



# Curriculum Rationale Template Guidance

# Spanish

This document aims to inform parents of the knowledge and skills their children acquire and why they learn what they do over the course of their five years in Salendine Nook High School.

## Our Vision/Intent

The learning of a Modern Foreign Language provides a valuable educational, social and cultural experience for the pupils. Pupils develop communication and literacy skills that lay the foundation for future language learning. They develop linguistic competence, extend their knowledge of how language works and explore differences and similarities between the foreign language and English. Learning another language raises awareness of the multilingual and multicultural world and introduces an international dimension to pupils' learning, giving them an insight into their own culture and those of others.

## The Principles which Underpin our Curriculum

The curriculum in MFL is structured so that progress is based on accumulation of vocabulary items and grammatical structures in a clear and progressive way. Basic grammar is introduced first before studying concepts that are more complex in order to facilitate the deepening of the knowledge in MFL. Phonics are also studied in the course in conjunction with vocabulary and grammar. They are all reviewed regularly throughout the year and across the different year groups at the various key stages. The MFL curriculum is a spiral curriculum allowing reviewing, revisiting and linking at regular points following the Rosenshine's principles of instruction.

The MFL Department at Salendine Nook sets out to:

- build on prior knowledge from KS2 where applicable.
- inspire in all groups of pupils a curiosity and fascination about world cultures, the languages within it and its people that will remain with them for the rest of their lives.
- equip MFL learners with knowledge about language structures and developments, verbs, tenses and moral and cultural issues, together with a deep understanding of how to develop and manipulate language in such a way that communication is clear and precise.
- develop pupils' skills across all 4 skill areas of speaking, listening, reading and writing.
- provide a balanced curriculum that covers all of the key areas of global and social issues, personal relationships, local area, free time and holiday together with education and future plans.
- develop substantive and disciplinary knowledge of the foreign language across all 4-skill areas using both authentic and artificial sources.
- develop competency in MFL learners by giving them easy to use tools so that they are able to:
  - 1) Work out the meaning of familiar and unfamiliar language using context.
  - 2) Translate a written text or audio material from one language to another.
  - 3) Communicate accurately in a variety of ways, including through speech, response to an audio track or through the use of extended writing
  - 4) Recall knowledge regularly in order to progress

## The Research behind our Rationale

## Curriculum Rationale

In order to create an effective curriculum and sequence of teaching for our students we have consulted an array of thinking on the learning of Languages. The references below form a small example of the research we have based our curriculum on; it does not represent the full body of research consulted.

- Why knowledge matters by E.D.Hirsch who prones that knowledge based curriculum is essential to providing the foundations for children's life success and ensuring equal opportunity for students of all backgrounds.
- The Modern Foreign Languages Pedagogy Review from the Teaching Schools Council which outlines key recommendations on curriculum planning and principles of good teaching.
- The Science of Learning from Deans for Impact. It summarises the existing research from cognitive science related to how students learn and connects this research to its practical implications for teaching and learning.
- Rosenshine's principles in action by Tom Sherrington. At Salendine Nook High School, we have based our Teaching and Learning around Rosenshine's principles, emphasizing the importance of reviewing, revisiting and linking key concepts so that memorisation is more effective. We have also given a lot of thought on questioning and the paramount value of this for pupils' learning.
- Applying Rosenshine to the MFL Classroom by Rebecca Nobes. The author gives examples specifically targeted at MFL helping with the pedagogy in the classroom.
- Embedded formative assessment by Dylan William. It focuses on how by integrating classroom formative assessment practices into daily activities, teachers can substantially increase student engagement and the rate of student learning.
- Breaking the sound barrier by Gianfranco Conti. Pupils at Salendine Nook and nationally struggle with listening effectively in MFL. This book focuses on the processes involved in aural comprehension, blending the latest research evidence with over 200 engaging listening activities, as well as lots of useful practical classroom ideas and lesson sequences. As a department, we will adapt some of those ideas to our planning so that pupils can feel more at ease with this skill.

## Key Stage Three

The curriculum in MFL is structured so that progress is based on accumulation of vocabulary items ranging from basic to more wide-ranging and deepening in conjunction with the learning of key grammatical structures in a clear and progressive way. Foundation grammatical points are introduced first before studying concepts that are more complex in order to facilitate the deepening of the knowledge in MFL as well as fluency. This in turn impacts on the choice of topics studied. Both vocabulary and grammar are reviewed and revisited regularly throughout the year and across the different year groups at the various key stages so that it is kept afresh in the learners' memory.

Bespoke grammar and vocabulary tests agreed at key points in the curriculum, alongside formative and summative assessments make a strong contribution to teachers and pupils knowing what grammar and vocabulary have been successfully mastered or need focusing on further. From September 2022, the Department will also include more phonic work using the work from NCELP at key points in order to get pupils ready for the new GCSE (Summer 2026).

Throughout KS3, MFL teachers build the pupils' confidence in using the language by teaching through the mean of the Target Language. However, at Salendine Nook High School, we strongly believe that the use of the Target Language is most effective when planned carefully in an incremental manner and supplement by the use of English at times when necessary.

Key linguistic skills needed to be proficient in the language studied are practised and reinforced throughout Key stage 3.

