

Spanish 5 Year Curriculum Plan

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Trust Curriculum Policy Extract

The Trust curriculum ensures all pupils in the Trust experience a rich, broad and balanced experience, reflecting the FMAT mission of 'Enriching lives, transforming futures'. **We want all our pupils to experience the joy and wonder of learning.**

We place a strong emphasis on nurturing the spiritual, moral, social and cultural development of pupils, along with a firm commitment to developing pupils' resilience and character **through the acquisition of life skills**. We are preparing all our pupils to contribute positively to modern British society **and have a suitable career and destination**. All pupils have the entitlement to study a rich and varied curriculum

The Trust values permeate the curriculum

Excellence: a curriculum of the highest quality to ensure excellent outcomes

Dedication: we believe there is dignity in hard work

Ambition: we want the very best for all of our students.

Integrity: moral purpose will underpin the curriculum decisions we make for our pupils

Tradition: British values, literacy and numeracy underpin the curriculum

A well-constructed curriculum will lead to good results because these results will reflect what pupils have learned. The curriculum is the progression model, enabling pupils to **know more, remember more and be able to do more**.

Teaching and Learning Vision

Knowledge is power. Information is liberating.

Kofi Annan

We believe all students, whatever their background, are able to become experts in the disciplines that they study. Their expertise will be achieved through quality teaching and the dissemination of deep knowledge by highly skilled and knowledgeable subject experts – in every classroom, every lesson, every day.

Our students have the right to be introduced to deep knowledge and a wealth of information from the spectrum of subjects that they study. They will be introduced to, and understand, theories and principles that have influenced, continue to influence, and will influence in the future, the world in which they live. They will be prepared to fully engage in academic discussion about their learning.

This learning will secure a successful place in society for our students. They will go further than they ever thought possible.

Teaching and Learning Vision for the **MFL** Department

The MFL department will ensure that every student, regardless of background, will not only develop strong and sustainable linguistic skills but will also broaden their cultural awareness and understanding of the world.

MFL lessons will develop confident, reflective, motivated and skilful students who will consider themselves as global citizens.

We can turn every learner into an expert in **Spanish**, at the same time as developing a love for the subject.

At the end of Year 11 students in **Spanish** will....

Know...

(Theme 1: Identity and Culture)

- How to describe / talk about your relationships with family and friends, including; marriage, partnership, socialising and attitudes/conflict between young people and family members.
- How to discuss the use of technology in everyday life, including; social media and mobile phones.
- How to discuss free time activities, including; music, TV and cinema, eating out and sport.
- How to discuss customs and festivals in Spanish-speaking countries.

(Theme 2: Local, National, International and Global Areas of Interest)

- How to describe the housing and area where they live and the features of a region / town.
- How to discuss social issues, including; charity/voluntary work, healthy/unhealthy lifestyles.
- How to discuss global issues, including; environmental issues and poverty/homelessness.

- How to discuss holiday preferences, including; weather, holiday activities, accommodation and facilities.

(Theme 3: Current and Future Study and employment)

- How to describe my studies, including; school subjects and teachers.
- How to describe everyday school life, including; school routine, rules, problems at school, uniform, extra-curricular activities and achievements.
- How to discuss my post-16 plans.
- How to discuss different jobs and future career choices and ambitions, including; work experience, earning money, applying for summer jobs, discussing gap years, plans for the future and the importance of learning a language.

Understand...

Pupils will be expected to acquire, develop and use their knowledge and understanding of Spanish grammar progressively during the 5 years. These are the grammar points that students must understand:

- Word order.
- Nouns.
- Cognates and near cognates.
- Adjectives.
- Adjectival agreements.
- Definite and indefinite article.
- Connectives.
- Intensifiers / quantifiers.
- Opinions and reasons.
- Adverbs.
- Pronouns.
- Prepositions.
- Conjunctions.
- Clause structure.
- Comparatives and superlatives
- Number, quantities, prices, dates and time.
- Negatives.
- Regular and irregular verbs in the present tense.
- Regular and irregular verbs in the preterite tense.
- Verbs in the immediate future tense.
- Regular and irregular verbs in the imperfect tense.

- Regular and irregular verbs in the future tense.
- Verbs in the present continuous tense.
- Verbs in the conditional tense.
- Verbs in the imperative tense.
- Reflexive verbs.

