



# Department: Modern Foreign Languages

## Curriculum Intent Statement

### Our Curriculum Vision & Purpose

Our vision in the Modern Foreign Languages department is that all language learners develop the skills and confidence to consider themselves as 'World Citizens' who belong in a multicultural, mutually respectful world. We aim to create and develop enthusiastic and independent learners and support pupils to understand other countries and cultures so that they can be more open and adaptable to new experiences. The department is committed to developing strong, lifelong linguistic skills and to encourage pupils to become curious and interested in the world. Ultimately, we want our pupils to have a love of languages, and we are committed to establishing a learning environment that encourages pupils to feel confident about taking risks and developing informed opinions about the world around them. We want pupils to reflect on and enhance their skills, ask questions and enjoy challenge.

### Powerful Knowledge

Powerful Knowledge is at the core of the MFL department's lesson planning and teaching. We plan lessons that recall the powerful language that is vital across themes whilst simultaneously introducing, consolidating and applying new vocabulary that is topic-based. This will then be implemented across the four different skills. Pupils have constant access to this powerful knowledge in their exercise books and are regularly assessed on their knowledge via spelling tests and quizzes on Team Satchel to help with their retention.

The powerful knowledge includes opinions, time phrases, connectives, different tenses and adjectives; these are all phrases that are vital for success at GCSE. The powerful knowledge is on the following page.

### Curriculum Features

The MFL curriculum, at both Key Stage 3 (Years 7-9) and Key Stage 4 (Years 10 & 11), provides pupils the opportunity to cover all four skills (Listening, Speaking, Reading and Writing) in every unit and opportunities to revisit key skills and grammar structures are built into pupils' learning journeys.

As a department, we are constantly assessing our curriculum and adapting it to fit the needs of our pupils. It has been scientifically proven that a human needs to repeat vocabulary on over twenty occasions for it to enter our long-term memory. With this, recall is becoming an essential tool as our overall aim is for pupils to apply language naturally and confidently. Therefore, as a department and individual teachers, we allow for flexibility in our curriculum to ensure that pupils are confident with a topic or vocabulary, before entirely moving on. Our curriculum also embeds recall to ensure that all topics are revisited, to again, help knowledge stick permanently.



# Continuous Development Cycle

Department: MFL - Spanish

Curriculum Knowledge & Assessment Overview

		Term / Duration	Topic & Main Content Overview	Assessment Task/Focus & Objectives	Powerful Knowledge for Year 7 (referenced to topic as appropriate)
Year 7 Scheme Overview	French	Term 1 7 Weeks Max. No. Lessons: 14	<b>C'est perso</b> <ul style="list-style-type: none"> <li>Likes and dislikes</li> <li>Describing yourself</li> <li>Describing other people</li> </ul>	<b>AO3: Reading</b> – understand and respond to different types of written language on the topic of identity and personal information.	Develop a knowledge of how to conjugate a verb in French. Using the present tense and adjective agreement
		Term 2 8 Weeks Max. No. Lessons: 16	<b>Mon collègue</b> <ul style="list-style-type: none"> <li>School subjects</li> <li>School timetable</li> <li>Describing school day</li> </ul>	<b>AO2: Speaking</b> – communicate and interact effectively in speech Prepare a presentation on your school, subjects and daily routine.	Learn how to give opinions and reasons. Using the partitive article. Develop awareness of French school system.
		Term 3 6 Weeks Max. No. Lessons: 12	<b>Mes pasetemps</b> <ul style="list-style-type: none"> <li>Computers and mobiles</li> <li>Sports</li> <li>Free time activities</li> </ul>	<b>AO4: Writing</b> – communicate in writing on the topic of pastimes.	Develop knowledge of the conjugation techniques of the verbs <i>faire, jouer</i> and <i>aimer</i> .
	Spanish	Term 4 7 Weeks Max. No. Lessons: 14	<b>Mi vida</b> Describing yourself <ul style="list-style-type: none"> <li>Age</li> <li>Siblings</li> <li>Birthday</li> <li>Pets</li> </ul>	<b>AO1: Listening</b> – understand and respond to different types of spoken language on the topic of identity and personal information.	Discovering the gender of nouns. Adjectives and adjective agreement. Numbers and alphabet
		Term 5 4 Weeks Max. No. Lessons: 8	<b>Mi tiempo libre</b> <ul style="list-style-type: none"> <li>Spare time activities</li> <li>Weather</li> <li>Sports</li> </ul>	<b>AO2: Speaking</b> – communicate and interact effectively in speech Prepare presentation on your spare time activities.	Introducing concept of a stem changing verb. Irregular verbs Using me gusta+infinitive
		Term 6 7 Weeks Max. No. Lessons: 14	<b>Mi insti</b> <ul style="list-style-type: none"> <li>School subjects</li> <li>Describing your school</li> <li>Break time activities</li> </ul>	<b>AO3: Reading</b> – understand and respond to different types of written language on the topic of school.	Exploring definite and indefinite articles. Giving opinions and justifications.



