



Curriculum Mapping Document Modern Foreign Languages - Spanish



Our whole School curriculum intent believes:

Our aim at Hadley Learning Community is to provide an excellent education for all our students; an education which brings out the best in all of them and prepares them for success in life.

Our curriculum is designed to provide children with the core knowledge they need for success in education and later life, to maximise their cognitive development, to develop the whole person and the talents of the individual and to allow all children to become active and economically self-sufficient citizens. By drawing on the best that has been thought, said, and done in each subject, alongside the promotion of our local environment, we hope that our curriculum at Hadley Learning Community enables children to appreciate and participate in the full richness of the human experience. Subjects work together to identify knowledge, thematic and skills-based links between their disciplines and exploiting those through careful joint planning will enable students to make connections that will help them to understand the world around them and their place in it.

Within that framework, each subject must consider our core values and as a result needs to embed activities that promote our community alongside our 5 key words: Belong, Respect, Inspire, Succeed and Enjoy

Our intention for our curriculum is:

By the end of KS3, pupils will understand what it is to be a linguist. Pupils will have a curiosity and fascination in discovering the world and its people, as well as having an interest and intention to travel to deepen their understanding of distinct cultures and societies. They will have developed a passion and commitment to the subject. They will understand the ways in which languages are interconnected and languages play a part in our daily lives. Pupils will develop an extensive core of vocabulary and grammatical structures which will be learned and regularly practiced so that students are confident communicators in a variety of contexts. They will be curious learners with the confidence to mould the language to their specific needs. They will ask questions about structure and think critically about how the language works. The foundations laid in KS3 will help them to go on to succeed in KS4. They will have the knowledge and understanding to enable them to apply what they know to both familiar and unfamiliar contexts from family life to ethical issues and the world of work. This will help them to go on to achieve their potential, not just at A Level and in Higher Education but as global citizens living in a dynamic and interdependent world. Linguists at Hadley Learning Community will have an appreciation for the world they live in and a deep understanding of their place in an ever-changing multi-cultural society. Through a knowledge rich curriculum, pupils will acquire the skills needed to develop the four main skills of reading, writing, speaking and listening in the target language. The invaluable communication skills and creativity developed through learning a foreign language will foster deeper understanding and appreciation of other cultures on a local, national and international stage.

Linking our curriculum intention to our local community:

The curriculum, through enrichment during the school day and beyond, will maximise the use of opportunities locally and link with outside agencies and individuals to further enhance the celebration of language learning. We actively encourage students with an EFL background to pursue their mother tongue at GCSE. We are able to support the local community languages by offering GCSE examinations in languages such as Polish, Urdu, Panjabi and Arabic to our students.

We will link our curriculum to the following:

- Aston University – Routes into Languages Language Days in French and Spanish (cultural enrichment)
- Wolverhampton University – Routes into Languages Days in French and Spanish (languages and business)
- Telford School of English – KS3 links with Spanish and French schools (exchange visits)
- Tapas Restaurant Visit
- Spanish Embassy – Manchester - visiting speaker
- Spanish Dance Demonstration – Flamenco dance workshop
- KS4 Visit to Paris
- Wellington twin town exchange with Leonardo da Vinci school in Paris
- Exchange with Sigüenza, Spain

Implementation

Students in Y7 study either French or Spanish. This is to enable all students to develop their depth of knowledge and master the skills necessary to become confident and competent linguists.

Modern Foreign Languages at Hadley Learning Community are taught using EPI (Extensive Processing Instruction) a methodology developed by Dr. Gianfranco Conti. This enables the teaching of lexis (vocabulary) and grammar to perform real world communicative tasks through a range of high frequency L2 (second language) chunks and constructions.

Extensive processing instruction (E.P.I) prioritises the teaching of chunks derived from Communicative Functions over the teaching of single words and traditional grammar, in the belief that this approach:

1. Reflects the way the brain is hard-wired to acquire languages;
2. Speeds up fluency as it is a faster and more efficient way of producing language;
3. Facilitates processing by reducing the cognitive load on working memory;
4. Makes language learning more about communication and implicit learning and less about explicit learning and application of rules.

Whilst grammar still places a prominent role in EPI, it serves the expression of communicative functions, hence EPI is about communicative lexicogrammar, construction grammar and usage-based grammar.