Be able to...

The KS3 national curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

The KS3 national curriculum for languages states that pupils should be taught to:

Grammar and vocabulary

- identify and use tenses or other structures which convey the present, past, and future as appropriate to the language being studied
- use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate
- develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues
- use accurate grammar, spelling and punctuation.

Linguistic competence

- listen to a variety of forms of spoken language to obtain information and respond appropriately

- transcribe words and short sentences that they hear with increasing accuracy
- initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address
- express and develop ideas clearly and with increasing accuracy, both orally and in writing
- speak coherently and confidently, with increasingly accurate pronunciation and intonation
- read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material
- read literary texts in the language [such as stories, songs, poems and letters], to stimulate ideas, develop creative expression and expand understanding of the language and culture.
- write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language.

The AQA GCSE Spanish specification states that students should be taught to:

AO1: Listening

- Demonstrate an understanding of different types of spoken language over a range of different topics/contexts.
- Identify the overall message/key points/details and opinions and deduce meaning from a variety of short and longer spoken passages, involving some more complex language, recognising the relationship between past, present and future events.
- Recognise and respond to authentic sources and evaluate and draw conclusions

AO2: Speaking

- Communicate and interact effectively in speech for a variety of purposes across a range of specified contexts.
- Take part in a short conversation, asking and answering questions, and exchanging opinions.
- Speak spontaneously, coherently and confidently, responding to unexpected questions, points of view or situations, to sustain communication.
- Initiate and develop conversations and discussion.

- Make appropriate and accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, with reference to past, present and future events.
- Express and justify thoughts and points of view.
- Use accurate pronunciation and intonation to be understood by a native speaker

AO3: Reading

- Understand and respond to different types of written language.
- Use high frequency familiar language across a range of contexts.
- identify the overall message, key points, details and opinions in a variety of short and longer written passages, involving some more complex language, recognising the relationship between past, present and future events.
- Deduce meaning from a variety of specified contexts, including authentic sources.
- Recognise and respond to key information, important themes and ideas in more extended written text and authentic sources, including some extracts from relevant abridged or adapted literary texts.
- Demonstrate understanding by being able to scan for particular information, organise and present relevant details, draw inferences in context and recognise implicit meaning where appropriate.
- Translate a short passage from Spanish into English.

AO4: Writing

- Communicate effectively in writing for a variety of purposes across a range of specified contexts.
- Write short texts, using simple sentences and familiar language accurately to convey meaning and exchange information.
- Produce clear and coherent text of extended length to present facts and express ideas and opinions appropriately for different purposes and in different settings.
- Make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events.
- Manipulate the language, using and adapting a variety of structures and vocabulary with increasing accuracy and fluency for new purposes, including using appropriate style and register.
- Make independent, creative and more complex use of the language, as appropriate, to note down key points, express and justify individual thoughts and points of view, in order to interest, inform or convince.
- Translate sentences and short texts from English into Spanish to convey key messages accurately and to apply grammatical knowledge of language and structures in context.

Have been exposed to the following knowledge, theories, texts and experiences that span beyond the GCSE specification

Introduction to A level grammar such as passive voice, future perfect, conditional perfect, subjunctive and reported speech. These grammar topics will be introduced during year 10 and year 11 in order to give students the opportunity to expand their knowledge and use a wide variety of linguistic structures and more complex sentences.

Regular authentic news updates from Spain. By doing so, students can get an inside view of the country, culture, ideas and beliefs. Anchors and journalists tend to enunciate clearly and speak in a standardised way. Written news tends to be well written with appropriate and correct use of grammar.

Access to authentic reading materials such as newspapers and magazines. Students will be asked to do a half-termly project based on a newspaper or magazine of their interest (Sports, fashion, cinema, cooking....)

Cultural understanding / experience via YouTube / online news programmes of national events, such as historical memorial days, authentic celebrations e.g. Las fallas / San Fermín / La Tomatina / El día de los muertos / El 5 de mayo

Access to authentic written materials such as stories, songs and films in Spanish. For example, in year 9, FCSE students will watch the movies "The innocent voices" and "Pan's labyrinth". The first movie is based on the El Salvador civil war and the second one is based on the Spanish civil war. For many of our students these topics will be thought provoking and will help them to reflect on their own lives and the world that we live in.