1. Listening exercises are practised in lessons and tested in a formative and summative way. The aim is for pupils to understand information and respond appropriately in a written or oral form. Authentic materials are also used as an engaging source reinforcing cultural awareness and prompting pupils to read.  
A variety of listening activities take place in lessons such as transcription which encourages accuracy and work on phonics.
2. Speaking responses and conversations are an integral part of MFL lessons building on phonics to develop pronunciation and intonation, at the same time as confidence.
3. Reading looking for information, recalling or processing information is also a feature of the MFL lessons. Specific lessons have been planned to look at literary texts, poems to enrich the pupils' linguistic experience and also give them an incentive to read for pleasure.
4. Writing with a purpose using vocabulary and grammatical knowledge whilst paying attention to accuracy especially with tenses, spelling and word order.

Grammar, vocabulary and linguistic competences are taught together so that pupils can master the language and are mapped in the MFL Schemes of Learning to ensure MFL teachers include them in their planning.

These skills, along with the knowledge and the competency are also put in practice in real contexts as often as possible. It is important that pupils see and experience the language in action, therefore as a Department we organize letter exchanges, trips and projects with schools situated in countries where the target language is spoken. In our opinion, it is paramount for pupils to understand that *'their new language communicates something important, interesting and meaningful, and helps them make new friends, engages pupils in ways that extend beyond the classroom'*. (Modern Foreign Languages Pedagogy Review).

## Year 7

Students start their learning journey in Spanish with various levels of knowledge. Some would have experienced some Spanish at KS2 whilst others none at all. The lessons in Year 7 are designed to offer an easy start up point to offer confidence in language learning whilst building up in both skills and levels for all students regardless of their entry point.

The focus at the start of their linguistic journey involves a heavier emphasis in speaking, with an emphasis on phonics, and listening by covering topics such as greetings, the alphabet, numbers and months. Lessons are planned to engage and enthuse and to try to break down barriers to language learning.

Whilst the initial focus is maintained in phonic work through speaking and listening, students are also exposed to writing and reading through the completion of tasks which incorporates working in pairs or small groups.

As the journey advances and the topic progresses, students start to learn how to describe themselves and their family members bringing more complex language and grammatical knowledge of Spanish. By using their KS2 English Language knowledge as foundation, grammatical topics such as tenses, possessive adjectives, connectives, etc., are introduced and explained. Students are shown the similarities of the language and can make some logical connections, at times, increasing or securing their current knowledge of English language.

Grammatical language differences, such as gender and agreement are introduced slowly and practised regularly throughout the year and in all topics studied.

The second topic of study in Year 7 introduces free time activities and with it more challenging grammatical context.

Whilst in the previous topic, students learned basic language and could communicate likes and dislikes, this topic stretches them further to justify their opinions and elongate their responses.

Students are able to use verbs in more than one person and to reinforce the grammatical rules learned in the first topic of study.

This topic offers a range of cognates to learners and it is designed to provide learning that is relatable to their interests and passions, such as playing a variety of sports and the use of technology, including social media.

The final topic of study in Year 7 introduces them to vocabulary relating to School. Students will be able to say what they study and give opinions of their subjects and teachers. They will be able to draw information from their first topic of study to describe their teachers, to give opinions and to justify them. They will also be able to use the language learned on the second topic of study to talk about the sport they do in school and about how they use technology in school and to keep in touch with their friends and/or family.

The design of the Year 7 course, at its core is to provide an easy transition from basic language to more complex language through a gradual, progressive use of grammar which in most cases can be linked to their current grammatical knowledge. Its designed to use the four skills; Speaking, Listening, Reading and Writing with various levels of emphasis throughout the topics studies, but ensuring that they have the skills required to deal with both the language and the skill.

Cultural knowledge and exposure to real life experiences is very important in language learning, therefore, the topics are designed in a way that they include some level of authentic material that can vary in content.

Throughout the year, there are many events that take place in the Hispanic world, for example, The Day of the Dead (Mexico), Christmas celebrations in January (Spain), Holy week (Easter, Spain), La Tomatina (Spain) to mention just a few.

There are also poems and books (Fairy tales) that can be used to show similarities and differences between cultures and of course, there are many films and songs that are accessible to students in the target language.

Our aim is that in Year 7 students gain a firm insight into the language, a secure basis of language acquisition that will form a path for further language learning in future years, and most of all, the inspiration, curiosity and enthusiasm to learn about the wider Hispanic world.

The topics studies in year 7 include3:

### **Me presento (Introductions)**

This topic is designed to introduce the basic vocabulary and structures required for a simple introduction of oneself and family with a particular emphasis on oracy skills.

Phonetic work will be reviewed regularly so that students start making links with letters and sounds in order to develop their speaking confidence by understanding letter strings in Spanish. They will also learn how to be independent learners through the use of dictionaries and language apps to learn and practice vocabulary.

Grammatical content will introduce the use and identification of gender differences and adjectival agreement. Students will cover vocabulary that will enable them to give personal information such as age, birthday, talk about their family and describe the basic appearance in the 1<sup>st</sup> and 3<sup>rd</sup> person using the verbs ser, tener and llamarse.

