



MFL- Spanish

Curriculum Vision

Students at Holderness Academy will experience a broad and ambitious MFL curriculum, rich in vocabulary and grammar, which provides the building blocks for lifelong language fluency and learning.

Curriculum Principles	Curriculum Intent
Curiosity of MFL	We want students to develop a love and curiosity for learning and understanding MFL. We will ensure we foster a lifelong interest in languages and the Spanish speaking world.
Breadth, depth & application of grammar and vocabulary knowledge.	The curriculum model centres around re-visiting topics sequentially, offering opportunity to further increase, embed and secure knowledge, skills and understanding throughout. Carefully embedded speaking opportunities encourage students to actively take part in foreign language conversations and spontaneous speaking. Students will be able to manipulate language to share their own ideas and beliefs with grammatical information that builds from Y7 through to Y11, and Y13.
High aspirations for careers in a modern, multicultural Britain and abroad.	Discussions on life at school, further education and future careers are intricately woven into the curriculum from Y7 to Y13. The importance of learning a language and MFL specific careers are repeatedly shared with students, to raise aspirations for all students. Exposure to authentic materials, show students real life applications of the language.
Outstanding future linguists	We want to inspire and encourage students to build cultural capital, have an appreciation and understanding of the Spanish speaking worlds and importance that MFL has on the local community and wider world.
Transferrable linguistic skills	We aim to give students a greater understanding of English as well as Spanish, with regards to grammar, literacy skills, active listening, presentation and conversation skills and translation into English and the target language. Students develop the ability to work with a partner or as part of a team, as well as the ability to work independently and become reflective learners.



Curriculum Implementation

Key Principles

The Spanish curriculum is heavily knowledge based which means the sequencing of our teaching must be designed to allow students to develop **disciplinary knowledge** alongside the **substantive knowledge**.

At Holderness Academy, the key principles of effective teaching focus on promoting active engagement and fostering long-term understanding. These principles include.

- **reviewing prior learning** to build on what students already know and **connect new concepts**
- **assessing comprehension** through questioning and feedback to **check understanding** throughout the lesson
- **scaffolding and modelling** by providing support, clear examples as students develop new skills & knowledge offering opportunities for both **guided and independent practice** to reinforce learning.

MFL Knowledge Rich Curriculum Structure

Subject Discipline	Domain Knowledge Threads	Domain Concepts
People and Lifestyle	Identity and relationship with others Discussions on our families and friends. Discussions on our personalities and identity.	Linguistic Attitudes The desire to know and understand the culture and history that shapes the French and Spanish speaking world. Grammatical Skills The understanding and application of a range of grammatical structures and ideas, in French and Spanish, as well as English. Communication Skills Understanding how to manipulate language to discuss your ideas and beliefs. To develop the ability to read aloud, present your opinions and actively take part in a conversation. Literacy Skills The ability, confidence, and willingness to engage with language (target language and native) to acquire, construct and communicate meaning in all aspects of daily living.
	Healthy living and Lifestyle Discussions on how to live a healthy life with reference to nutrition, sport, and dangerous substances.	
	Education and Work Discussions on our life at school and our future education and career plans.	
Popular Culture	Free-time activities Discussions on what we do in our free time, including sport, music, film and TV.	
	Customs, festivals, and celebrations Discussions on local, national, and international (in target language countries) celebrations, festivals and traditions.	
	Celebrity Culture Discussions on role models and international celebrities, with reference to musicians, actors, and athletes.	
Communication and the World around us	Travel and Tourism Discussions on our past and future holidays and tourism in our local area.	
	Media and Technology Discussions on current technology and the advantages and disadvantages of these technologies.	
	The environment and where people live Discussions on local and international environmental issues and how we can be environmentally friendly	

Building on prior learning – What can learners do by the end of Key Stage 2?

The statutory requirement to teach a modern or ancient language in primary schools from the age of 7 took effect from September 2014. Teaching at key stage 2 may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language.

The focus of MFL teaching in primary schools is on introducing children to basic language skills, such as listening, speaking, reading, and writing. The aim is to develop children's communication skills in a foreign language and to foster an interest in and enthusiasm for language learning.