Modelling is a key aspect of teaching in MFL to support oracy and fluency. Opportunities at KS3 and 4 provide students with real world contexts to apply their knowledge, this includes visits from foreign students and speakers as well as drawing on the wealth of material available online to support cultural and social awareness. Key concepts are revisited over key stages as well as between lessons to practice retrieval and recall.

MFL lessons are engaging, delivered by a team of experienced linguists, who are passionate about promoting world cultures and have extensive experience in language teaching and learning.

The GCSE curriculum focuses on 3 themes which are then threaded throughout KS3 teaching:

Theme 1 - Identity and culture:

Topic 1 - Me, my family and friends, relationships with family and friends, marriage/partnership

Topic 2 - Technology in everyday life, social media, mobile technology

Topic 3 - Free-time activities, Music, Cinema and TV, Food and eating out, Sport

Topic 4 - Customs and festivals in French-speaking countries/communities

Theme 2: Local, national, international and global areas of interest

Topic 1: Home, town, neighborhood and region

Topic 2: Social issues, Charity/voluntary work, Healthy/unhealthy living

Topic 3: Global issues, The environment, Poverty/homelessness

Topic 4: Travel and tourism

Theme 3: Current and future study and employment

Topic 1: My studies

Topic 2: Life at school/college

Topic 3: Education post-16

Topic 4: Jobs, career choices and ambitions

Year 7 Curriculum implementation

The MFL Department aims to instil the love of languages that every young person should embrace through an understanding of the global world and an ability to communicate in an international society. This is achieved through the development of students' skills to talk about themselves and the issues that affect them directly such as school, family and their interests. Year 7 is an important year in MFL to embed the three key pillars of language learning: phonics, grammar and vocabulary. It is essential in Year 7 to lay a firm foundation for future language learning within KS3 and KS4, where learners feel confident to participate and build on their language and communication skills. We ensure appropriate support and challenge is offered where needed. Some of the strategies employed to enable lower ability and (where relevant) SEND learners to fully access this challenging curriculum include: 'chunking' information, frequent verbal feedback; providing writing frames and scaffolds and using skilful questioning to prompt ideas and support. Higher ability learners are challenged to write in more depth and analyse texts to pull out key grammatical points to help aid their learning.

1	2	END POINT TEST & THERAPY	3	4	5	6	END POINT TEST & THERAPY
<p>Becoming a language learner</p> <p>This term focuses on understanding how to learn foreign language. The main purpose of the work covered this term is to ensure that all students are working at the same level as language acquisition at KS2 is often sporadic or nil. This</p>	<p>Mi Vida</p> <p>Students will learn how to introduce themselves in Spanish. They will also study how to ask and answer questions about their age, birthday, physical description and personality. They will gain vocabulary about family members, and how to describe in the third person.</p>		<p>Mi Tiempo Libre</p> <p>This unit focuses on how what young people like to do and giving opinions. Technology and sport will be discussed with an introduction to verb conjugation with –AR verbs. The cultural focus could consider international</p>	<p>Mi Insti</p> <p>Students will acquire vocabulary about school and giving simple opinions about what they like/dislike. They will also learn how to talk about activities they do at break time and after school.</p>	<p>Mi familia y mis amigos</p> <p>In this unit, students will learn new vocabulary in order to describe family members using possessive adjectives. The verbs SER and TENER will be a particular focus as these are vitally important. Students gain depth of</p>	<p>Mi Ciudad</p> <p>Students will acquire new vocabulary to describe their town/village. They will also be introduced to the verb IR and the near future tense. Students will revisit using opinions</p>	