During this topic, there are a few opportunities for students to experience authentic and cultural material, for example, students will be involved in a project to celebrate the European Day of Languages and explore the similarities and differences between the British and Spanish Royal family. There will also be opportunities to learn about Christmas celebrations in the Hispanic cultures. During the second part of the Carousel, students will learn about Carnival celebrations in Hispanic countries. As part of Careers, students will learn about the importance of language learning.

### **Mi tiempo libre (freetime)**

In this topic, students will be able to further their understanding of structures and verb conjugation by talking about free time activities in the present tense. Vocabulary relating to sports, use of technology and weather will be introduced.

Retrieval starters will focus on giving opinions using infinitive verbs, both positive and negative, ensuring a more complex buildup of structures from simple to compound sentences. The topic starts by describing what activities they like to do in their free time using some cognate verbs particularly linked to technology. Phonics is regularly practiced and reviewed during this topic through speaking activities as well as reading out loud.

We continue to build the theme of free time activities but now introducing a wider range of verbs that include sports and other skills as well as frequency words. At this stage, pupils are expected to write a small paragraph using important linguistic concepts such as gender, positive and negative opinions, extended sentences, adjectival agreement, using the present tense with a variety of audience.

Weather is introduced to enable students to add more complexity recycling the activities learned but now with weather as a determinant. The term “Cuando” is introduced and applied to their structures. The topic moves on to talk about sporting activities performed during the week which introduces new vocabulary through the days of the week, but recaps frequency words learned at the start of the unit. To end the topic, students will be able to make longer conversations by applying the vocabulary and structures learned in the first topic to introduce themselves and then talking about their free time activities showing progression into more complex application of language.

Culturally, students will be introduced to Christmas celebrations in Spain and will learn about Easter Celebrations in Spain. As part of careers, we will discuss working in sports.

### **Mi Instituto (Education)**

The final topic of study in year 7 students will learn about school including subjects, facilities, and activities they do in school.

To start, students will learn vocabulary on school subjects and recycle previous knowledge such as opinions and connectives to expand their sentence structures and continuing to practice and rehearse pronunciation through phonics.

Gender agreement through the use of adjectives will be introduced and agreement will be reinforced by retrieval starters recapping the grammatical point learned in the first topic of study.

Students will increase their ability to communicate by adding opinions and justifications about their subjects. There is further reinforcement of adjective agreement and articles when students describe the various facilities in school. Throughout the module, all the skills are being practised equally still focusing on phonics, transcription, and accuracy.

The topic ends introducing “er” and “ir” verbs in the present to talk about activities they do in school during break time. Further sequencers are introduced to add complexity to communication.

During this topic, students will be able to learn about the Spanish school system and will be able to draw comparisons between education in the UK and Spain.

As part of careers, students will learn the transferable skills and opportunities of being a teacher in the UK and Spanish speaking countries.

## Year 8

Students start their learning journey in year 8 with a basic grammatical foundation learned in year 7. The curriculum design in year 8 introduces more complexity by building on grammatical points such as tenses and more complex lexical language, all reinforcing the basic structures learned in year 7 designed to offer a fluid starting point and to offer confidence in language learning.

In year 8 students will be able to use the three tenses (past, present and future) as well as recognise and deal with more complex verbs including irregular stem-changers and modal verbs in more than one person.

All four skills (listening, reading, writing, speaking) are covered with varied emphasis throughout the year and this will reflect in the assessments at the end of each unit.

The learning journey starts with the topic on holidays which presents a few cognate words as well as simple structures which when put together create an extended piece of work. Some of the structures, such as opinions, frequency words and verbs used in this topic would have been covered in year 7 creating a link in memory for vocabulary understanding and grammatical knowledge.

As the journey advances and the topics progress, students start to learn how to talk about technology, focusing in particular to mobile phones and how and why they use them. This topic, again, provides some cognate words which can instill confidence when learning a language as well as introducing more complex language and grammatical knowledge of Spanish.

By using their KS2 English Language knowledge and their previous year structures and grammar as foundation, grammatical topics such as tenses, possessive adjectives, connectives, etc., are expanded

and built upon. Students are continuously shown the similarities of the language and can make some logical connections, at times, increasing or securing their current knowledge of English language.

The second half of the curriculum in year 8 introduces students to more advanced grammar. The future tense as well as modal, reflexive, irregular verbs are introduced. Students at this point should have a sound understanding of the grammatical principles of the language. This together with the use of a variety of learning aids will make their learning and understanding accessible and enjoyable.

The design of the Year 8 course, at its core is to provide an easy transition from basic language to more complex language through a gradual, progressive use of grammar which in most cases can be linked to their current grammatical knowledge. It is designed to use the four skills; Speaking, Listening, Reading and Writing with various levels of emphasis throughout the topics studies, but ensuring that they have the skills required to deal with both the language and the skill.

Students will be able to progress from simple sentences in writing to compound, complex and compound-complex sentences.

Reading skills will be used to aid their grammatical learning as well as to increase vocabulary by demonstrating, practising and emphasising word order. Students will also learn how to recognise words they haven't seen before but are cognates or near cognates.