Pupils should be taught to:

- -listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- -engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- -speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- -present ideas and information orally to a range of audiences
- -read carefully and show understanding of words, phrases and simple writing
- -appreciate stories, songs, poems and rhymes in the language
- -broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- -write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- -describe people, places, things and actions orally and in writing
- -understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

What are the knowledge gaps from Key Stage 2?

As there is not a requirement to teach a specific language, the primary school decides this themselves. We therefore have a mixture of French and Spanish taught at Key Stage 2 in our feeder schools. Therefore, some students will have no previous knowledge of the language they are learning in Y7.

Students need to further develop:

- -the use of dictionary skills to find new words in a bilingual dictionary.
- -as there is not always a specialist MFL teacher in the primary school, students can --sometimes struggle to use accurate pronunciation in the target language.
- -students can recall high frequency nouns and adjectives such as colours, numbers and pets but often struggle to write these in full sentences using pronouns and verbs.
- -asking and answering questions in the target language.
- -their confidence when speaking in the target language and having a positive attitude to learning a language.
- -their understanding of the French or Spanish speaking world (to be able to name French or Spanish speaking countries, discuss famous cuisines and famous festivals or traditions).

Spanish Key stage 3 – Long Term Planning

Knowledge type	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Y7 Concepts	<p>7.0 Phonics Foundation Unit An introduction to Spanish phonics. Introduction of Spanish: greetings, colours and numbers. Introduction to the Spanish speaking world.</p> <p>7.1 An Introduction to Me Present tense conjugations of irregular verbs tener and ser in the first and third person in singular and plural forms, to discuss personality and appearance. Introduction of personal pronouns, as well as the comparative and superlative to discuss personality and appearance.</p>	<p>7.2 School Subjects Present tense conjugations of the regular verb 'gustar' to express likes and dislikes. Use of porque to develop opinions and reasons on school subjects. Use of the negative structure 'no...' Revision of comparatives and superlatives to compare school subjects.</p> <p>7.3 My Town Use of 'hay' and 'no hay' to describe what there is and isn't in your town. Present tense conjugation of the irregular verb 'ir' and use of the preposition 'al' to describe where you go in town. Use of the modal phrase: 'se puede' to describe what you can do in your town. Introduction to adjectives in Spanish.</p> <p>Discussions of Christmas in the Spanish Speaking world</p>	<p>7.4 Sports and Free Time Activities Present tense conjugation of the irregular verb 'jugar'. Present tense conjugations of the irregular verb 'hacer' Revision of the comparative and superlative to discuss sports and hobbies. Introduction to time phrases in Spanish. Discussion of Spanish athletes and sport role models.</p> <p>7.5 School Times and Facilities Revision of the phrases 'hay' and 'no hay' to describe the facilities in your school. Telling the time in English and Spanish. Revision of the present tense conjugation of 'tener' and the present tense conjugation of 'estudiar' and 'aprender'. Introduction to dual verb opinion phrases to express opinions on your school.</p>	<p>7.6 My Family Revision of comparatives and superlatives to describe our family members. Third person conjugation of 'tener' and 'ser'. Adjective agreements when using ser', as well as masculine and feminine nouns.</p> <p>7.7 Easter in the Spanish Speaking World Discussion of Easter celebrations across the Spanish speaking world. Use of 'hay' to describe what there is during Easter celebrations.</p>	<p>7.8 Breakfast Present tense conjugation of 'comer' and 'beber'. Use of time phrases to discuss what you eat and drink and when. Use of opinion phrases and dual verb opinion phrases. Use of 'porque' to justify our opinions.</p> <p>7.9 Weather Introduction of the verb 'hacer' to describe the weather in Spanish. Use of 'cuando' and 'si' to express what we do in different weather conditions (retrieval of sports and hobbies). Retrieval of the modal phrase: 'se puede.'</p>	<p>7.10 Music and Musical Instruments Use of opinion phrases to express the music we listen to and don't listen to. Use of 'porque' to justify our opinions Present tense conjugation of 'escuchar'. Introduction to the near future tense, using the present tense conjugation of 'ir' to discuss a future music event. Discussions on Spanish musicians and musical role models.</p> <p>7.11 Holidays Discussion on Spanish speaking countries. Use of the irregular verb 'ir' to describe where we go on holiday. Retrieval of the near future tense to discuss what we are going to do in the summer holidays. Introduction of the conditional phrase 'me gustaría' to discuss what we would like to do.</p>