# Continuous Development Cycle

Curriculum Knowledge & Assessment Overview

Department: Spanish

	Term / Duration	Topic & Main Content Overview	Assessment Task/Focus & Objectives	Powerful Knowledge for Year 8 (referenced to topic as appropriate)
Year 8 Scheme	Term 1 7 Weeks Max. No. Lessons: 14	<b>FRENCH FOR ONE TERM</b> <b>T'es branché(e)?</b> <ul style="list-style-type: none"> <li>Talking about films and TV programs</li> <li>Talking about what you do on the internet</li> <li>Describing what you do in different weather</li> </ul>	<b>AO3: Reading</b> understand and respond to different types of written language on the topic of TV and Film.	Discovering definite and indefinite articles. Learning how to use the impersonal pronoun <i>on</i> . Exploring different opinion phrases.
	Term 2 8 Weeks Max. No. Lessons: 20	<b>Mi ciudad</b> <ul style="list-style-type: none"> <li>Describing your town</li> <li>Saying what you are going to do at the weekend</li> <li>Telling the time</li> </ul>	<b>AO2: Speaking</b> – communicate and interact effectively in speech Prepare a presentation on your town and activities that you do at the weekend.	Introducing the near future tense. Using 'some' and 'many' with countable and uncountable nouns. Exploring the time expressed on a 24-hour clock.
	Term 3 6 Weeks Max. No. Lessons: 12	<b>Mis vacaciones</b> <ul style="list-style-type: none"> <li>Talking about your last holidays</li> <li>Saying where you went, who you went with, how you got there and what it was like</li> </ul>	<b>AO4: Writing</b> – communicate in writing on the topic of holidays.	Using the preterite of regular verbs. Understanding how to use two different tenses in Spanish.
	Term 4 7 Weeks Max. No. Lessons: 14	<b>Todo sobre mi vida</b> <ul style="list-style-type: none"> <li>Talking about music and TV programs you like</li> <li>Saying what you use your phone for</li> <li>Talking about what you did yesterday</li> </ul>	<b>AO1: Listening</b> – understand and respond to different types of spoken language on the topic of leisure activities.	Introducing the comparatives and learning how to compare various TV programs. Giving a range of opinions.
	Term 5 4 Weeks Max. No. Lessons: 10	<b>¡A comer!</b> <ul style="list-style-type: none"> <li>Saying what food you like</li> <li>Ordering food in a restaurant</li> </ul>	<b>AO2: Speaking</b> – communicate and interact effectively in speech Prepare presentation on your favourite and least favourite food.	Learning how to use negative sentences in Spanish by using a range of opinions. Using <i>usted/ustedes</i> (formal you)

Powerful Knowledge includes key 'invaluable' and distinct knowledge concepts linked to this subject; it is distinct from common sense.

Assessment Format to follow whole-school expectations (MCQs for Content Knowledge & Understanding, GCSE-style Qs. for Application of Skills).



