

Spanish Curriculum Summary May 2024

Vision

The MFL Department at Fakenham Academy's vision is based upon the belief that learning a language opens a world of new possibilities and opportunities to our students; inspiring them to become global citizens. Through languages we foster student curiosity and deepen their understanding, not only of their own identity and culture, but also of other countries. We encourage students to become curious and inquisitive in their world and to respect other cultures and people, as well as building their communication and literacy skills. We strive to ensure that our students develop the capacity to use, manipulate and adapt language and grammar to express their own views on a wide range of topics, as well as being able to transact in everyday situations abroad.

Yearly Intent Statements

Students come to us at Fakenham Academy with a mixed experience of language learning in KS2. The depth of learning varies from one feeder-school to another as does the language that has been studied. As a result, the curriculum in KS3 has been carefully considered to ensure that it provides all students with a foundation for further learning. Students develop an understanding of key vocabulary, while focussing on building fluency and communication skills with regular guided practice and scaffolded tasks, throughout which, basic structure and grammar is embedded.

It is a spiral curriculum, in which themes are revisited throughout KS3 & 4 in order to deepen understanding, building on previous learning with each successive encounter.

Year 7 Mi Vida

By the end of the year students have learned how to introduce themselves and give key personal information about their age, birthday, family and school. They understand and can use adjectives to describe themselves, their family and teachers and how adjectives change depending on gender and number. They can also understand and use a range of verbs to describe what they do in their free-time and to give varied opinions and justifications around areas such as pastimes and school subjects.

Grammar

- Adjectival endings
- Masculine/feminine
- Tener

Year 8 Divierteté

By the end of the year students can describe their free time and where they live and use a wider range of adjectives and subject pronouns to describe where others live and would like to live. They can describe their location, house and bedroom.

Students are also able to understand and tell the time as well as use reflexive verbs to describe their daily routine. They understand people talking about food and drink and know how to say what they have at different mealtimes as well as how to order food at a market and a restaurant.

Grammar

- Verb plus infinitive structures
- Hacer and jugar
- AR verbs
- Comparatives

Year 9 Mi Vida

By the end of the year students can understand weather forecasts and use regular and irregular verbs to say what they do and wear in different weather conditions. They can describe their school uniform and can talk about a typical day at school and discuss school rules. By the end of year 9 students can understand people talking about past holidays in the preterite tense and about future holiday plans. They can start using these tenses themselves.

Grammar

- AR verb recap
- ER/IR verbs
- Preterite tense
- Future tense

Year 10

By the end of the year students have developed their skills in listening, speaking, reading and writing within the topics of my family and friends, free-time and technology and customs and festivals in Hispanic countries. They can give personal and information about themselves and others and start to discuss different opinions

– for example about the use of technology. They understand and respond to a wider variety of authentic texts. Three tenses that were encountered in KS3 are consolidated and students become more confident using 3 key tenses together with a wider range of vocabulary.

Year 11

By the end of the year the students progress from studying topics about themselves to their immediate environment where they live and then to the wider world around them and their future aspirations. They encounter an increasingly complex range of vocabulary and grammatical structures to discuss holidays, their studies, career choices and social and global issues such as the environment and homelessness. Skills are honed so that students are prepared for tasks in their exams in listening, speaking, reading and writing.

Rationale behind sequencing:

The Spanish curriculum has been carefully sequenced to ensure that it builds upon prior knowledge. Topics are revisited and become increasingly complex during the 5 years of study.

Year 7

It is a crucial starting point for our students who have mixed prior knowledge of Spanish from KS2. The curriculum provides an important consolidation (or introduction for some) on how to introduce themselves and give key personal information about themselves and others. The focus in year 7 is on developing listening and speaking skills and the use of phonics to help with Spanish pronunciation. Students are introduced to the concept of gender and how this affects

articles and adjectives. They learn to use verbs to describe what they do in their free-time and to express justified opinions which is a key concept in the learning of MFL.

Year 8

Students build on skills and content from year 7. They learn to say where they live in year 7, but in year 8 can add more detail about their town and house and use a wider variety of subject pronouns to understand and describe where others live and would like to live. Reflexive verbs are introduced to describe daily routine. Work on using adjectives in year 7 is extended to include adjectives and agreements as well as prepositions to describe a home. Comprehension and productive skills are developed, and texts include more complexity with connectives, modifiers and sequencers.

Year 9

Topics in year 9 build on skills and content from years 7 and 8. Students use a wider variety of regular and irregular verbs with a range of subject pronouns and tenses to describe what they do in their free-time and in different weather conditions as well as describing past holiday experiences and future holiday plans. More depth and complexity is added to the work done in years 7 and 8 on the topic of schools as students learn how to describe a typical school day and school rules using a wider range of verbs, adjectives and time phrases.

Year 10

The curriculum is designed so that topics that are taught in KS4 build on previous learning in KS3. Year 10 topics from Theme 1 “Identity and Culture” include: me, my family and friends, free-time and technology in everyday life and customs and

festivals and build on foundations laid in years 7, 8 and 9, but are studied in much more detail with more extensive and more complex vocabulary. Students can give personal and information about themselves and others, but also use more complex structures to discuss the benefits of sport and the advantages and disadvantages of technology. They understand and respond to a wider variety of authentic texts. Three tenses that were introduced in years 7, 8 & 9 are consolidated, and students become more confident using 3 key tenses together with a wider range of vocabulary.

Year 11

The topics that are taught in year 11 build on previous learning in years 7, 8, 9 and 10. This comprises: Theme 2 “local, national, international and global areas of study” and Theme 3 “current and future study and employment”. The students progress from studying topics about their immediate environment to the wider world around them and then to discussing their future plans and aspirations. They continue to develop their skills in listening, speaking, reading and writing, applying vocabulary and structures learned in a wider range of different contexts. Key grammatical structures are revisited, extended and then consolidated in preparation for exams.