<p>Tier 3 Vocab</p>	<p>¡Hola, buenos días! ¡Hola! ¡Hola! Cómo estás ? ¿Cómo estás? Estoy bien. Estoy bien. Las cosas están mal. No soy genial. Así, así. Más o menos. ¡Adiós! ¡Hola! ¡Hasta luego! ¡Hasta luego! Cómo te llamas ? ¿Cómo te llamas? Mi nombre es... Mi nombre es... uno uno dos dos tres tres cuatro cuatro cinco cinco seis seis siete siete ocho ocho nueve nueve diez diez rojo rojo azul azul amarillo amarillo verde verde negro negro blanco blanco gris gris naranja naranja violeta</p> <p>Números 1 uno 2 dos 3 tres 4 cuatro 5 cinco 6 seis 7 siete 8 ocho 9 nueve 10 diez 11 once 12 doce 13 trece 14 catorce 15 quince 16 dieciséis 17 diecisiete 18 dieciocho 19 diecinueve 20 veinte ¡Hola! Hola Hola! Buenos días ¡Adiós! Adiós ¡Hasta luego! Nos vemos. Va bien. Estoy bien. Va mal. Va mal Así, así. así así Va muy bien Estoy muy bien Va muy mal No va bien Mi nombre es... Mi nombre es Me presento Me presento</p>	<p>En la escuela... me gusta... dibujar arte me encanta... me encanta... es... es... deporte educación física no me gusta... no me gusta... sin embargo música música que odio... odio... pero objetivo geografía geografía diversión diversión ¿Cuál es tu materia favorita? ¿Cuál es tu materia favorita? historia historia útil útil Mi materia favorita es... Mi materia favorita es... matemáticas mates interesante interesante ciencia ciencia fácil fácil informática TIC aburrido aburrido ¿Te gusta...? Te gusta...? difícil difícil Sí, me gusta... Sí, me gusta... inútil inútil Sí, me encanta... Sí, me encanta...</p>	<p>Normalmente juego al fútbol dos veces por semana. – Normalmente juego al fútbol dos veces por semana. Juego baloncesto todo el tiempo. - Juego baloncesto todo el tiempo. Vamos a jugar voleibol. – Vamos a jugar voleibol. Ayer jugué hockey para mi equipo y marqué un gol. – Ayer jugué hockey para mi equipo y marqué un gol. Jugué al rugby. – Solía jugar al rugby. Jugamos al cricket una vez por semana. – Jugamos al cricket una vez a la semana. Me gustaría jugar al netball alguna vez. – Me gustaría jugar al netball de vez en cuando. ¿Juegas tenis? – ¿Juegas tenis? Mi hermano nunca juega al squash. – Mi hermano nunca juega al squash.</p>	<p>Ma Famille (Mi familia) una madre la madre el padre el padre el hermano el hermano la hermana la hermana una abuela abuela el abuelo abuelo la tía la tía el tío el tío</p>	<p>una ensalada una ensalada un sándwich de jamón un sándwich de jamón una tortilla una tortilla un sándwich de queso un sándwich de queso una tartaleta una tarta pequeña un croque-monsieur una tostada de jamón y queso una limonada una limonada un café un café una granadina una granadina un café con leche un café con leche y un té ¡Hola! ¡Hola! Adiós ! ¡Hola! jugo de naranja un jugo de naranja ¿Quieres? ¿Qué le gustaría? una coca-cola una coca-cola me gustaría... me gustaría... un chocolate caliente un chocolate caliente gracias</p>	<p>invierno Invierno primavera Primavera verano Verano otoño Otoño está nevando está nevando hace frío hace frío hace calor hace calor las flores crecen las flores crecen los pájaros cantan los pájaros cantan hay el sol hay el sol los árboles pierden sus hojas los árboles pierden sus hojas la trompeta la trompeta la guitarra la guitarra la batería tamborilear la flauta dulce el clarinete clarinete el arpa el arpa los platillos platillos el violín violín el piano piano el triángulo triángulo</p>
----------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Assessment</p>	<ul style="list-style-type: none"> • Learners complete one summative assessment each HT which comprises of all 4 GCSE skills. • The retrieval questions ask students to apply the meaning of the words from the tier 3 vocabulary list. • An end of year assessment will be carried out in June. This will be a 1-hour assessment comprising of short and longer answer questions including all topics covered in year 7.
--------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Spanish Key stage 3 – Long Term Planning

