following topics:</p> <ul style="list-style-type: none"> <li>- Future Plans</li> <li>- Jobs</li> </ul>                                                                                                |
| Assessment | <p>Regular formative assessment</p> <p><u>Milestone 1</u></p> <p>Detail marked answers to general conversation questions on the school topic.</p> <p><u>Milestone 2</u></p> <p>Reading, listening and writing summative assessment for the whole topic.</p>                   | <p>Regular formative assessment</p> <p><u>Milestone 3</u></p> <p>Mock writing exam</p> <p><u>Milestone 4</u></p> <p>Mock speaking exam</p>                                                                                                                                                                                              | <p>Regular formative assessment</p> <p><u>Milestone 5</u></p> <p>Detail marked answers to general conversation questions on the future plans topic.</p> <p><u>Milestone 6</u></p> <p>Detail mark of 80-90 or 120-130 word task</p> |