# Continuous Development Cycle

Department: Spanish

## Curriculum Knowledge & Assessment Overview

Term 6 7 Weeks Max. No. Lessons: 14	<b>¿Qué hacemos?</b> <ul style="list-style-type: none"><li>• Arranging to go out and where to meet</li><li>• Saying what you are going to wear and what you do to get ready to go out</li></ul>	AO3: Reading – understand and respond to different types of written language on the topic of making plans to go out.	Introducing reflexive verbs. Using <i>Te gustaría + infinitive</i> . Understanding how colours need to agree with the noun they refer to.
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# Continuous Development Cycle

Curriculum Knowledge & Assessment Overview

Department: Spanish

	Term / Duration	Topic & Main Content Overview	Assessment Task/Focus & Objectives	Powerful Knowledge for Year 9 (referenced to topic as appropriate)
Year 9 Scheme Overview	Term 1 7 Weeks Max. No. Lessons: 14	<b>Operación verano</b> <ul style="list-style-type: none"> <li>Describing holiday homes and holiday activities</li> <li>Asking for directions</li> <li>Discussing holiday destinations</li> </ul>	<b>AO3: Reading</b> – understand and respond to different types of written language on the topic of holidays.	Learning more about using three tenses. Introducing the imperative. Using the superlative.
	Term 2 8 Weeks Max. No. Lessons: 16	<b>Somos así</b> <ul style="list-style-type: none"> <li>Talking about things you like and films</li> <li>Describing your week</li> <li>Talking about birthday celebrations</li> </ul>	<b>AO2: Speaking</b> – communicate and interact effectively in speech Prepare a presentation on your interests and influences.	Exploring the near future tense in more depth. Using the verb <i>gustar + nouns</i> . Learning how to conjugate the verb <i>ir</i> effectively.
	Term 3 6 Weeks Max. No. Lessons: 12	<b>¡Oriéntate!</b> <ul style="list-style-type: none"> <li>Saying what you have to do at work and what you did at work yesterday</li> <li>Describing your job</li> <li>Talking about your ideal job</li> </ul>	<b>AO4: Writing</b> – communicate in writing on the topic of work.	Using the preterite and present tense of regular and irregular verbs. Understanding the use of <i>tener que</i> . Learning how to use adjectival agreements correctly.
	Term 4 7 Weeks Max. No. Lessons: 14	<b>En forma</b> <ul style="list-style-type: none"> <li>Talking about diet</li> <li>Describing your daily routine</li> <li>Talking about a healthy lifestyle</li> </ul>	<b>AO1: Listening</b> – understand and respond to different types of spoken language on the topic of healthy lifestyle.	Exploring stem-changing verbs. Using <i>se debe + no se debe</i> . Introducing new verbs to describe different illnesses.
	Term 5 4 Weeks Max. No. Lessons: 8	<b>Jóvenes en acción</b> <ul style="list-style-type: none"> <li>Talking about children's lives and rights</li> <li>Transport used to get to school</li> <li>Environmental issues</li> </ul>	<b>AO2: Speaking</b> – communicate and interact effectively in speech Prepare presentation on topic of environment and rights.	Exploring how to conjugate verbs in the 3 <sup>rd</sup> person singular and first person plural. Using the verb <i>poder</i> . Enhancing the use of the comparative.
	Term 6 7 Weeks Max. No. Lessons: 14	<b>Una aventura en Madrid</b> <ul style="list-style-type: none"> <li>Talking about Madrid</li> <li>Discussing what you can buy in a souvenir shop</li> <li>Describing a day trip to Madrid</li> </ul>	<b>AO3: Reading</b> – understand and respond to different types of written language on Madrid and activities to do in Madrid.	Introducing the preterite of irregular verbs. Reinforcing the construction of the superlative. Understanding how to use three different tenses in Spanish.

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# Continuous Development Cycle