Knowledge type	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Y8 Concepts	<p>8.1 Grammar Recovery Unit Present tense conjugations of high frequency regular and irregular verbs (ir, tener, hacer and ser). Present tense opinion phrases. Negative structures with the present tense Forming the near future tense.</p> <p>8.2 Celebrating Birthdays Present tense conjugation of 'tener'. Use of the conditional tense to describe what you would like for your birthday and what you would like to do.</p>	<p>8.3 Countries and Travelling Present tense conjugation of the verb 'ir' and 'viajar' to describe where you go on holiday. Use of 'allí' to express 'there'. Introduction to the past tense using 'tener' and 'ser'. Discussion of Spanish speaking countries.</p> <p>8.4 School uniform Present tense conjugation of the verb 'llevar'. Dual verb opinion phrases and the use of 'porque' to justify our opinions. Use of adjectives in Spanish to describe your school uniform. Use of the modal phrase: 'se debe/tienes que'</p> <p>Discussions about Christmas in the Spanish speaking world</p>	<p>8.5 At the market Expressions of quantity in Spanish to discuss food. Dual verb opinion phrases to express what we like and don't like to eat Use of the conditional tense to order items at the market.</p> <p>8.6 Transport and problems Retrieval of the past tense using tener and ser. Use of the prepositions 'en' and 'a' when discussing modes of transport. Use of the modal phrase 'se debe/tienes que'</p>	<p>8.7 Jobs and future plans Use of the conditional tense (me gustaría ser) to describe future career plans. Use of 'porque' to justify our opinions Retrieval of the near future tense to explain future career plans.</p> <p>8.8 Easter and Ramadan in the Spanish Speaking world Discussions of how Easter and the Muslim celebrations of Ramadan and Eid are celebrated in the Spanish speaking world.</p>	<p>8.9 Fashion and Shopping Retrieval of the present tense conjugation of 'llevar' Dual verb opinion phrases to discuss what we like to wear. Use of negative structures to discuss what we do not wear Retrieval of the usage of adjectives in Spanish.</p> <p>8.10 Television and Film Discussions on the types of TV shows we watch and don't watch. Present tense conjugation of 'ver'. Use of the past tense to describe what they have watched and discuss a previous trip to the cinema. Discussions of Spanish actors and entertainment role models.</p>	<p>8.11 School in Spanish Speaking Countries Use of the modal verbs 'deber' and 'tener que' to discuss school rules. Discussions on the differences between schools in England and in the Spanish speaking world.</p> <p>8.12 Eating out Use of the verbs 'comer' and 'beber' in 3 different tenses (present, past, near future) Use of 'me gustaría' to order food. Introduction to negative structures (no/nunca/ni/tampoco/ya no) Discussion of Spanish cuisine</p>
Tier 3 Vocab	<p>La fecha la fecha Los días de la semana los días de la semana Lunes Lunes Martes Martes Miércoles Miércoles Jueves Jueves Viernes Viernes sanedu Sábado Domingo Domingo ¿Qué día es hoy? ¿Qué día es hoy? Hoy es... Hoy es.... Enero Enero Febrero Febrero Marzo Marzo Abril Abril</p>	<p>la ropa la ropa guantes un par de guantes que usan usan (grupo masculino o mixto) pantalones un par de pantalones botas botas que usan usan (grupo femenino) un traje de baño un traje de baño medias medias lunes (el) lunes un suéter un jersey sandalias sandalias martes (el) martes una</p>	<p>una manzana una manzana una ciruela una ciruela una cereza una cereza una fresa una fresa una naranja una naranja un melocotón un melocotón un plátano un plátano una pera una pera un albaricoque un albaricoque un kiwi un kiwi tomates tomates guisantes guisantes calabacín</p>	<p>actor (actor (m)) adolescente/adolescente (adolescente, adolescente) cuidador ami (amigo (m)) aprendizaje dinero autobús/autobús (autobús) futuro (futuro) bachillerato/bac (examen final de secundaria (como niveles A)) edificio trabajo (trabajo, trabajo) oficina</p>	<p>la ropa la ropa guantes un par de guantes que usan usan (grupo masculino o mixto) pantalones un par de pantalones botas botas que usan usan (grupo femenino) un traje de baño un traje de baño medias medias lunes (el) lunes un suéter un jersey sandalias sandalias martes (el) martes una</p>	<p>corazón cuerpo peligro (peligro) almuerzo (almuerzo) cena (cena) dos (atrás) esfuerzo (esfuerzo) ejercicio (ejercicio escrito, ejercicio físico) experto (experto) comida rápida (comida rápida) queso fruta (fruta) pastel gusto (gusto, sabor) hospital (hospital) kilómetro (kilómetro) leche verdura</p>