Developed their cultural and social capital through the following extra-curricular work

Many students at Smith's Wood Academy have low aspirations and think that learning other languages is not important. We would like to change this perception by inviting back ex-students who have continued studying languages at A-level and university. By doing so, we want to encourage students to be more open minded and realize the great opportunities and benefits that studying languages can have in their futures. These visits will take place before students pick their options in year 9 and once again in year 11 when students are starting to apply for college.

We would also like to keep stronger links with Solihull sixth form college and some universities and give our students the opportunity to do A-level and university taster sessions. These taster sessions would take place during years 10 and 11 and will encourage some of our students to continue studying Spanish at A-level.

Most of our students have never had the opportunity to watch a movie in a foreign language. We want to start a film club where students will watch one movie in Spanish every half-term in the theatre. We will initially target those students with lower cultural capital in order to provide them with the opportunity to experience watching a film in Spanish. Depending on the number of students, we could have a KS3 and a KS4 film club.

We would like to plan a trip to Barcelona or Madrid with years 8-10. Some of our students have had a holiday abroad but this will give other students the opportunity to visit Spain and learn about the culture and traditions of the country. This trip will depend on the time of the year, cost and approval.

Most of our students have never had the opportunity to try Spanish food before. We want to change this by offering a food tasting opportunity to our year 8 students during term 3 as they will be studying the topic of food and drink. Students will try bread with tomato, olive oil and a variety of serrano ham and Spanish cheese with some olives.

We would also like to visit a Spanish restaurant and we have found a company that gives students the opportunity of having lunch in a Spanish restaurant. We would like to invite many of our students that have never had the opportunity to do this with their families.

Last year there was a year 7 spelling bee competition at Bartley green and a Year 9 quiz competition at Lordswood Girls' School. We want to select a small group of students that would represent Smith's Wood Academy in both contests this year. This would be a great opportunity to not only compete and represent the Academy but also to socialise and meet students from other schools and academies.

5 Year Curriculum Plan

Year 7 Spanish at Smith's Wood Academy

The Smith's Wood Year 7 Spanish curriculum prepares all pupils to talk about themselves and their lives expressing a variety of opinions and reasons. All pupils will also get an introduction to Hispanic culture when they discuss Christmas traditions and education in Spain and South America. Students will have had a very different experience studying a language at KS2, This experience will vary from doing some French, Spanish, German, and Mandarin or in many cases not doing any language at all. As the KS2 programme is skill based instead of content based, during the first seven weeks we focus on building on these skills from zero in order to reduce any potential gap among our students. At the end of the first half-term, students do a baseline assessment and groupings are reviewed based on the results. The year 7 curriculum closely follows the programmes of study for MFL in KS3 as set out by the DfE to ensure a broad and balanced diet of cultural and linguistic knowledge and understanding. During the year, we will build on the knowledge and skills that can be transferred to different topics and we will check through the weekly knowledge checks if the key concepts have been embedded or if there are some topics that need to be retaught. Grammar concepts are also built as we go along and all topics and skills covered prepare students for the transition to KS4. **Our students are studying these units because** they reflect on the world pupils live in, using contexts familiar to them in their everyday lives and giving them insight into the everyday life and culture of Spain and other Spanish-speaking countries.

These units are studied in this order because the new knowledge and skills in each unit build on what has been taught before. For example, the topic "Mi insti" (My school) is taught after "Mi tiempo libre" (my free time) as students will already have been introduced to the use of the definite article that they will have to use for the school subjects. Students will have also studied opinions that they will use to talk about their subjects and teachers, The systematic progression ensures that knowledge is embedded in pupils' long-term memory and that they can apply skills fluently. In the first unit, we get pupils introducing and talking about themselves whilst we cover any content that students might have done in KS2 (numbers, colours, alphabet, etc.). We also introduce pupils to the key Spanish sounds, which will be revisited throughout the year in pronunciation features. In the second and third units, we continue developing what pupils can say about themselves (in topics relevant to them such as free time and school life) and their use of verbs. In the fourth unit, we expand pupils' use of verbs into the 3rd person singular and plural when they talk about their family and friends. In the final unit, we give pupils the opportunity to learn transactional language and the use of the immediate future tense when they talk about their city,

The enrichment opportunities available to year 7 pupils include half-termly spelling bee competitions, film club and food tasting during the Summer term. **These are aimed at** all students across the year group in order to make sure that we try to reduce the gap in attainment between disadvantaged and non-disadvantaged students.