Listening skills will develop through this unit with recognition of vocabulary as well as supporting phonetical work introduced and practised in lessons.

Speaking will be continued to be encouraged as much as possible in lessons with the use of target language for teaching and encouraged from students as part of their communication with teachers and peers. The aim of target language use is to offer confidence in its use.

Cultural knowledge and exposure is very important in language learning, therefore, the topics are designed in a way that they include some level of authentic material that can vary in content.

Throughout the year, there are many events that take place in the Hispanic world which will be introduced to students as part of their learning and providing a link to their topic of study. The use of authentic material such as poems and literary texts will be used to show similarities and differences between cultures and of course, there are many films and songs that are accessible to students in the target language.

Our aim is that in Year 8 students gain a firm and secure base of language acquisition that will form a path for further language learning in future years, and most of all, the inspiration, curiosity and enthusiasm to learn about the wider Hispanic world.

### **De Vacaciones (Holidays)**

In this topic students will revisit verbs in the present tense but will be introduced to the preterite tense to talk about holidays in the past tense. Grammatical structures learned in year 7 such as simple opinions will be revisited, and some complexity added in the form of more colloquial expressions and exclamations as well as extensions to their work through justifications.

A consistent review of phonics is planned in lessons to encourage more speaking in class. This will be also practised through reading out loud in lessons.

Structures such as time phrases, sequencers and connectives will play an important role in this topic as well as question words as they will introduce much longer sequences of speech bringing sentence

structure complexity as well as providing a prompt to understand which tense will be required for that part of the speech.

The new tenses as well as structures will be practised throughout the unit using the 4 skills and a variety of learning tools.

By the end of the unit students should be able to talk about a past holiday, the activities they did, method of transport, describe a day in the past and give opinions about their holidays.

As part of cultural awareness, students will conduct a project about the Aztec or Mayan civilisations in Mexico as part of a tourist holiday.

Our Careers activity will touch upon the Leisure and Tourism industry in Spain, we will discuss job opportunities in the sector.

### **Mi vida mi móvil (Interests and hobbies)**

In this topic the present tense is revisited with an introduction to more irregular verbs, more emphasis is added to the use of verbs in the 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> person as students will not only be able to communicate their personal use but also to make and respond to questions.

Retrieval starters will include the use of frequency words as well as connectives and high frequency words to increase their understanding and application in the formation of more complex structures.

During this topic students will also be able to understand and give opinions about music and TV programmes. Here they will be introduced to a variety of genres from various Hispanic countries adding a little cultural dimension to the topic. We will use comparatives to create a balanced opinion of the differences in entertainment between the UK and Hispanic countries.

The topic then progresses to hobbies and sports which revisit some verbs already introduced in year 7 and at the start of this year in the previous topic. Students will practice the use of both present and past tenses whilst completing this topic.

By the end of this topic students will be able to talk about their free-time activities as well as give their opinions on social use of mobile phones and their likes or dislikes of music genres. Complexity increases progressively through our plan of study and students start to self-assess their work through the use of AVOCADO structures introduced incrementally through the year.

As part of the SMSC lessons, students will learn about The Day of the Dead celebrations in Mexico. Our Career activity will focus on careers within the entertainment industry.

### **Que hacemos (making plans)**

This topic will start by introducing a cultural element, Spanish Christmas celebrations. Students will have learned in year 7 about Christmas celebrations in Hispanic countries but this year they will learn the difference between Hispanic and Spanish celebrations for instance about 'el gordo'.

In this topic, students can further their previous vocabulary knowledge of hobbies and sports as well as their personal opinions by making arrangements to do activities with friends. They will be introduced to a simple use of the conditional tense when using opinions and will also be introduced to the near future tense.

Further grammatical acquisition will include the introduction of prepositions, demonstrative adjectives, and reflexive verbs.

Students will be able to link their prior knowledge of sequencers and time expressions to continue bringing complexity in their use of language using the four language skills.

Opinions will be introduced with verbs such as “Querer” and “Poder” as well “Tener” in the first person. This topic introduces clothes and with it, a review of gender agreement which will be part of the retrieval starters planned for this topic of study.

By the end of this topic, students will be able to make arrangements to go out or to decline an invitation, they will be able to talk about various types of attire and talk about their likes and dislike of sporting events.

As part of the SMSC lessons, students will learn about some of the best-known fiestas in Spain. Our Careers activity will expose students to careers where sport and languages are important.

### **Operación Verano**

The final topic of this unit delves deeper into the holiday theme reviewing some of the vocabulary and structures learned at the start of this year but advancing into other possible holiday activities.

This unit starts with the introduction of directions and places in town/city are introduced and a recap of question words will be reviewed.

Then we look at holiday homes where students will learn how to describe different types of housing and location. Students will be able to make comparisons as well as review opinions and preferences on the various types of accommodation.

The topic proceeds to talk about holiday activities recapping some previous vocabulary but adding complexity through the use of “se puede” as well as the introduction of superlatives. Students will be expected to write using a variety of adjectives, connectives, adverbs, using three tenses, expressing positive and negative opinions, and adding extra details through justifications.

This topic concludes with the introduction to Holiday Camps and the activities available in this type of holiday.