	<p>Mayo Mayo Junio Junio Julio Julio Agosto Agosto Septiembre Septiembre Octubre Octubre Noviembre Noviembre Diciembre Diciembre 1-uno 2-dos 3- tres 4-cuatro 5-cinco 6-seis 7-sep 8-ocho 9- nueve 10- diez 11-once 12-doce 13- trece 14-catorce 15-quince 16-dieciséis 17-diez siete 18- dieciocho 19-diecinueve 20- veinte 21-veintiuno 22- veintidós 23-veintitrés 24- veinticuatro 25-veinticinco 26-veintiséis 27-veintisiete 28-veintiocho 29 - veintinueve 30-treinta 31- treinta y uno</p>	<p>camiseta una camiseta gafas gafas miércoles (el) miércoles un abrigo un abrigo una blusa una blusa el jueves (el) jueves un short un par de shorts zapatos un par de zapatos Viernes (el) Viernes un vestido un vestido calcetines un par de calcetines Sábado (el) Sábado una corbata una corbata que uso Yo uso Domingo (el) Domingo una bufanda una bufanda que usas que usas Para la escuela que uso.. Para la escuela que usar... una falda una falda que usa Cuando hace buen tiempo me pongo... una chaqueta una chaqueta que ella usa ella usa Cuando nieva yo uso... Cuando nieva me pongo... una camisa que usamos usamos Cuando yo estoy de vacaciones yo porte... Cuando estoy de vacaciones uso... una gorra, una gorra que ustedes usan, todos ustedes usan, mon my</p>	<p>calabacín judías verdes judías verdes zanahorias zanahorias champiñones champiñones patatas patatas cebollas cebollas espinacas espinacas berenjenas berenjenas</p>	<p>(escritorio, despacho) pero (meta, fin, objetivo, propósito) candidato cantante (cantante) jefe (jefe, cocinero (m)) camino (camino, camino) elección (elección) desempleo (desempleo)</p>	<p>camiseta una camiseta gafas gafas miércoles (el) miércoles un abrigo un abrigo una blusa una blusa el jueves (el) jueves un short un par de shorts zapatos un par de zapatos Viernes (el) Viernes un vestido un vestido calcetines un par de calcetines Sábado (el) Sábado una corbata una corbata que uso Yo uso Domingo (el) Domingo una bufanda una bufanda que usas que usas Para la escuela que uso.. Para la escuela que usa... una falda que usa.</p>	<p>(verdura) iluminado (cama) malo (dolor) medicina (medicamento, droga) pan</p>
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------

Assessment

- Learners complete one summative assessment each HT which comprises of all 4 GCSE skills.
- The retrieval questions ask students to apply the meaning of the words from the tier 3 vocabulary list. An end of year assessment will be carried out in June.
- This will be a 1-hour assessment comprising of short and longer answer questions including all topics covered in year 8.

