

Curriculum progression overview – MFL (Spanish) department

Vision:

We recognise that, if we are to develop global citizens, enabling students to learn a foreign language is a fundamental right for developing self-awareness, tolerance and an appreciation of linguistic and cultural diversity. Our vision is therefore to empower students to transcend inherited belief systems and redefine new ways in which they can see and interact with the world. We aspire for our ¹curriculum to serve such purpose.

Why study Spanish?

Spanish is the second most spoken language in the world. Contrary to what most people believe, only 20% of the world's population speak English (and most of these people are not native speakers). This means that learning Spanish can help you unlock a large proportion of the world's cuisines, music styles, films, travel experiences, professional opportunities, and even the learning of other closely related languages.

"The limits of my language mean the limits of my world" - Ludwig Wittgenstein

What powerful knowledge will you gain in Spanish?

Our focus on cultural capital encourages pondering: 'What other ways to think/eat/communicate do I not know about yet?' It equips pupils with the skillset to reconceptualise the world as a diverse place filled with different family dynamics, cuisines, arts, history, and ways of communicating. The powerful knowledge they gain takes them beyond their immediate experiences and interests and provides them with:

1. New ways of thinking about the world:

The link between language and culture
The place of Spanish as a lingua franca

2. Powerful ways of analysing, explaining and understanding:

The phonological and syntactic differences between Spanish and English
The existence of linguistic gender

3. Power over their own knowledge:

The link between language and national collective attitudes
A deeper understanding of their own language

4. A better understanding of local, national and global issues:

The importance of cross-cultural skills in our globalised world
Poverty in Spanish-speaking countries

How does studying Spanish support your studies in other subjects?

Spanish lessons are cross-curricular by nature. Pupils learn how to count, speak, write, analyse, summarise and even sing in a different language. Spanish can therefore support you in further developing your:

- **Numeracy:** numbers 1-1000, telling the time in Spanish, use of prices in €, analysis of patterns/problem-solving skills, metric systems, etc.
- **Literacy:** grammatical terms (e.g. pronoun, verb, adjective...), use of cognates and, reading skills (gist, skimming, scanning), etc.
- **Oracy:** phonics, giving and explaining opinions, public speaking skills, debating skills, etc.
- **Geography:** flags, Latin American countries, geographical accidents, capitals, the environment, etc.
- **History:** Spanish history, history of languages and language families, etymology to build knowledge of English, the origins of popular festivities, etc.
- **Health & food tech:** nutritional awareness, tapas field trips, tapas videos on how to prepare them, etc.
- **Pop culture:** Spanish-speaking celebrities, sports personalities, painters, influencers, popular songs, etc.
- **Drama:** performing role-plays

¹ The Spanish curriculum is currently undergoing research-informed changes to enhance the development and retention of powerful knowledge. Some of the key areas of development are: phonics, links to real life and long-term retrieval.

How are you assessed in Spanish?

We know that consolidating the learning of a language requires systematic retrieval. Testing is therefore a central element of our curriculum. Your progress will be assessed at different points with different purposes. Formative assessments help us to identify your strengths and support you where needed. Summative assessments give you an idea of what you have accomplished so far, compared to other Spanish learners across Astrea's trust.

Years 7, 8 and 9	HT1	FORMATIVE	Vocabulary tests Milestone task
	HT2		Vocabulary tests Milestone task HT1 + HT2 assessment
	HT3		Vocabulary tests Milestone task
	SUMMATIVE Mid-year Astrea's Spanish exam		
	HT4	FORMATIVE	Vocabulary tests Milestone task HT3 + HT4 assessment
	HT5		Vocabulary tests Milestone task
	HT6		Vocabulary tests Milestone task HT5 + HT6 assessment
	SUMMATIVE End-of-year Astrea's Spanish exam		

Years 10 and 11	HT1	FORMATIVE	Milestone task End-of unit assessment: L, R and W
	HT2		Vocabulary tests Milestone task Exam practice
	HT3		Milestone task End-of unit assessment: L, R and W
	SUMMATIVE Spanish GCSE Mocks		
	HT4	FORMATIVE	Vocabulary tests Milestone task Exam practice
	HT5		Milestone task End-of unit assessment: L, R and W
	HT6		Vocabulary tests Milestone tasks Exam practice
	SUMMATIVE Spanish GCSE Mocks		

How can Spanish support your future progression?

The Department for Education supports recent research that reveals how studying languages within the EBacc can help improve a young person's performance in English and Maths (Sutton Trust), ultimately leading to wider career opportunities.