<p>will then create a benchmark for the rest of Year 7. Pupils will learn about issues that are important to them in their immediate world whilst developing an awareness of foreign cultural capital.</p> <p>Students will learn to introduce themselves and talk about their age, birthdays and physical descriptions (adjectives) and personality. They will learn vocabulary about family members and how to describe in the third person. Students will learn numbers to talk about ages and dates.</p> <p>Students will be assessed using a combination of low stakes testing in all skill areas.</p> <p>The cultural focus will be about “Día de los Muertos”.</p>	<p>This will give students the tools to greet and introduce themselves should they meet a Spanish-speaking person. This content will introduce Theme 1 of the GCSE curriculum.</p> <p>The cultural focus will be learning about “fiesta” in Spanish-speaking countries, as this is one of the most significant and anticipated annual events in Hispanic countries across the world. Christmas will also be a cultural focus.</p>	<p>sporting events such as la Vuelta de Espana or researching famous Spanish sportsmen/women.</p> <p>By the end of the unit, pupils will have learnt how to extend their opinions learnt previously with infinitive verbs and how to justify their opinions with adjectives.</p> <p>There will be some cultural focus on new year traditions and “Día de los Reyes Magos”.</p>	<p>This will give students a good introduction on how to conjugate in the target language and start to form more complex sentences. This unit will introduce Theme 3 of the GCSE curriculum.</p> <p>In terms of culture, students will learn about the differences between schools in Spain and in the UK as well as Easter traditions with “Semana Santa”.</p>	<p>understanding by comparing the use of SER with ESTAR when describing their house.</p> <p>This unit will introduce Theme 1 of the GCSE curriculum.</p> <p>In terms of culture, students will compare houses and homes in Spain.</p>	<p>to describe what they like to do in their town. Students will be introduced to the verb QUERER and how it is used to order food and drink in a café.</p> <p>This unit will introduce Theme 2 of the GCSE curriculum.</p> <p>In terms of culture, students will compare towns in the UK and Spain.</p> <p>This unit will introduce Theme 3 of the GCSE curriculum.</p>
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Having learnt basic grammatical structures and present tense formation in Year 7, in Year 8 students are challenged to recap/revisit and apply these in new contexts. During the course of Year 8 the content and grammatical knowledge becomes more complex. High-frequency vocabulary and phonics are recycled in different contexts, which strengthens the knowledge base. The curriculum is also designed to introduce students to new topics (school, local environment) with further vocabulary learning to enable them to vary their language, crucial to GCSE success. We aim to encourage students to be creative with language, to use more mature structures and vocabulary to understand and respond to speakers of the language and to give them the skills to cope on a global stage. All learners continue to follow the same SOW but there is additional support in place for lower ability and SEND learners. (Word frames, scaffolding, the need to only use the “I” and “we form of key verbs). Higher ability learners are challenged to extend their written and spoken Spanish through knowledge organisers with higher levels of challenge and Sentence builders with additional complex vocabulary.

1	2	END POINT TEST & THERAPY	3	4	5	6	END POINT TEST & THERAPY
<p>Mi Ciudad Students will acquire new vocabulary to describe their town/village.</p> <p>They will also be introduced to the verb IR and the near future tense. Students will revisit using opinions to describe what they like to do in their town. Students will be introduced to the verb QUERER and how it is used to order food and drink in a café.</p>	<p>VIVA 2 Mis Vacaciones Students will learn how to describe their holidays using a new tense “preterite”. This is a time frame students must master if they are to succeed at GCSE. Students will revisit the present tense from y7 to use alongside the preterite to describe an amazing holiday.</p> <p>This unit will introduce Theme 2 of the GCSE curriculum.</p>		<p>VIVA 2 Todo sobre mi vida Students will revisit basic present tense formation studied in Y7 and use this to talk about how they use their mobile phones. They will also learn to discuss a range of music styles indepth. Students will gain knowledge of vocabulary related to mobiles, music, TV and hobbies, so that they can give information about what they do in their free time.</p>	<p>VIVA 2 A Comer Students will come across vocabulary related to food and drink, and how to order in a restaurant. In terms of grammar, they will revisit the near future tense seen in module 3 and more opinion phrases.</p> <p>This unit will introduce food and eating out for Theme 1 of their GCSE.</p> <p>In terms of culture students will learn about</p>	<p>VIVA 2 ¿Que hacemos? Students will learn how to arrange to meet friends and how to give excuses not to go out. They will learn to use modal and reflexive verbs to talk about what they want to do and about getting ready to go out. They will also learn the structure ME GUSTARIA to talk about what they WOULD like.</p> <p>Students will also revisit the preterite and future tenses.</p>	<p>VIVA 3 Somos Asi Students will revisit opinions and present tense verbs to talk about things they like such as films and birthday celebrations. Students will also revisit ir verbs and the near future tense.</p> <p>The cultural focus will examine film culture in Spain and may include watching a Spanish language film.</p>	