By the end of this topic, students will be able to talk more in depth about holidays using and recognising three tenses in all four skills as well as understand authentic information about holiday destinations. Students will conduct a project on a Hispanic holiday destination choosing one Spanish speaking country.

As part of the SMSC lessons, students will learn about La Feria del Libro in Spain.

Our Career lesson will touch upon summer camps within the Leisure and Tourism industry in Spain.

## **Year 9**

In year 9 students continue with their KS3 content building up their lexical knowledge and vocabulary content. This year bridges KS3 to KS4 and at the later part of the year, students start to be introduced to some GCSE skills.

Individual lessons build from a simple starter, to the introduction of new language, supported practice and then to more open-ended tasks. In the later units of the module, language is pooled and combined in the

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dedicated skills. Language and skills are then revised and extended in the modules that follow, allowing pupils to apply knowledge in new contexts and helping them to develop confidence and independence and embed knowledge into long-term memory.

Phonics, grammar, vocabulary and skills are introduced, revised and extended through the course in a systematic and logical progression. In this way knowledge and skills are constantly building on what has been taught before and preparing the path towards GCSE.

The strong progression and focus on key language skills ensure that pupils know more language and gain the confidence to use it independently. At the same time the strong cultural focus helps pupils to build knowledge of the countries where Spanish is spoken. The inclusion of authentic materials such as poems and songs, cultural quizzes, etc. mean that cultural content is woven through the modules studied.

The systematic progression in the scheme of work underpinning the course ensures that pupils are always building on knowledge and skills they have been taught. They are given opportunities to apply their existing knowledge to new contexts and to build on it. In this way pupils are helped to embed knowledge and skills into long-term memory so that they know more, can do more and can use language more fluently.

In year 9 students will study three main topics during the three terms in great depth, allowing for deeper knowledge, understanding and application of Spanish.

The three modules include:

### **Somos asi (Interests and hobbies)**

In this topic, students will bridge learning that took place in year 8 but will build on through the introduction of more complex vocabulary and grammatical structures.

Students will revisit the present tense of regular and irregular verbs, will be introduced to the imperfect tense and build on their knowledge of the preterite tense as well as applying the near future tense and verbs with infinitives. The grammatical level studied in this module starts to mirror some of the foundation GCSE requirements at the start of the course and will gradually develop to a foundation GCSE standard.

Students will learn about stem-changing verbs and will start to add complexity through the use of more complex verb structures such as 'soler + infinitive'. They will also be exposed to decoding complex and unknown language and also look for patterns in texts to further understand their meaning.

During this module students will have the opportunity to practice presentation and role-play skills as part of the spoken application of language and will start to build their confidence in this skill. We will continue to revisit the phonetical sounds of letter strings in Spanish to help with confidence.

Students will cover topics such as television, and cinema; here we will revisit vocabulary learned in year 7 such as nationalities and grammatical points such as gender agreement. Through this topic, students will learn about celebrities that achieved fame in the UK as well as celebrities of great importance in Hispanic countries.

As part of the SMSC lessons, students will learn about famous Spanish film Directors. Our Career lesson will focus on working with languages in the media.

## En Forma (Healthy living)

This is a wide and varied topic. Students will learn vocabulary relating to their body parts, talk about illness and ailments, learn about food and diet, about the importance of an active lifestyle and to conclude, they will learn how to describe their daily routine.

Grammatically, this topic reinforces the use of the previously learned tenses but places more focus on direct and indirect object pronouns, adjective agreement, the use of para + infinitive and idioms applied in all four skills.

This is an exciting module which elicits a heavier emphasis in speaking skills whilst still maintaining a balance with the other three skills. Students will be introduced to transactional language to enable role play performances that will mimic real life situations like visiting a doctor or ordering food at a restaurant and making a complaint.

As part of the SMSC lessons, students will learn about the Mediterranean Diet and take part on a project where they can design a poster, create a recipe and/or make a meal.

Our Career lesson will explore what to expect from a summer job in Spain.

## Orientate (world of work)

This topic introduces a range of jobs and the reviews adjectives to discuss the qualities required for employment. Students will be able to discuss the plans that they may have for their future including part-time work, work experience or future career in Spanish.

Grammatically, we will continue to build in complexity introducing more structures that require verbs with infinitives and some subjunctive phrases. We will revisit and review tenses (present, past, future), agreement, negatives, and conjunctions. We will practice adjectival agreement both on masculine and feminine forms but also in number.

In this topic, students will engage in brief conversations related to the world of work.

## Ciudades (My City/Town)

The final topic in year 9 starts bridging skills required at GCSE. Students will have the opportunity to enhance their accuracy both grammatically and through using the four skills to deal with vocabulary. The topic begins with review of descriptions of houses and areas, as well as using comparatives and progresses on to directions, prepositions, shopping and weather.

Grammatically, students will learn about modal verbs, the perfect tense, transactional structures such as question words, adjectives such as demonstrative and possessive, prepositions and complex verbs constructions such as 'si hace' and 'cuando hace'.

By the end of year 9, students will have improved skills learned from year 7 to show comprehension of original and adapted materials from a range of different sources', including spoken and written language, to provide an accurate English translation of short, suitable material and translate short written text accurately into the foreign language.