Year 7 Units of Study		Length of unit
Unit 1	Mi vida – About myself.	14 lessons approximately.
Unit 2	Mi tiempo libre – My free time.	14 lessons approximately
Unit 3	Mi insti – My school.	14 lessons approximately
Unit 4	Mi familia y mis amigos – Family and friends.	14 lessons approximately
Unit 5	Mi ciudad – My city.	14 lessons approximately

Year 8 Spanish at Smith's Wood Academy

The Smith's Wood Year 8 Spanish curriculum prepares all pupils to continue talking about themselves expressing opinions and reasons and developing their knowledge of Hispanic culture, especially when we study topics such as food and drink and Summer destinations. The grammar focus for the year will be conjugating verbs in different tenses. The year 8 curriculum closely follows the programmes of study for MFL in KS3 as set out by the DfE to ensure a broad and balanced diet of cultural and linguistic knowledge and understanding. During the year, we will build on the knowledge and skills that can be transferred to different topics and we will check through the weekly knowledge checks if the key concepts have been embedded or if there are some topics that need to be retaught. Grammar concepts are also built as we go along and all topics and skills covered prepare students for the transition to KS4. **Our students are studying these units because** they reflect on the world pupils live in, using contexts familiar to them in their everyday lives (holiday, music, tv, food and drink...) and giving them insight into the everyday life and culture of Spain and other Spanish-speaking countries.

These units are studied in this order because the new knowledge and skills in each unit build on what has been taught before. The systematic progression ensures that knowledge is embedded in pupils' long term memory and that they can apply skills fluently. In the first two units (holiday and all about my life), we introduce the use of the preterite tense which then will allow pupils to work using two tenses together. In the third unit we will show some typical Spanish menus and learn about traditional foods of Central and South America. This will also allow us to talk about positive and negative stereotypes as many of our students need to understand the negative effects of stereotypes in society. In the fourth unit we will introduce reflexive verbs and we will have the opportunity to further practice with the use of 3 tenses. In the last unit, we will

introduce the imperative when asking for and giving directions and we will learn about the popular Spanish holiday destination of Mallorca.

The enrichment opportunities available to year 8 pupils include half-termly spelling bee competitions, film club and food tasting during the Spring term. **These are aimed at** all students across the year group in order to make sure that we try to reduce the gap in attainment between disadvantaged and non-disadvantaged students.

Year 8 Units of Study

Length of unit

Unit 1	Mis vacaciones – My holiday.	14 lessons approximately.
Unit 2	Todo sobre mi vida - All about my life.	14 lessons approximately
Unit 3	¡A comer! – Let’s eat!	14 lessons approximately
Unit 4	¿Qué hacemos? – What do we do?	14 lessons approximately
Unit 5	Operación verano – Summer holiday	14 lessons approximately

Year 9 Spanish at Smith's Wood Academy

The Smith's Wood Year 9 Spanish curriculum prepares all pupils to talk about themselves and their lives but also about wider ranging issues such as healthy and unhealthy lifestyles, human rights and the environment. Pupils will also use the language that they would need for arriving in Spain and meeting Spanish people. The grammar focus of the year would be on tenses (present, preterite, immediate future, imperfect and simple future). The year 9 curriculum closely follows the programmes of study for MFL in KS3 as set out by the DfE to ensure a broad and balanced diet of cultural and linguistic knowledge and understanding. During the year, we will build on the knowledge and skills that can be transferred to different topics and we will check through the weekly knowledge checks if the key concepts have been embedded or if there are some topics that need to be retaught. Grammar concepts are also built as we go along and all topics and skills covered prepare students for the transition to KS4. **Our students are studying these units because** they reflect on the world pupils live in, using contexts that are more challenging to them in their everyday lives (smoking, pollution, human rights..) and giving them insight into the everyday life and culture of Spain and other Spanish-speaking countries. However, equally important will be the fact that pupils will have the opportunity to discuss topics that will be relevant and engaging at the same time that prepare them for life.