<p>This unit will introduce Theme 2 of the GCSE curriculum.</p> <p>In terms of culture, students will compare towns in the UK and Spain.</p> <p>This unit will introduce Theme 3 of the GCSE curriculum.</p>	<p>In terms of culture, students will look at holiday destinations in Spain, made popular by British tourists for generations, the geography of Spain and its islands.</p>	<p>Students will then revisit the preterite from the previous module and will start using both tenses together.</p> <p>This unit prepares them for their study of free time activities in Y11 GCSE Theme 1.</p> <p>The cultural focus will be on Hispanic music which will give students an understanding of global Hispanic influences.</p>	<p>food in other countries and eating habits.</p>	<p>The cultural focus will be on the differences between young people's social activities in Spain and the UK.</p>	
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Year 9 Curriculum implementation

Year 9 is a key transitional year in MFL in which students are taught to consolidate and apply their invaluable knowledge from Year 7 and 8 to a greater depth on familiar and new topics. These new topics will challenge their thinking about the world around them, such as their use of technology and the media and a broader awareness of the cultural celebrations of the target language countries. The focus is also for students to gain a proficiency in the core vocabulary and grammatical skills that will underpin their learning at GCSE. Students are expected to apply their fundamental building blocks of knowledge to greater depth and detail. There is a focus in Year 9 on students honing their written communication skills with an expectation that their knowledge is robust enough to now develop their oracy, unconsciously applying their knowledge as skills. As in Years 7 and 8 all learners follow the same ambitious curriculum with support in place for lower ability & SEND learners and extension tasks for higher ability learners.

Autumn 1	Autumn 2	END POINT TEST & THERAPY	Spring 1	Spring 2	Summer 1	Summer 2	END POINT TEST & THERAPY
VIVA 3 Oriéntate	VIVA 3 En Forma		VIVA 3 Jóvenes en acción	VIVA 3 Una aventura en Madrid	VIVA GCSE Desconectate (Theme 2)		

<p>Students will learn to talk about jobs and what they do at work. They will learn vocabulary to talk about jobs they'd like to do and revisit the preterite to describe what they did at work yesterday. Students will use tener que to describe what they must do and revise adjectival agreement.</p>	<p>Students will learn to talk about diet and an active lifestyle. They will learn to talk about a variety of negative structures and reflexive verbs to describe their daily routine. Students will also learn how to discuss ailments and illness.</p>	<p>This module will introduce ideas around the rights of children in the world using the verb "poder". Students will compare journeys to school with those of children around the world, using the comparative. Students will also start to think about the environment and using the "we" form of various verbs.</p>	<p>Students will learn to meet and greet people Using expressions with 'tener' They will imagine they are doing their own treasure hunt around Madrid, saying where they must go and what they must do there. Students will also learn to write about their favourite day, saying where they went in the morning/afternoon and using sequencers such as 'primero' and 'más tarde'.</p> <p>The cultural focus will be on Easter celebrations and Semana Santa.</p>	<p><i>Students who have chosen Spanish as an GCSE option in Year 10:</i></p> <p>Students discuss holiday activities and weather, talk about holiday preferences, describe a past holiday using two past tenses, book accommodation and deal with problems on holiday. Students will give opinions in the past and use three tenses together.</p> <p><i>Students who have not chosen to study GCSE in year 10:</i></p> <p>Students will follow a cultural curriculum with less focus on grammar, language development and progression and more emphasis on cultural understanding, using vocabulary and structures already learnt.</p>
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Year 10 Curriculum implementation

The Year 10 curriculum aims to combine the application of students' knowledge and grammatical skills learnt in Y9 to local and global topics. Students are expected to be able to apply their knowledge of time frames, opinions, and verb conjugations to their learning about the local environment, foreign travel, and Hispanic festivals. They are also encouraged to gain an even deeper appreciation of the cultural differences between the UK and Spanish speaking countries through the comparison of towns and entertainment choices. This study aims to highlight our differences yet encourage an acceptance of said differences through discussion and an awareness of the cultural factors that have created these differences.