We believe we must carefully think about how government policy affects the life chances of our students, since not all of them strive for studying A-levels or attending university in the future. Nevertheless, we also feel a moral duty to guide them into becoming the very best version of themselves, and this includes becoming global, multiculturally competent citizens. Being exposed to a foreign language is vital for our students.

If students wish to pursue a career in languages, they could take two different routes:

- A. **Language-based** jobs: translator, interpreter, language teacher, computational linguist, etc.
- B. **Language-related** jobs: journalist, logistics and distribution manager, sales /marketing executive, academic researcher, international business manager, etc.

What enrichment opportunities are there in Spanish?

Due to current COVID restrictions, unfortunately, we are unable to offer any extra-curricular provision. However, once the circumstances allow for this again, we will continue to provide a wide range of opportunities within a culturally vibrant department. Some of these include:

- Homework support clubs
- Spanish tapas field trips
- Lunchtime Spanish karaoke club
- Whole-school competitions

5 year model:

	Year 7	Year 8	Year 9	Year 10	Year 11
	Identity	Social life	Global awareness	GCSE Spanish	
Half Term 1	Everything about me	Phone life	Films and series	Recap on <u>Theme 1:</u> Identity, Family and Friends	Recap on <u>Themes 1&2:</u> Identity and Global areas of interest
Half Term 2	My family, friends and home	Holidays	Describing a picture	<u>Theme 2:</u> Unit 5 – Home and Neighbourhood and Unit 6 – Volunteering and the Environment	<u>Theme 3:</u> Unit 10 – College Unit 11 – University
Half Term 3	My school	Eating habits	Social media celebrities	<u>Theme 2:</u> Unit 7 – Healthy and Unhealthy Living	GCSE interleaved revision and exam practice
Half Term 4	My future plans	Eating out	Sports personalities	<u>Theme 2:</u> Unit 8 – Travel and Tourism	
Half Term 5	My city	Health issues	Ordering tapas	<u>Theme 3:</u> Unit 9 – My studies	
Half Term 6	My spare time	Healthy lifestyles	Spanish festivals	Consolidation and grammar drills	
Please, click here for a more detailed KS3 Curriculum Map				Please, click here for a parental guide to GCSE Spanish requirements and changes due to covid	

KS3 Spanish Curriculum Map 2021

Curriculum intent

The intent of the Spanish curriculum at Netherwood Academy is to ensure that students get well-sequenced opportunities to develop, practise and value their knowledge of the Spanish language, in four main communication skills: Speaking, Listening, Reading and Writing. By the end of Y9, students are expected to be able to: A) communicate for practical purposes, B) discuss cultural aspects, and C) read and understand authentic materials.

More importantly, we aim at delivering an engaging, ambitious and culturally enriching curriculum that fosters a wide array of lifelong skills such as critical thinking, multicultural awareness and curiosity, public speaking, foreign travel and tourism. We know that learning a modern foreign language empowers students not only cognitively, but also personally, economically, culturally and socially. Developing global citizens is therefore at the heart of our staff ethos and extracurricular activities.

The Bigger Picture

- **Personal development:** we model a culture of high personal aspirations with a focus on self-actualisation, world knowledge and health. In Y8, for example, our students enjoy discussions revolving around: seeking help from the doctor, healthy lifestyles, etc. In Y9, pupils venture themselves into a foreign cuisine trip to a Spanish Tapas restaurant that broadens their understanding of diversity.
- **Academic development:** we routinely work on strategies to 1) cope with unfamiliar vocabulary, 2) resort to critical thinking and 3) make conceptual and multisensory connections to aid memory. Concept modelling (the explicit discussion of key terms and vocabulary) is the foundation where progress is built on in every Spanish lesson.
- **Social development:** we believe that awareness, tolerance and celebration of diversity are essential contributions to society. So we make sure our students thoroughly enjoy the cultural capital aspect of the subject and confidently bring their cultural knowledge into lesson discussions. The considerable lack of ethnic diversity of our student population makes lessons unquestionably valuable.

Rationale

Our KS3 curriculum follows the national curriculum priorities for languages: a sound foundation of core vocabulary and grammar, interleaved with linguistic competence and cultural capital. Students enjoy different topics (e.g. Spanish festivals) as well as authentic materials (e.g. Spanish series) to enhance their cultural awareness and submerge into the Spanish-speaking world.