These units are studied in this order because the new knowledge and skills in each unit build on what has been taught before. The systematic progression ensures that

knowledge is embedded in pupils' long-term memory and that they can apply skills fluently. In the first unit, pupils will talk about their lives using a wider variety of language with a real focus on the use of the three main tenses. In the second unit, pupils will reflect on and talk about their hopes for the future. This will be relevant for year 9 students as it will help them to start thinking about their options evening. It will also be a great opportunity to put emphasis on the importance of languages for future careers. In the third unit, pupils will discuss the importance of a healthy lifestyle. This is relevant as many of our students start smoking at a young age and lack information of the consequences of some of the bad habits that we will discuss in lessons. In the fourth unit, pupils will talk about wider, global issues and develop language for expressing their beliefs. In the final unit, pupils will develop language that they would need for arriving in Spain which will be extremely useful prior to the Summer holiday when many of them will have the opportunity to visit Spain.

The enrichment opportunities available to year 9 pupils include half-termly spelling bee competitions, film club and the opportunity to read two poems in Spanish during the Spring term. **These are aimed at** all students across the year group in order to make sure that we try to reduce the gap in attainment between disadvantaged and non-disadvantaged students.

Year 9 Units of Study		Length of unit
Unit 1	Somos así -	14 lessons approximately.
Unit 2	Oriéntate – Hopes for the future	14 lessons approximately
Unit 3	En forma – Healthy lifestyle	14 lessons approximately
Unit 4	Jóvenes en acción – Global issues	14 lessons approximately
Unit 5	Una Aventura en Madrid – Madrid	14 lessons approximately

Year 10 Spanish at Smith's Wood Academy

The Smith's Wood Year 10 Spanish curriculum prepares all pupils to start and then fully immerse in their GCSE journey by developing even further many of the units covered in the previous years. Pupils will talk about themselves using a wider range of vocabulary about a variety of topics that will include, among others, holiday destinations, school life, social networks, family relationships and the pros and cons of living in the city. The grammar focus of the year will be conjugating verbs in different tenses (present, preterite, immediate future, imperfect and simple future) and adding complexity to the way they express themselves. During the year, we will build on the knowledge and skills that can be transferred to different topics and we will check through the weekly

knowledge checks if the key concepts have been embedded or if there are some topics that need to be retaught. Grammar concepts are also built as we go along and all topics and skills covered prepare students for the high demands of the AQA GCSE specification. **Our students are studying these units because** they reflect on the world pupils live in, using contexts that are more challenging to them in their everyday lives (bullying, stress of the exams, the dangers of social media and the internet ...) and giving them insight into the everyday life and culture of Spain and other Spanish-speaking countries. Studying such a variety of topics will allow us to cover most of the units that need to be covered in the three themes of the AQA GCSE Spanish specification.

These units are studied in this order because the new knowledge and skills in each unit build on what has been taught before. The systematic progression ensures that knowledge is embedded in pupils' long-term memory and that they can apply skills fluently. In the first unit, pupils will talk about their holiday preferences and destinations at the same time that they will learn language that they would need to book accommodation or complain in a hotel. In the second unit, pupils will talk about their school life including extra-curricular activities, achievements and school exchanges. It will also be a great opportunity to be able to discuss some of the issues that pupils face nowadays such as peer pressure, bullying and the stress of the exams. In the third unit pupils will talk about socializing and their families. We will discuss important topics such as the pros and cons of social media and family relationships. In the fourth unit, pupils will talk about their free time and hobbies and we will spend some time talking about role models and people that inspire us. This will be a great opportunity to reflect on important people that have had an enormous impact on the world, with emphasis on the people behind the names of our four houses (Martin Luther King, Rosa Parkes, Stephen Hawking and Emmeline Pankhurst). In the fifth unit, pupils will talk about shopping preferences, the pros and cons of living in the city and the features of a region. This will be a good opportunity to teach our students about the city of Birmingham, the industry that it used to have and the reasons why the Nazis targeted Birmingham during WW2. This topic becomes even more relevant as this is something that historically most of our students do not know. In the final unit, pupils will talk about food and drink, typical meals from different countries and special days in different religions such as Christmas and Eid. This will allow us to focus on one of the British values (respect).