Autumn 1	Autumn 2	END POINT TEST & THERAPY	Spring 1	Spring 2	Summer 1 & 2	END POINT AND TEST THERAPY
<p>Mi vida en el Insti (Theme 3)</p> <p>Students will revisit and build upon the topic of school introduced in Y8.</p> <p>They will study school subjects, rules, uniform, facilities, clubs and achievements. They will also talk about different problems in schools and practice using four tenses together, as well as practicing exam style questions such as photocards, roleplays, translations and writing tasks on the topic of school.</p>	<p>Mi gente (Theme 1)</p> <p>Students will revisit and build upon content seen in Y7, 8 and 9 related to families, relationships, physical descriptions and personality. They will also look at vocabulary related to technology and recap making plans with friends, as seen in Y8.</p> <p>They will study the present continuous tense more in-depth and apply this knowledge when practicing photo descriptions.</p>		<p>Mi tiempo libre (Theme 1)</p> <p>Students will build upon their knowledge of free-time activities as seen in Y7, 8 and 9, as well as content related to TV programmes, sports, music and role models. They will talk about what they usually do and will practice using the perfect tense.</p>	<p>Ciudades (Theme 2)</p> <p>Students will build upon content seen in Y7, 8 and 9 related to life in the city/countryside. They will practice places in a town, describing your area, making future plans, going shopping, the advantages and disadvantages of living in the city, and a past trip. They will continue to practice using more than four together and describing photos.</p>	<p>De costumbre (Theme 1)</p> <p>Students will review describing mealtimes and talking about daily routine, as seen in Y8 and 9. They will revisit different festivals and traditions touched upon in previous years in more depth. They will practice describing a special day or event, ordering in a restaurant, and talking about a music festival.</p> <p>Students will be introduced to the AQA exam structure and the requirements for the speaking examination. Students will learn how to approach specific tasks such as the photocard and the role play.</p>	

Year 11 Curriculum implementation

Year 11 is a programme of study that requires students to consider their personal place in our global society and learn how combine their knowledge from Y9 and Y10 to talk about future study, career plans and the “bigger picture” (the environment, natural disasters, ethical issues, charities and volunteering). Students are expected to be able to retrieve vocabulary and grammatical skills from across their learning and apply it fluently to understand and give their views on a range of issues. The skills and knowledge acquired by our students is now able to be applied to the international stage.

Autumn 1	Autumn 2	END POINT TEST & THERAPY	Spring 1	Spring 2 - Exam	END POINT TEST & THERAPY
<p>De costumbre (Theme 1)</p> <p>Students will review describing mealtimes and talking about daily routine, as seen in Y8 and 9. They will revisit different festivals and traditions touched upon in previous years in more depth. They will practice describing a special day or event, ordering in a restaurant, and talking about a music festival.</p>	<p>A currar (Theme 3)</p> <p>Students will apply knowledge from Y9 related to jobs and preferences. They will practice using the preterit and imperfect together to talk about work experience and discussing plans for the future.</p>		<p>Hacia un mundo mejor (Theme 2)</p> <p>Students will revisit the topic of the environment, lifestyle and global and social issues. They will study looking after the environment at home, volunteering, serious global problems, how we can try to address them, and how to lead a healthy lifestyle. They will review how to both recognise and be able to produce different tenses, as studied from Y7.</p>	<p>Structured Revision</p> <p>Preparation for the speaking exam will take place to enable students to prepare their chosen theme as well as the photo card question and the role play. Revision for the written papers (according to the tier – F or H) and translation questions.</p>	

Impact of our curriculum:

Progress is measured within lessons, through low stake testing and cold calling and over terms, years, and key stages via summative and cumulative testing. Immediate feedback plays a crucial role in determining and resolving misconceptions in understanding and application. Marking of written texts and assessments by the teacher provides students with more detailed feedback. Proficiency is achieved through regular opportunities to practice reading, writing, listening and speaking the target language, recalling key vocabulary and structures, redrafting and improving work written work. Engagement in MFL will be evident in a healthy uptake for GCSE.