Skills

Skills are consistently modelled, practiced and applied:

- ✓ Listening
- ✓ Speaking
- ✓ Reading
- ✓ Writing
- ✓ Translation

Cross Curricular and Curriculum Enrichment Opportunities

- **Numeracy:** numbers 1-1000, telling the time, use of prices in €, analysis of patterns/problem-solving skills, metric systems, etc.
- **Literacy:** grammatical terms (e.g. pronoun, verb, adjective...), use of cognates and, reading skills (gist, skimming, scanning), etc.
- **Oracy:** phonics, giving and explaining opinions, public speaking skills, debating skills, etc.
- **Geography:** flags, weather conditions, Latin American countries, geographical accidents, capitals, the environment, etc.
- **History:** Spanish history, history of languages and language families, etymology to build knowledge of English, the origins of popular festivities, etc.
- **Health & food tech:** nutritional awareness, tapas field trips, tapas videos on how to prepare them, PE knowledge, etc.
- **Pop culture:** Spanish-speaking celebrities, sports personalities, painters, influencers, popular songs, performing role-plays, etc.

OVERVIEW		HT1	HT2	HT3	HT4	HT5	HT6
Year 7	Topic	Everything about me	My family, friends and home	My school	My future plans	My city	My spare time
	Reviewing learning	Greetings and cognates	Linguistic gender	Adjectival agreement	Opinion phrases	Hay vs no hay	Opinions + reasons
	The big question	How to talk about myself	How to write about my family, friends and home	How to describe my day-to-day school life	How to express preference over different careers	How to write a blog about my town and activities	How to talk about what I do in my spare time
	Challenge	Asking questions	Inferring meaning	Justifying opinions	Predicting language	Using two tenses together	Using irregular verbs
	Progress check	FORMATIVE Milestone writing	FORMATIVE HT1 + HT2 assessment	SUMMATIVE Mid-year Astrea's assessment	FORMATIVE Milestone writing	FORMATIVE HT3 + HT4 assessment	SUMMATIVE End-of-year Astrea's assessment
Year 8	Topic	Phone life	Holidays	Eating habits	Eating out	Health issues	Healthy lifestyles
	Reviewing learning	Hobbies	Weather conditions	Sequencers	Past tense	Time expressions	Modal verbs + infinitives
	The big question	How to talk about what I use my phone for	How to narrate past holiday activities	How to describe my eating routine in detail	How to recognise key messages related to eating in and out	How to use a variety of modal verbs in a conversation	How to translate texts related to illnesses and health into English
	Challenge	Using comparatives	Using sequencers	Using double negatives	Identifying different tenses	Coping with and translating unfamiliar language	Noticing red herrings
	Progress check	FORMATIVE Milestone writing	FORMATIVE HT1 + HT2 assessment	SUMMATIVE Mid-year Astrea's assessment	FORMATIVE Milestone writing	FORMATIVE HT3 + HT4 assessment	SUMMATIVE End-of-year Astrea's assessment
Year 9	Topic	Films and series	Describing a picture	Social media celebrities	Sports personalities	Ordering tapas	Spanish festivals
	Reviewing learning	Film genres	Clothes	Technology	Sports	Tapas	Touristic activities
	The big question	How to recognise actors and actresses' personal info	How to describe a picture with several people in depth	How to synthesise key info about a Spanish celebrity	How to answer questions about Spanish sports personalities	How to have a conversation in a restaurant	How to infer information about Spanish festivals in reading
	Challenge	Understanding longer spoken texts	Using personal pronouns ('le' 'a')	To deliver an oral presentation	To speak spontaneously	To ask complex questions	To use vocabulary that goes between their immediate needs
	Progress check	FORMATIVE Milestone writing	FORMATIVE HT1 + HT2 assessment	SUMMATIVE Mid-year Astrea's assessment	FORMATIVE Milestone writing	FORMATIVE HT3 + HT4 assessment	SUMMATIVE End-of-year Astrea's assessment

