



SPANISH CURRICULUM OVERVIEW 21-22

MFL Vision Statement:

The MFL department at WCA believes that the curriculum content should equip students with the language skills to understand and **communicate effectively** in the target language. We are committed to preparing our students to become **respectful** and **responsible global citizens** in a multilingual, multicultural and inter-dependent world. Our department provision offers students opportunities to increase their cultural capital and encourages them to be **ready to learn** by opening their minds to the target language countries and their cultures. We endeavour to foster **resilience** in our learners in order for them to build confidence to use their language skills **independently** as they progress through their learning journey

In year 7, students begin the year by learning how to greet others and how to introduce and describe themselves. They will also learn how to talk about others, using the 3rd person singular & plural. Following this, students will then learn how to give opinions (on school & where they live) along with justifying them.

Key Stage 3 Curriculum Map - Spanish

Year 7 Curriculum Map 21-22		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
MFL Spanish	Curriculum Content inc Knowledge, Skills & Cultural Capital	<p>¡Vamos!</p> <p>Articles/gender Numbers / days / months Me llamo– Se llama Se llaman Tengo + age – Tienes + age Tienen + age Birthday Pencil case items: Hay / No hay Tengo / No tengo</p>	<p>Mi familia</p> <p>Family members (possessive adjectives: mi / mis ; tu / tus; su / sus) En mi familia hay....Tengo un / una... Plurals Physical descriptions (hair/eyes + appearance) + Personality – tengo /soy– tiene / es – tienen– son Linking words (and / but) Quantifiers</p>		<p>En el instituto</p> <p>School subjects – Estudio.../ Estudias... What you do in lessons. Opinions + reasons + intensifiers + adjectives Noun + Verb + Adjectives Agreement Describing teachers</p> <p>differences between Spain and England (people buy school materials, different subjects (different languages),times of lessons, etc.</p> <p>meal times and traditional dishes</p>	<p>En casa / En la ciudad</p> <p>Countries and vivir Where is your house + Points of compass (está en...) Adjectives to describe your house/flat Rooms in the house What do you do in your house (regular verbs in the present (cocino, como,mando mensajes,...) Describing your bedroom (hay.../no hay...)</p> <p>Different countries where Spanish is spoken Spanish regions (regional languages) Different types of housing, more people live in flats. People live in city centre</p>	<p>Revision</p> <p>The Spanish-speaking world</p>
	4 hrs per fortnight	Assessment	<p>Knowledge of “Universals” is assessed throughout the year in the form of low stakes tests. Each topic is assessed at the end of a unit of work. This usually takes the form of one active skill (writing or speaking) and/or one passive skill (reading and/or listening). A pupil’s performance across all four skills throughout the year is taken into account when determining their overall performance in the language.</p>				
Outside of the Curriculum	All students have the opportunity to participate in the Routes into Languages Spelling Bee						

Year 8 Curriculum Map 21-22		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
MFL Spanish	Curriculum Content inc Knowledge, Skills &	<p>El tiempo libre</p> <p>Leisure activities (verbs in present tense) Sports (hacer/jugar/practicar) Opinions and preferences</p>	<p>La comida</p> <p>Food items + drinks Opinions + reasons + intensifiers Complex opinions</p>		<p>Mis vacaciones / los festivals</p> <p>Countries Transport Normalmente voy a....,voy en....,voy con....</p>	<p>Tecnología</p> <p>Uses of social media + time phrases Opinions + reasons + intensifiers on technology</p>	<p>Revision</p> <p>My town</p> <p>Opinions</p>



4 hrs per fortnight	Cultural Capital	Time phrases/frequency words Saying what you are going to do tomorrow Saying what you used to do	Adjectival agreement (dulce/picante/rico/asqueroso) Time phrases Meals (desayuno/comida/merienda/cena) Describing a special meal (past tense) Comí/bebí/tomé/comió/bebíó/tomó Mediterranean diet & typically Spanish dishes	Describing a holiday in the past – when, where, who with, how, how long, activities, opinions (fui a...,fui en...,fui con...,hice/visité/me bañé/tomé...,me alojé en ... fue genial/horrible/.../lo pasé bien/mal/genial/...) Dia de los muertos (Spanish Day of the Dead) described and researched Spanish festivals (La Tomatina, los Sanfermines, Las Fallas,...)	Advantages and disadvantages of social media What did you use your computer for yesterday	Places in town Saying what I can do Researching a Spanish town
	Assessment	Knowledge of “Universals” is assessed throughout the year in the form of low stakes tests. Each topic is assessed at the end of a unit of work. This usually takes the form of one active skill (writing or speaking) and/or one passive skill (reading and/or listening). A pupil’s performance across all four skills throughout the year is taken into account when determining their overall performance in the language.				End of Year assessment to test knowledge from the whole year ranging through three skills (listening, reading and/or writing)
	Outside of the Curriculum					

In year 8, students build on their year 7 skills by consolidating their knowledge of giving opinions & justifications. There is also a focus on beginning to manipulate all 3 tenses with students learning patterns for regular AR, ER & IR verbs.

Year 9 Curriculum Map 21-22		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
MFL Spanish	Curriculum Content inc Knowledge, Skills & Cultural Capital	La Salud How to keep fit (food & exercise) Use of 3 tenses		Tecnologia Time phrases / Activities / Opinions Use of 3 tenses		Cinema Time phrases / Activities / Opinions Use of 3 tenses Film study + writing a review	
4 hrs per fortnight	Assessment	Knowledge of “Universals” is assessed throughout the year in the form of low stakes tests. Each topic is assessed at the end of a unit of work. This usually takes the form of one active skill (writing or speaking) and/or one passive skill (reading and/or listening). A pupil’s performance across all four skills throughout the year is taken into account when determining their overall performance in the language.					End of Year assessment to test knowledge from the whole year ranging through three skills (listening, reading and/or writing)
	Outside of the Curriculum	A select number of students have the chance to take part in the Young Language Leaders programme for which they are accredited					

In year 9, students build on their grammar skills and are taught about the present, perfect & near future tenses in order to talk and write in depth about 3 topics using 3 different time phrases accurately, giving them a solid foundation for the GCSE course in year 10.