Curriculum Knowledge & Assessment Overview

Department: Spanish

	Term / Duration	Topic & Main Content Overview	Assessment Task/Focus & Objectives	Powerful Knowledge for Year 10 (referenced to topic as appropriate)
Year 10 Scheme Overview	Term 1 7 Weeks Max. No. Lessons: 14	<b>Mi gente</b> <ul style="list-style-type: none"> <li>Talking about friends and family</li> <li>Discussing reading preferences/social network</li> <li>Describing people</li> </ul>	<b>AO3: Reading</b> – understand and respond to different types of written language on the topic of family and friends.	Revisiting the present tense and adjectival agreement. Understanding when to use <i>ser</i> and <i>estar</i> . Discovering the present continuous tense.
	Term 2 8 Weeks Max. No. Lessons: 16	<b>Intereses e influencias</b> <ul style="list-style-type: none"> <li>Talking about free-time activities</li> <li>Discussing interests</li> <li>Talking about what you usually do</li> <li>Describing people who inspire you</li> </ul>	<b>AO2: Speaking</b> – communicate and interact effectively in speech Prepare a presentation on your interests and role models.	Revisiting stem changing verbs and adjectives. Developing the use of imperfect and perfect tense. Discovering indefinite adjectives and pronouns.
	Term 3 6 Weeks Max. No. Lessons: 12	<b>De costumbre</b> <ul style="list-style-type: none"> <li>Talking about foods and festivals</li> <li>Ordering in a restaurant</li> <li>Talking about injuries and illnesses</li> <li>Describing a special day</li> </ul>	<b>AO4: Writing</b> – communicate in writing on the topic of foods and festivals.	Introducing expressions followed by the infinitive. Reinforcing the use of reflexive verbs in the preterite. Understanding when to use and when to avoid the passive.
	Term 4 7 Weeks Max. No. Lessons: 14	<b>Ciudades</b> <ul style="list-style-type: none"> <li>Talking about places in town, problems in towns</li> <li>Shopping for clothes</li> <li>Talking about future plans and a visit in the past</li> </ul>	<b>AO1: Listening</b> – understand and respond to different types of spoken language on the topic of your local area.	Revisiting the use of the future tense. Exploring the use of the conditional. Enhancing the use of different tenses. Introducing demonstrative adjectives.
	Term 5 4 Weeks Max. No. Lessons: 8	<b>¡Desconéctate!</b> <ul style="list-style-type: none"> <li>Discussing holidays and weather</li> <li>Talking about your holiday preferences</li> <li>Describing your last holidays</li> </ul>	<b>AO2: Speaking</b> – communicate and interact effectively in speech Prepare presentation on your last holidays and where you normally go on holiday.	Revisiting the use of present and preterite tense. Exploring a range of different structures to give opinions.
	Term 6 7 Weeks Max. No. Lessons: 14	<b>¡Desconéctate!</b> <ul style="list-style-type: none"> <li>Giving an account of a holiday in the past</li> <li>Describing where you stayed</li> <li>Booking accommodation</li> <li>Dealing with problems</li> </ul>	<b>AO3: Reading</b> – understand and respond to different types of written language on the topic of holidays.	Revisiting the use of the imperfect tense. Identifying positive and negative opinions. Enhancing the use of three tenses.

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# Continuous Development Cycle

Curriculum Knowledge & Assessment Overview

Department: Spanish

	Term / Duration	Topic & Main Content Overview	Assessment Task/Focus & Objectives	Powerful Knowledge for Year 11 (referenced to topic as appropriate)
Year 11 Scheme Overview	Term 1 7 Weeks Max. No. Lessons: 14	<b>Mi vida en el insti</b> <ul style="list-style-type: none"> <li>Talking about school, school subjects and teachers</li> <li>Describing your school uniform and school day</li> <li>Discussing school rules and problems</li> <li>Talking about activities, achievements and a school exchange</li> </ul>	<b>AO3: Reading</b> – understand and respond to different types of written language on the topic of school.	Developing the use of adjectives. Revisiting the use of the near future tense. Exploring in more depth the comparatives and superlatives.
	Term 2 8 Weeks Max. No. Lessons: 16	<b>¡A currar!</b> <ul style="list-style-type: none"> <li>Talking about different jobs, work experience and salary</li> <li>Applying for a summer job</li> <li>Discussing gap years and future plans</li> <li>Talking about the importance of language learning</li> </ul>	<b>AO2: Speaking</b> – communicate and interact effectively in speech Prepare a presentation on your future aspirations, study and work.	Introducing the subjunctive. Developing the use of different tenses. Exploring alternative connectives. Using indirect object pronouns.
	Term 3 6 Weeks Max. No. Lessons: 12	<b>Hacia un mundo mejor</b> <ul style="list-style-type: none"> <li>Talking about the environment and global issues</li> <li>Discussing healthy eating and healthy lifestyles</li> <li>Discussing natural disasters and local actions</li> <li>Talking about international sporting events</li> </ul>	<b>AO4: Writing</b> – communicate in writing on the topic of environment.	Exploring in more depth the use of the subjunctive. Discovering the use of pluperfect tense and the imperfect continuous. Revisit different ways of giving extended reasons.
	Term 4 7 Weeks Max. No. Lessons: 14	<b>End of SoW assessments</b>	<b>AO1: Listening</b> <b>AO2: Speaking</b> <b>AO3: Reading</b> <b>AO4: Writing</b>	
	Term 5 4 Weeks Max. No. Lessons: 8	<b>GCSE Exams</b>		
	Term 6 7 Weeks Max. No. Lessons: 14	<b>GCSE Exams</b>		