Spanish Key Stage 3 – Long Term Planning

Knowledge type	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Y9 Conceptual Knowledge	<p>9.1 Grammar Recovery Unit</p> <p>Retrieval of present tense opinion phrases and Use of 'porque' to justify our opinions</p> <p>Retrieval of negative structures with three different tenses.</p> <p>Retrieval of the past tense with both 'tener' and 'ser'.</p> <p>Retrieval of the near future tense.</p> <p>9.2 Jobs and Ambitions</p> <p>Retrieval of the conditional tense to describe jobs we would like to do in the future.</p> <p>Use of conditional opinion phrases such as 'sería'.</p> <p>Introduction to the simple future tense, using the verb 'trabajar'.</p>	<p>9.3 Unhealthy Lifestyles</p> <p>Retrieval of negative structures to discuss unhealthy lifestyles.</p> <p>Use of irregular verbs 'ir/ tener/ hacer/ ser' to discuss what activities we do to keep healthy.</p> <p>Use of 'para' to express 'in order to'</p> <p>Retrieval of modal verbs (deber and tener que) to express what we should do to stay healthy.</p> <p>9.4 Technology</p> <p>Present tense verb conjugation of the verbs 'compartir, tomar, descargar)</p> <p>Use of time phrases and negative structures to discuss what we do online.</p> <p>Discussions of the advantages and disadvantages of the internet</p> <p>Discussion of Christmas in the Spanish speaking world</p>	<p>9.5 Life when Younger</p> <p>Introduction to the imperfect tense with regular and irregular verbs.</p> <p>Use of 'cuando era más joven' to discuss past lifestyles.</p> <p>Retrieval of the comparative to compare healthy lifestyles.</p> <p>9.6 Disastrous Holidays</p> <p>Introduction to reflexive verbs, to discuss what we do on holiday.</p> <p>Reflexive verbs in the past tense, to discuss a past holiday.</p> <p>Use of the perfect tense using both 'tener' and 'ser'.</p> <p>Discussion of Spanish speaking holiday destinations.</p>	<p>9.7 Ordering Food and Spanish Gastronomy</p> <p>Retrieval of quantities to discuss food and drink.</p> <p>Present tense conjugation of 'tomar' to order food and drink items in Spanish.</p> <p>Discussion of Spanish cuisine.</p> <p>Use of all three tenses to describe a recent restaurant visit (past, present and future)</p> <p>9.8 Celebrations in the Spanish speaking world</p> <p>Discussions on different festivals and traditions that take place in the Spanish speaking word, including La Tomatina, Pamplona Bull Run and Los Reyes Magos.</p> <p>Present tense conjugation of 'ir' to discuss which festivals they attend.</p>	<p>9.9 Friends and Ideal Partners</p> <p>Retrieval on the use of adjectives to describe people.</p> <p>Introduction to relative pronouns to enhance descriptions.</p> <p>Retrieval of the conditional tense with regular and irregular verbs to describe ideal friends and partners.</p> <p>Retrieval of the comparative and superlative.</p> <p>9.10 Problems at School</p> <p>Discussion on the current problems in school (too much homework, friendship issues, stress etc.)</p> <p>Retrieval of modal verbs to discuss current school rules (deber ad tener que).</p>	<p>9.11 Global Environmental Problems</p> <p>Discussions of current global environmental problems using the present tense.</p> <p>Use of 'si' clauses using the present and future tense.</p> <p>Retrieval of the future and conditional tense to give future solutions.</p> <p>9.12 Spanish Speaking Towns and Cities</p> <p>Retrieval of 'hay' and 'no hay' to discuss different towns and cities.</p> <p>Use of the future and conditional tense to describe where you would like to live in the future.</p>
Tier 3 Vocab	<p>experiencia (experience)</p> <p>fábrica (factory)</p> <p>falda (skirt)</p> <p>frase (phrase, sentence)</p> <p>geografía (geography)</p> <p>historia (history, story)</p>	<p>agua (water)</p> <p>bebida (drink)</p> <p>bicicleta, bici (bicycle, bike)</p> <p>botella (bottle)</p> <p>cabeza (head (body part))</p>	<p>otoño (autumn)</p> <p>país (country)</p> <p>paisaje (landscape)</p> <p>pan (bread)</p> <p>pescado (fish)</p>	<p>agua (water)</p> <p>bebida (drink)</p> <p>bicicleta, bici (bicycle, bike)</p> <p>botella (bottle)</p>	<p>abuela (grandmother)</p> <p>amistad (friendship)</p> <p>boda (wedding)</p> <p>compañía (company)</p> <p>confianza (confidence, trust)</p> <p>discusión (discussion, argument)</p>	<p>apagar ((to) turn off, extinguish turning off, extinguishing)</p> <p>aumentar ((to) increase increasing)</p> <p>ayudar ((to) help helping)</p>