They would have developed confidence in speaking, including dealing with the unexpected and to transcribe words and short sentences that they hear with increasing accuracy. We will aim to set work in the four skills at a foundation GCSE level to prepare students for a smooth transition from KS3 to KS4.

As part of the SMSC lessons, students will learn about Gaudi and his influence on the design of some iconic buildings in Barcelona.

Our Career lesson will look at the world of international sales and the weight of language learning.

## Key Stage Four

At Salendine Nook High School, we believe languages should be accessible for all students and therefore have developed an engaging and inspirational course of study that will enable students to manipulate and use the target language effectively, independently and creatively, so that they have a solid basis from which to progress to A Level or employment. We follow the Pearson's Edexcel GCSE Specification.

The Spanish curriculum at KS4 is designed to include both familiar and new topics. The content has been structured across five themes and builds on the understanding developed at KS2 and KS3 while also ensuring that students are appropriately supported.

Students are required to develop all four language skills (listening, reading, writing and speaking) set in common contexts, addressing a range of relevant contemporary and cultural themes. They are organised into five themes, each broken down into topics and sub-topics. The five themes are:

- Identity and culture
- Local area, holiday and travel
- School
- Future aspirations, study and work
- International and global dimension

The five topics are spread through year 10 and year 11. This flexible programme of study allows time for a focused revision period at the end of the course.

The aim of this course is to enable students to develop their ability to communicate confidently and coherently with native speakers in speech and writing, conveying what they want to say with increasing accuracy, to express and develop thoughts and ideas spontaneously and fluently, to listen to and understand clearly articulated, standard speech at near normal speed, to deepen their knowledge about how language works and enrich their vocabulary in order for them to increase their independent use and understanding of extended language.

The curriculum at KS4 is designed to cover a range of contexts that will allow students to acquire new knowledge, skills and ways of thinking through the ability to understand and respond to a rich range of authentic spoken and written material, adapted and abridged, as appropriate, including literary texts. They will develop awareness and understanding of the culture and identity of the countries and communities where the language is spoken by being exposed to authentic material.

Throughout the curriculum, students will be encouraged to make appropriate links to other areas of the wider curriculum to enable bilingual and deeper learning, where the language may become a medium for constructing and applying knowledge. We aim to help students develop language-learning skills both for immediate use and to prepare them for further language study and use in school, higher education or employment.

## Year 10

In Year 10 students start the KS4 curriculum studying the first three themes from the five main GCSE themes which include:

- **Local area, holiday and travel**
  - **Holidays:** preferences; experiences; and destinations
  - **Travel and tourist transactions:** travel and accommodation; asking for help and dealing with problems; directions; eating out; shopping
  - **Town, region and country:** weather; places to see; things to do
- **School**
  - **What school is like:** school types; school day; subjects; rules and pressures; celebrating success
  - **School activities:** school trips; events; exchanges
- **Identity and culture**
  - **Who am I?:** relationships; when I was younger; what my friends and family are like; what makes a good friend; interests; socialising with friends and family; role models
  - **Daily life:** customs and everyday life; food and drink; shopping; social media and technology (use of, advantages and disadvantages)
  - **Cultural life:** celebrations and festivals; reading; music; sport; film and television

Each topic is covered over a term to enable a deep dive into each theme. The broader range of topics promotes a clear progression in grammar and vocabulary from Key Stage 3 and will increase linguistic and cognitive demand.

The order of study of the Themes was planned with the intention of exposing students to simpler language and structures which have been studied with some emphasis in year 8 mainly to present students with more familiar language and ideas for communication and thus allowing more confidence in learning whilst at the same time, introducing more complex lexical structures in order to achieve the linguistic level required at GCSE.

The rationale for choosing the themes and the period of study for each topic is to allow students to gain confidence in language acquisition by recycling some of their previous knowledge but also by demonstrating their ability to build upon that knowledge in a simple and progressive manner.

The following table demonstrates the crossover of Year 10 GCSE themes and KS3 content:

KS3		KS4		
		Theme 1	Theme 2	Theme 3
YR7	Introductions	X		
	Freetime	X		
	School			X
YR8	Holiday		X	
	Freetime/Hobbies	X		
	Making arrangements		X	
	Holiday Activities		X	
YR9	Interests and Passions	X		
	Healthy living	X		
	Careers and Jobs	X		
	My city		X	

The Year 10 Spanish curriculum offers a suitable progression route from KS3 focusing on the development of all four language skills; listening, speaking, reading and writing.

Lessons are planned using a wide range of materials including the Pearsons Edexcel Spanish GCSE textbook. The textbook provides a range of authentic material designed to cover all four skills in a progressive manner.

Lessons are also designed to expose students to materials relating to Spanish-speaking countries throughout the course. The authentic situations and stimuli enable students to see language in context and learn about the culture of the target language country.

Throughout the course students will be encouraged to develop language strategies, including repair strategies and will be provided with plenty of opportunities to apply their knowledge independently, creatively, and in authentic situations.

Grammar and the mastering of linguistic features are key elements of this curriculum as is the inclusion of authentic written and spoken sources. The Grammar content required is specified by Edexcel and is covered and reinforced via the use of AVOCADO structures as a learning tool.