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# POWERFUL



# KNOWLEDGE

## Time phrases

En el pasado	<i>In the past</i>
Antes	<i>Before</i>
El año pasado	<i>Last year</i>
Ayer	<i>Yesterday</i>
Ahora	<i>Now</i>
Hoy	<i>Today</i>
Usualmente	<i>Usually</i>
Normalmente	<i>Normally</i>
En el futuro	<i>In the future</i>
El próximo año	<i>Next year</i>
Mañana	<i>Tomorrow</i>
La semana que viene	<i>Next week</i>

## Key verbs

Fui	<i>I went</i>
Hice	<i>I did</i>
Visité	<i>I visited</i>
Fue/Era	<i>It was</i>
Había	<i>There was</i>
Quería	<i>I used to want</i>
Decidi	<i>I decided</i>
Soy	<i>I am</i>
Tengo	<i>I have</i>
Tenemos	<i>We have</i>
Voy / Voy a	<i>I go/am going to</i>
Hago	<i>I do</i>
Puedes	<i>You can</i>
Hay	<i>There is/are</i>
Es/Está	<i>It is</i>
Me gustaría	<i>I would like</i>
Voy a jugar	<i>I am going to play</i>
Voy a ir	<i>I will go</i>
Habrà	<i>There will be</i>
Serìa	<i>It would be</i>
Serà	<i>It will be</i>

## Conjunctions

Y	<i>And</i>
También	<i>Also</i>
Además	<i>Furthermore</i>
Pero	<i>But</i>
Sin embargo	<i>However</i>

## Opinions

Me gusta	<i>I like</i>
Me encanta	<i>I love</i>
No me gusta	<i>I don't like</i>
Odio/Detesto	<i>I hate</i>
Prefiero	<i>I prefer</i>
Pienso que	<i>I think that</i>
Creo que	<i>I believe that</i>
En mi opinión	<i>In my opinion</i>
porque	<i>Because</i>
es	<i>It is</i>
Me gustaba	<i>I used to like</i>
Fue/Era	<i>It was</i>
Me gustaría	<i>I would like</i>
Serìa	<i>It would be</i>

## Intensifiers

muy	<i>Very</i>
también	<i>Too</i>
bastante	<i>Quite</i>
Un poco	<i>A bit</i>

## Adjectives

Nuevo/a	<i>New</i>
Basura	<i>Rubbish</i>
Pratico/a	<i>Practical</i>
Útil	<i>Useful</i>
Inútil	<i>Useless</i>
Gracioso	<i>Funny</i>
Fácil	<i>Easy</i>
Difícil	<i>Difficult</i>
Genial	<i>Great</i>
Viejo/a	<i>Old</i>
Moderno/a	<i>Modern</i>
Terrible	<i>Terrible</i>
Listo/lista	<i>Clever</i>

## Infinitive verbs

Ir	<i>To go</i>
Tener	<i>To have</i>
Ser	<i>To be</i>
Hacer	<i>To do</i>
Jugar	<i>To play</i>
Vivir	<i>To live</i>
Estudiar	<i>To study</i>
Comprar	<i>To buy</i>
Ayudar	<i>To help</i>
Tomar	<i>To take</i>

## Phrases

Me gusta practicar deportes porque es
<i>I love to do sport because it is</i>
En el pasado quería ser
<i>In the past, I used to want to be</i>
Creo que sería
<i>I think it would be</i>