Engagement in MFL will be evident in a healthy uptake for GCSE, and again on to higher education. Students will be inspired to take part in visits abroad to partner schools in France and Spain as well as to local universities to see how languages work in real life. Conversations about travel and holidays throughout the school year will

show students how they can easily apply their language skills to real life experiences. Linguists will be proud of their communication skills and their links with abroad. The diverse and knowledge rich curriculum should develop confident and articulate linguists who want to discover more about the world around them.

Personal Development within our curriculum

Personal Development	Learning languages can be a major part of our students personal development plan. Not only will speaking more than one language help them stand out from the crowd but could also open up a world of new career opportunities with more companies than ever having a global outlook. Learning a language will improve key skills such as negotiating, communication and problem solving. Studies also show that learning another language increases your brain capacity, improves memory and helps stave off dementia and Alzheimer's.
SMSC	<p>Spiritual development in MFL is facilitated through providing students with opportunities to consider the way we communicate and why. We help the students to understand and begin to question the numerous ways that people have developed to express themselves and their ideas. An example of this is on our visits to Aston and Wolverhampton Universities where our students have to communicate with others from other schools to complete a project.</p> <p>Moral education in MFL concerns pupils using the vehicle of languages to make a personal response to moral issues such as students discussing education, family, wealth and poverty and broader social issues (environment, homelessness) in detail. Through paired and group work, all the students are given regular opportunities to the consideration of ideas, argument, debate and persuasion. In discussion, they are encouraged to take different views into account and participate as effective team workers. Examples of this at GCSE include student discussions on healthy lifestyles, environmental issues, marriage/divorce, and other such topics.</p> <p>Social education in MFL concerns communicating for a purpose with people from other cultural and social backgrounds. The social element of language learning comes both from learning about other societies and learning together in the classroom. An example of this would include an educational visit to Madrid to give students the opportunity to experience another culture and speak another language following a visit from Spanish students in Madrid to HLC.</p> <p>Cultural education is achieved through pupils valuing all languages and therefore learning to understand and respect other people. Moreover, students' cultural knowledge is broadened through the study of other countries' cultural priorities and traditions. Examples include looking at festivals such as La Toussaint, Christmas and Easter traditions. Students will also be developing an appreciation of art, music and literature (literary texts are a fixed element in the reading exam at GCSE).</p>
Extra-Curricular & Enrichment	<ul style="list-style-type: none"> • Aston University – cultural visits with a Spanish theme (Fiesta) • Wolverhampton University – visit with careers focus MFL, translation and interpreting • Madrid visit – February 2020

	<ul style="list-style-type: none"> • Languages Club – film and culture
Careers/Work Experience	
Careers	<p>There is a demand for linguists across a range of sectors. Linguists work in travel and tourism industries, hospitality and catering, translation and interpreting, teaching, law, banking, media, sport and consultancy, as well as many forms of engineering and different government departments.</p> <p>Typical employers include:</p> <ul style="list-style-type: none"> • local and central government • tour operators • global corporations • schools, colleges and universities • police force • professional sports teams • legal firms • energy companies • advertising agencies
Work Experience Offer & Staff Work Experience	<p>Within Hadley Learning Community, we offer opportunities for PGCE students to complete their initial teacher training. We involve the department in the Work Experience programme to allow students from year 10 and sixth form providers to use the languages department to complete their work experience placement. Being part of a Multi Academy Trust, our staff have the opportunities to attend CPD and work collaboratively with other schools within the MAT. Staff have the opportunities to liaise with our local businesses and our business link partner to bring back those real-life examples of languages to the classroom.</p>
Cultural Capital	
Ofsted Definition	<p>Culture is a natural element of modern foreign language learning with a plethora of opportunities to learn about how other people live around the world. At HLC, we encourage the teaching of all aspects of different cultures, from country specific festivals to learning about how school life differs from that in the UK. MFL endeavours to be an inclusive subject, supporting students to achieve GCSE qualifications in their native language. Our students speak many community languages such as Polish, Urdu, Panjabi, Arabic, Russian, German and Italian.</p> <p>Examples of cultural development in MFL include</p>

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| | <ul style="list-style-type: none">• Comparing religious festivals such as Day of the Dead, All Saints Day, Christmas and Easter.• Discussing the origins and significance of language specific festivals such as La Tomatina, Mardi Gras and Bastille Day. |
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