Every Theme in KS4 has a vocabulary book affiliated to it. The contents from each booklet are extracted from the main Edexcel GCSE Vocabulary booklet. Students will be required to learn and familiarise themselves with the vocabulary and will be tested regularly in lessons. Learning aids such as Quizlet or other language learning apps are encouraged for vocabulary practice.

During the course, students will be expected to be able to talk about themselves as well as matters which go beyond their immediate experience. They should be able to express and justify their own opinions in speech and writing, building on the fluency and spontaneity developed at Key Stage 3. The skill of translation will be developed from those skills initiated from Key Stage 3.

The breakdown of each theme studied in year ten is as follows:

Theme 2 : Local area, holiday and travel

This theme starts by looking into the sub-theme of holidays. Students will be able to talk about their holiday preferences, experiences and destinations. Grammar topics are revisited when discussing holiday activities & weather in the present tense and preterite tense. Students will also refine their use of irregular verbs. They will be able to express their preferences and describe past holidays. There is more emphasis on the use of AVOCADO structures when writing about holidays for self-assessment. Students will fine tune their translation skills in both English to Spanish and Spanish to English texts.

The topic progresses to talk about travel and tourist transactions in which students will talk about the methods of travel and about various types of accommodation. They will learn transactional language to enable them to ask for help and deal with problems related to travel. Eating out and shopping transactions will be covered more in role-play using exam material in preparation for their qualification. Complexity will be introduced through the use of 'Usted'. The last two sub-topics were covered in more detail during year 9 in similar settings.

The final part of this topic covers town, region and country. Students will recap weather which was studied in year 8 and will expand their knowledge to talk about places to see and things to do in their local environment as well as in Spanish-speaking countries. Students will be able to describe the features of a region by using modal verbs and talking about problems and improvements in town. They will also be able to make arrangements and plans whilst using the future tenses and conditional.

As part of the wider curriculum, students will learn about the tourism industry and careers relating to holiday and travel.

As part of the SMSC lessons, students will learn about the various Spanish Regions and their geography. Our Career lesson will look at careers in the Travel Industry

### **Theme 3: School**

This sub-theme also provides a more accessible transition to KS4 as students will be recycling a vast number of words and structures they were exposed to in year 7. The topic provides quite a number of cognates and near cognates which facilitate learning.

The sub-theme starts covering the topic of what school is like. Students will review and revisit school subjects, teachers, revisiting time, adjectives agreement, comparatives and superlatives. Talking about school, buildings, uniform, rules, the past tenses (preterite and imperfect), negation and modal verbs. They will be able to talk about future study plans, revisiting the future tense, time expressions and sequencers. The final part of the sub-theme talks about school activities, school trips, events and exchanges, using object pronouns, 'Desde hace' and three tenses.

As part of the SMSC lessons, students will learn more details about the Education system in Spain and other Hispanic Countries. Here students have the opportunity to learn about the cultural differences in the school system. They will be able to learn and compare the similarities and differences between UK and Spanish-speaking schools.

Our Career lesson will look at summer jobs available to British students in Spain.

### **Theme 1: Identity and culture**

## Curriculum Rationale

The first sub-theme covers vocabulary and structures referring to oneself, family and relationships. In this sub-theme, students will recap and review vocabulary used in year 7 when they revisit topics such as relationships, what my friends and family are like and interests and activities.

Grammatically, we will review adjectives and adjective agreement as well as the use of comparatives and superlatives, negation and modal verbs. Students will be introduced to the perfect tense and the passive voice whilst adding complexity by describing and narrating special days, applying the three tenses, time expressions and sequencers.

Vocabulary and structures covered in year 8 and 9 include socialising with friends and family and role models. The theme then expands to include topics that talk about when I was younger and what makes a good friend.

The sub-theme progresses to talk about daily life where students will be able to talk about customs and everyday life and the use of social media and technology (previously covered in year 9) developing their language to give their opinions about its advantages and disadvantages. Transactional language referring to food, drink and shopping will also be included in this topic reinforcing language, structure and skills learned during year 9 and in the first theme studied this year.

The final sub-theme talks about cultural life and it includes topics on celebrations and festivals, personal interests such as reading, music, sport, film and television which students have already been exposed to in year 8 and 9.

In this Theme, students will have the opportunity to learn on our SMSC lessons about the cultural differences of every day life in Spanish-speaking countries. They will have the opportunity to explore some of the various celebrations and festivals taking place in Hispanic countries such as, but not inclusive, the Tomatina in Valencia or how other Hispanic countries celebrate Easter.

## Year 11

In year 11 students study the two remaining themes of the curriculum allowing some time during the third term to cover an overall revision of the KS4 curriculum before their exams.

Our aim in year 11 is to allow students to develop their ability to communicate with Spanish native speakers in both speech and writing. The curriculum is designed to allow students to develop and use their knowledge and understanding of Spanish grammar progressively through their course of study.

Lessons are planned to allow for spontaneity, as well as providing plenty of opportunities for students to apply their knowledge independently, creatively, and in authentic situations.