	<p>industria (industry)</p> <p>informática (ICT)</p> <p>instalación (facility)</p> <p>lengua (tongue, language)</p> <p>lista (list, (school) register)</p> <p>medicina (medicine)</p> <p>mesa (table)</p> <p>mochila (rucksack, school bag)</p> <p>moda; de moda (fashion; in fashion, fashionable)</p> <p>música (music)</p> <p>nota (grade, note, mark)</p> <p>novela (novel)</p> <p>oferta (offer)</p> <p>oficina (office)</p> <p>opción (option, choice)</p> <p>oportunidad (opportunity, chance)</p>	<p>carne (meat)</p> <p>carrera (career, (university) degree course, race)</p> <p>cena (dinner, evening meal)</p> <p>comida (food, meal, lunch)</p> <p>copa (cup, glass)</p> <p>costumbre (custom, habit, tradition)</p> <p>dieta (diet)</p> <p>droga (drug)</p> <p>energía (energy, power)</p> <p>enfermedad (illness, disease)</p> <p>ensalada (salad)</p> <p>fruta (fruit)</p> <p>grasa (fat, grease)</p>	<p>peso (weight, peso (currency))</p> <p>pie; a pie (foot; on foot)</p> <p>piso (apartment, floor (of building), flat)</p> <p>plano (map)</p> <p>plato (plate, dish)</p> <p>pollo (chicken)</p> <p>precio (price, cost, value)</p> <p>puerto (port, harbour)</p> <p>recuerdo (memory, souvenir)</p> <p>restaurante (restaurant)</p> <p>río (river)</p> <p>sol (sun)</p> <p>templo (temple)</p> <p>tráfico (traffic)</p> <p>transporte (transport)</p> <p>tren (train)</p>	<p>cabeza (head (body part))</p> <p>carne (meat)</p> <p>carrera (career, (university) degree course, race)</p> <p>cena (dinner, evening meal)</p> <p>comida (food, meal, lunch)</p> <p>copa (cup, glass)</p> <p>costumbre (custom, habit, tradition)</p> <p>dieta (diet)</p> <p>hambre (hunger)</p> <p>hamburguesa (burger)</p> <p>juventud (youth)</p> <p>leche (milk)</p> <p>mano (hand)</p> <p>manzana (apple)</p> <p>medicina (medicine)</p> <p>naranja (orange (fruit))</p> <p>opción (option, choice)</p> <p>paella (paella (dish usually of rice and seafood))</p> <p>piel (skin)</p> <p>sal (salt)</p> <p>salud (health)</p> <p>sed (thirst)</p> <p>sociedad (society)</p> <p>uva (grape)</p> <p>verdura (vegetable)</p> <p>vida (life)</p>	<p>escuela ((primary) school)</p> <p>familia (family)</p> <p>hermana (sister)</p> <p>hija (daughter, child (f))</p> <p>identidad (identity)</p> <p>madrastra (stepmother)</p> <p>madre (mother)</p> <p>mujer (woman, wife)</p> <p>niña (child, young girl)</p> <p>novia (girlfriend, bride)</p> <p>pareja (couple, partner)</p> <p>personalidad (personality, celebrity)</p> <p>presión (pressure)</p> <p>relación (relationship)</p> <p>religión (religion)</p> <p>tarjeta (written card, bank card)</p> <p>tía (aunt)</p> <p>tradición (tradition)</p>	<p>causar ((to) cause causing)</p> <p>coger ((to) take, take hold of, catch taking, taking hold of, catching)</p> <p>comparar ((to) compare comparing)</p> <p>conducir ((to) drive driving)</p> <p>construir ((to) build building)</p> <p>contaminar ((to) pollute, contaminate polluting, contaminating)</p>
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Assessment	<ul style="list-style-type: none"> Learners complete one summative assessment each HT which comprises of all 4 GCSE skills. The retrieval questions ask students to apply the meaning of the words from the tier 3 vocabulary list.
-------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