The enrichment opportunities available to year 10 pupils include film club and a cross-curricular project with food where students can cook a traditional Spanish dish (Spanish omelet). **These are aimed at** all students across the year group in order to make sure that we try to reduce the gap in attainment between disadvantaged and non-disadvantaged students.

Year 10 Units of Study		Length of unit
Unit 1	¡Deconéctate! - Holiday	21 lessons approximately
Unit 2	Mi vida en el insti – School life	21 lessons approximately
Unit 3	Mi gente – My people	21 lessons approximately
Unit 4	Intereses e influencias – My interests	21 lessons approximately
Unit 5	Ciudades - Cities	21 lessons approximately
Unit 6	De costumbre – Customs and traditions	21 lessons approximately

Year 11 Spanish at Smith's Wood Academy

The Smith's Wood Year 11 Spanish curriculum prepares all pupils to complete their GCSE journey as we will have covered all the units in the three different themes of the AQA GCSE Spanish specification. Pupils will talk about themselves using a wider range of vocabulary about a variety of topics that will include, among others, jobs, the importance of studying languages, environmental problems and social issues. The grammar focus of the year will be again conjugating verbs in different tenses (present, preterite, immediate future, imperfect and simple future) and adding complexity to the way that pupils express themselves. During the year, we will build on the knowledge and skills that can be transferred to different topics and we will check through the weekly knowledge checks if the key concepts have been embedded or if there are some topics that need to be retaught. Grammar concepts are also built as we go along and all topics and skills covered prepare students for the high demands of the AQA GCSE specification. **Our students are studying these units because** they reflect on the world pupils live in, using contexts that are more challenging to them in their everyday lives (Summer jobs, ambitions, marriage, pollution, the homeless...) and giving them insight into the everyday life and culture of Spain and other Spanish-speaking countries.

These units are studied in this order because the new knowledge and skills in each unit build on what has been taught before. The systematic progression ensures that knowledge is embedded in pupils' long-term memory and that they can apply skills fluently. In the first unit, pupils will talk about their work experience, the importance of learning a language and their ambitions for the future. This will be a great opportunity to discuss Post-16 options which is extremely relevant as our pupils will be about to start the process of applying for college or apprenticeships. In the second unit, pupils will talk about environmental problems and social issues such as global warming, pollution, unemployment, recycling the homeless, hunger, smoking and drugs. All these are relevant topics that will help pupils to develop the understanding of the world where we live. After completing all the units in the spec we will then start a very rigorous exam

preparation program that will allow us to not only prepare students for the high demands of the exams but it will also to identify and then rectify any gaps in knowledge.

The enrichment opportunities available to year 11 pupils include film club and the visit from ex pupils who have studied languages at KS5 and at university. **These are aimed at** all students across the year group in order to make sure that we try to reduce the gap in attainment between disadvantaged and non-disadvantaged students.

Year 11 Units of Study

Length of unit

Unit 1	¡A currar! – Let’s work!	21 lessons approximately
Unit 2	Hacia un mundo mejor – Towards a better world.	21 lessons approximately
Exam prep	Listening, speaking, reading and writing exam preparation.	50 lessons approximately

FCSE Spanish at Smith's Wood Academy

The Smith’s Wood FCSE Spanish curriculum prepares all pupils to gain an official qualification that can be used for future interviews and applications. This qualification is aimed at those students who are very unlikely to continue studying Spanish at GCSE and that could benefit from having a qualification in a language in their CVs. The standard is broadly equivalent to the National Curriculum KS3 languages programmes of study and the final grades are Pass, Merit and distinction. In this course, students will learn to talk about themselves, their studies, their free time and their food and drink habits. Pupils will also use the language that they would need for arriving in Spain and meeting Spanish people. The grammar focus of the year would be on tenses (present, preterite and immediate future). The FCSE curriculum closely follows the programmes of study for MFL in KS3 as set out by the DfE to ensure a broad and balanced diet of cultural and linguistic knowledge and understanding. During the year, we will build on the knowledge and skills that can be transferred to different topics and we will check through the weekly knowledge checks if the key concepts have been embedded or if there are some topics that need to be retaught. Grammar concepts are also built as we go along and all topics and skills covered prepare students for the demands of the AQA FCSE specification. **Our students are studying these units because** they reflect on the world pupils live in and build on previous knowledge. These units will also give

students insight into the everyday life and culture of Spain and other Spanish-speaking countries. However, equally important will be the fact that pupils will have the opportunity to discuss topics that will be relevant and engaging at the same time that prepare them for life.