KS4 Spanish Curriculum Map 2021

<p style="text-align: center;">Curriculum intent</p> <p>The intent of the KS4 Spanish curriculum at Netherwood Academy is to ensure that students get well-sequenced opportunities to develop, practise and value their knowledge of the Spanish language, in four main communication skills: Speaking, Listening, Reading and Writing. By the end of Y11, students are expected to be able to: A) communicate for practical purposes, B) discuss cultural aspects, and C) read and understand authentic materials. This should in turn lead to their ability to perform well in their GCSE Spanish assessments.</p> <p>The Department for Education supports recent research that reveals how studying languages within the EBacc can help improve students' performance in English and Maths (Sutton Trust), ultimately leading to wider career opportunities. Consequently, our curriculum intent at KS4 is directly linked to widening our Y11's post-16 and career opportunities.</p>	<p style="text-align: center;">The Bigger Picture</p> <p>Strand 1 - Personal development: we model a culture of high personal aspirations with a focus on self-actualisation, health and nutrition. In year 10, for example, our students enjoy discussions revolving around: nutrition, healthy lifestyles, the impact of drugs, etc. In Year 11, pupils revisit some of the topics thus mastering not only the language, but also the health-related concepts.</p> <p>Strand 2 - Academic development: we routinely work on strategies to cope with unfamiliar vocabulary, to resort to critical thinking when deepening grammatical knowledge, and to make conceptual and multisensory connections to aid memory. Accountable talk - the explicit discussion (induced or deduced) of Tier 2 and Tier 3 vocabulary - is the foundation where progress is built on in every Spanish lesson.</p> <p>Strand 3 - Social development: we believe that awareness, tolerance and celebration of diversity are essential contributions to society. So we make sure our students thoroughly enjoy the cultural aspect of the subject and confidently bring their cultural knowledge into lesson discussions. The lack of ethnic diversity of our student population makes lessons unquestionably powerful.</p>
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<p style="text-align: center;">Rationale</p> <p>Our KS4 curriculum follows the national curriculum priorities for languages. The curriculum is based on a sound foundation of core vocabulary and grammar, interleaved with linguistic competence and cultural capital.</p> <p>Students enjoy different topics as well as authentic materials (such as native videos and songs) to enhance their cultural awareness and submerge into Spanish speaking world. P4C (Philosophy for Children) is at the heart of our curriculum, thus promoting caring, collaborative, critical and creative attitudes in every lesson.</p>	<p style="text-align: center;">Skills</p> <p>Students use 5 main skills which are directly linked to communicative competence:</p> <ul style="list-style-type: none"> ✓ Listening ✓ Speaking ✓ Reading ✓ Writing ✓ Translation 	<p style="text-align: center;">Cross Curricular and Curriculum Enrichment Opportunities</p> <ul style="list-style-type: none"> - Numeracy: 1-100, telling the time in Spanish, use of prices in €, analysis of patterns/problem-solving skills... - Literacy: grammatical terms (e.g. pronoun, verb, adjective...), use of cognates and, reading skills (gist, skimming, scanning) ... - Oracy: phonics, giving + explaining opinions, public speaking skills... - Geography: flags, Latin American countries, geographical accidents, capitals, geographical accidents and the environment... - History: Spanish history, history of languages and language families, etymology to build knowledge of English ... - Health: nutritional awareness, illnesses and remedies... - Food technology: tapas field trip, tapas videos on how to prepare them... - Pop culture: Spanish-speaking celebrities, sports personalities, painters, influencers, popular songs...
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OVERVIEW		HT1	HT2	HT3	HT4	HT5	HT6
Year 10	Topic	Home and local area	Volunteering and the homeless	Healthy lifestyles	Protecting the environment	Poverty	Travel and tourism
	Reviewing learning	Places in town	Present tense	Food and sports	Modal verbs	Conditional tense	Past tense
	The big question	How to describe what I can do in my town in detail	How to describe our work for others in the community	How to describe what I do to stay healthy	How to discuss environmental issues	How to listen for the gist of stories on poverty	How to write about a past holiday
	Challenge	Using triple negatives	Noticing red herrings	Understanding unfamiliar language	Using the subjunctive	Predicting language	Conjugating irregular verbs# in the past
	Progress check	FORMATIVE (L, R and W) End-of unit assessment	SUMMATIVE Mock exams	FORMATIVE (L, R and W) End-of unit assessment	FORMATIVE (L, R and W) End-of unit assessment	FORMATIVE (L, R and W) End-of unit assessment	SUMMATIVE Mock exams
Year 11	Topic	Life at school	Post-16 education	Interleaved topics	Interleaved topics	Interleaved topics	Interleaved topics
	Reviewing learning	Opinion phrases	Future tense	All Themes (1-3) and Topics (1-12)			
	The big question	How to use sequencers to describe my school routine	How to make a case with advantages and disadvantages of post-16 studies	How to recall information and apply skills?			
	Challenge	Using superlatives	Using the preterite and imperfect together	GCSEPod extension tasks			
	Progress check	SUMMATIVE Mock exams	FORMATIVE (L, R and W) End-of unit assessment	Vocabulary tests for each Theme + Mock feed-forward work			