Throughout KS4, students are taught to produce extended responses of varying lengths and types to express ideas and opinions in Spanish through the use of a range of different types of texts, including advertisements, emails, letters, articles and literary texts.

The authentic situations and stimuli used in lessons will enable students to see language in context and learn about the culture of Hispanic countries.

At KS4, in general, the focus of learning how to deal with skills takes precedence and thus, lessons are designed to teach students how to deal with exam related questions in the four skills. For example, during year 10 and 11 students will learn how to use deduction and gist to deal with listening or reading tasks

## Curriculum Rationale

which include unknown vocabulary. Translation skills to and from target language is also practised more often at KS4.

In year 11 we study Theme 5 before Theme 4 as it contains more cognates and near cognates and it eases transition into year 11. Grammatically, the content of the theme mainly reinforces prior, acquired knowledge introducing the subjunctive tense.

The two themes and sub-topics studied in year 11 include:

- International and global dimension
  - Bringing the world together: sports events; music events; campaigns and good causes
  - Environmental issues: being 'green'; access to natural resources
- Future aspirations, study and work
  - Using languages beyond the classroom: forming relationships; travel; employment
  - Ambitions: further study; volunteering; training
  - Work: jobs; careers; professions

The table below shows the crossover between KS3 topic and vocabulary knowledge and all KS4 themes:

KS3		KS4				
		Theme 1	Theme 2	Theme 3	Theme 4	Theme 5
YR7	Introductions	X				
	Freetime	X			X	X
	School			X	X	
YR8	Holiday		X			
	Freetime/Hobbies	X			X	X
	Making arrangements		X		X	X
	Holiday Activities		X			
YR9	Interests and Passions	X			X	X
	Healthy living	X				X
	Careers and Jobs	X			X	
	My city		X			X

### Theme 5: International and Global dimension

This theme has great cross-curricular links with the Geography curriculum where students can apply their knowledge as well as expand their opinions and point of view.

In this topic, we discuss environmental problems and solutions around the world. Students who have not studied Geography before, learn about the cause and effect of global warming, draughts, poverty, unemployment, and many other social issues.

We will revisit Local Area and Town vocabulary and review tenses and AVOCADO structures, adjectives and gender agreements, comparatives and intensifiers. Students will apply modal verbs and verb + infinitive

## **Curriculum Rationale**

structures to increase complexity whilst recycling previous vocabulary. Students will also revisit the future and conditional tenses to include in their writing practice.

Listening skills will cover synonyms and antonyms in Spanish and will start training students to deal with inference in this skill. We will also look at distractors and practice using past papers and book material.

Reading will also be practiced extensively and scrutinised as WAGOLLS for writing. There will be a bigger focus on fine-tuning exam skills so that students can deal with complex, longer authentic material and to be able to deal with unknown vocabulary by reading for gist.

We will review numbers and use authentic texts, such as a Newspaper to identify statistical information related to the topic.

The second half of the topic discusses international sporting and music events which provide a great cultural link as it raises awareness of the differences and similarities between Hispanic countries and the UK. As part of our SMSC lesson, students will learn about Spanish sporting events, the advantages and disadvantages of big events and how it impacts on the environment.

As part of this module, we will learn about volunteering and career opportunities which we will use as part of our Careers lesson. For example, students will learn about work opportunities in international events such as the Olympics.

### **Theme 4: Future aspirations and work**

This theme links to Theme 3 Education and builds on it by looking at further education and career choices. They will learn vocabulary relating to jobs and careers and will have cross-curricular opportunities include writing a Curriculum Vitae which leads to a wider, real life scenario of applying for a job.

In this topic we cover work experience which provides an opportunity for students to relay information about their own personal work-experience as well as to discuss their part-time jobs.

Students will learn and discuss volunteering opportunities both in the UK and abroad and the importance of learning languages. We will discuss Gap year opportunities available before or during their further education plans.

Grammatically, reinforcement of previously learned tenses continues and further learning takes place on verbs such as the Subjunctive and the Pluperfect. This module also allows for more formal language application through the use of 'Usted' and writing formal letters.

SMSC lessons will expose students to the world of voluntary work and its value in society and the world. As part of our Careers lessons, students will learn how to write a CV and apply for jobs.

During KS4 students will expand their language skills in order to deal with verbal and non-verbal language. We will focus greatly on learning how to extract information to answer exam questions demand through the constant and consistent use of various audio materials presented in the textbook, past exam material and other sources. Reading skills will be honed upon through the use of textbook material as well as authentic texts.

Writing will be practised regularly and it will involve a mixture of short and longer texts aided by the use of AVOCADO structures to embed grammatical points learned throughout their language learning journey.

## Curriculum Rationale

Speaking is encouraged in class and a strong emphasis will be placed in immersion, via both, teachers and students in all lessons.

By the end of our course, students will be able to apply their knowledge, skills and understanding to authentic, real-life contexts. They will develop transferable skills that support higher education study and the transition to employment, together with an understanding and appreciation of Spanish-speaking countries and their cultures.

Our curriculum offers a suitable progression route to GCE AS and GCE A Level in Spanish language. In addition, the study of one language at GCSE can facilitate and help promote the learning of other languages. The qualification may also add to an individual's employability profile.