These units are studied in this order because the new knowledge and skills in each unit build on what has been taught before. The systematic progression ensures that knowledge is embedded in pupils' long-term memory and that they can apply skills fluently. In the first unit, pupils will talk about their studies and future plans, using some variety of language with a real focus on the use of the three main tenses. This will be relevant for students as it will help them to start thinking about their options evening. It will also be a great opportunity to put emphasis on the importance of the FCSE qualification for future careers. In the second unit, pupils will reflect on their free time and hobbies. In the third unit, pupils will discuss eating and drinking habits and will learn how to order from a menu in a Spanish restaurant. This is relevant, as many of our students do not have a healthy and balanced diet and they lack information of the consequences of some of the bad habits that we will discuss in lessons.

The enrichment opportunities available to FCSE pupils include two different cultural projects that will take place during the summer term once the qualification is finished. These cultural projects are based on 2 movies that take place during the Spanish and the Salvadorian civil wars. **These are aimed at** all students across the year group in order to make sure that we try to reduce the gap in cultural capital between disadvantaged and non-disadvantaged students.

***** In the 2020-2021 academic year we will have the following groups studying the FCSE qualification:

8sSp4 + 8wSp4: These 2 groups did not do Spanish in year 7 as they were in catch-up groups.

9WSp3: This group started the FCSE qualification last year and will finish it this year,

9wSp4: This group did not do Spanish in year 7 and 8 as they were in catch-up groups.

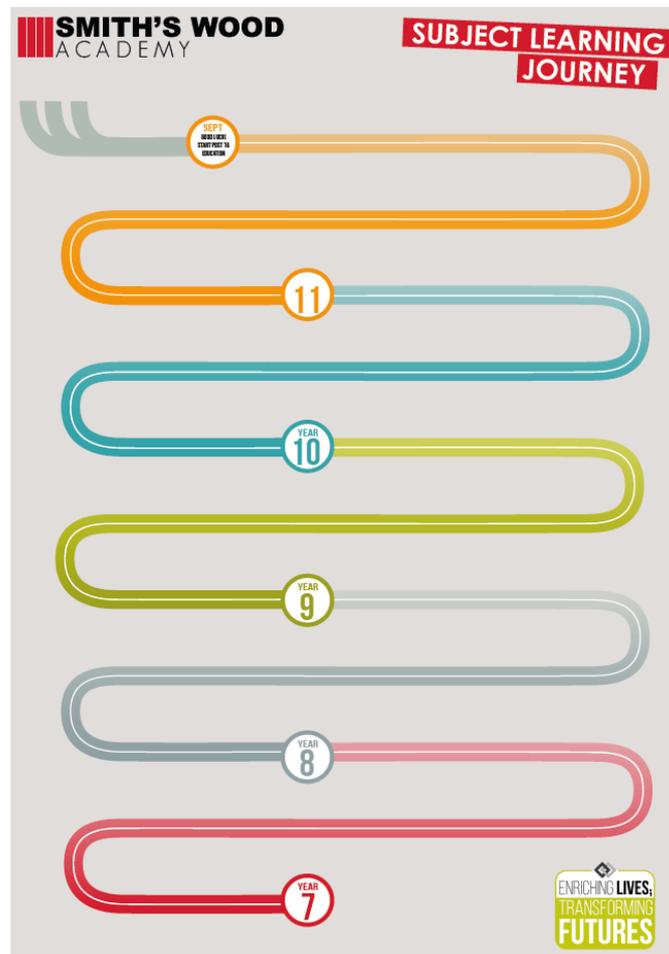
9sSp3 + 9sSp4: These groups are made from students who are very unlikely to continue studying Spanish at GCSE.

FCSE Units of Study

Length of unit

Unit 1	Education	14 lessons approximately.
Unit 2	Free time and leisure	14 lessons approximately
Unit 3	Food and drink	14 lessons approximately

The *Subject* Department Learning Journey at a glance



To include – topics, purpose of study and assessment points. To show how and why the curriculum is sequenced in the way in which it is.