- An end of year assessment will be carried out in June. This will be a 1-hour assessment comprising of short and longer answer questions including all topics covered in year 9.

Spanish Key Stage 4- Long Term Planning

Knowledge type	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Y10 Conceptual Knowledge	<p>10.1 Grammar Recovery Unit</p> <p>Retrieval of advance negative structures (<i>no/nunca/ni/tampoco/ya no</i>)</p> <p>Present tense with high frequency regular and irregular verbs</p> <p>Perfect and Imperfect Tense</p> <p>Near and Simple future</p> <p>Healthy living and Lifestyle</p> <p>Present, past and future time phrases reinforced.</p> <p>Discussion on a healthy lifestyle discussing nutrition, exercise and harmful substances.</p> <p>Use of the comparative and superlative to compare lifestyles.</p> <p>retrieval of the past tense with irregular past participles.</p> <p>Use of '<i>para</i>' to express 'in order to'</p>	<p>10.3 Partnerships</p> <p>Revisiting adjectives to describe an ideal partner.</p> <p>Use of relative pronouns to enhance descriptions.</p> <p>Use of the simple future to outline future plans, regarding marriage and children.</p> <p>Discussions on the advantages and disadvantages of marriage.</p> <p>Use of possessive adjectives, to discuss different family members.</p> <p>10.4 Pollution in Town</p> <p>Discussions of local environmentally problems.</p> <p>Use of '<i>si</i>' clauses with the present and future tense.</p> <p>Retrieval of modal verbs to discuss what we should do to protect the environment.</p> <p>Retrieval of the future and conditional tense to give future solutions.</p>	<p>10.5 Free Time and Leisure</p> <p>Discussion of free time activities including sports, music and TV, using the present tense conjugation of regular and irregular verbs.</p> <p>Use of the perfect and imperfect past tense to discuss what you did when you were younger and last weekend.</p> <p>Use of adverbs of frequency to explain how often we complete certain activities.</p> <p>10.6 Future Plans after School</p> <p>Use of the near and simple future to discuss future study and job plans, with a focus on irregular verbs.</p> <p>Expressing future opinions with the use of negative structures.</p> <p>retrieval of the conditional tense to discuss future desires.</p>	<p>10.7 Mobile Technology</p> <p>Discussion of the advantages and disadvantages of social media.</p> <p>Use of dual verb opinion phrases to discuss opinions on mobile technology.</p> <p>Use of the perfect and imperfect tense to discuss previous mobile habits.</p> <p>10.8 Protecting the environment</p> <p>Use of direct and indirect object pronouns.</p> <p>Retrieval of the conditional tense with irregular verbs to discuss solutions to environmentally problems</p>	<p>10.9 Charity Work</p> <p>Retrieval of reflexive verbs in the present and past tense to discuss daily routines.</p> <p>Introduction to '<i>lo que</i>' to add extra detail to our sentences.</p> <p>Discussion on the advantages of completing charity work in our local community and abroad.</p> <p>Use of present participles of regular verbs.</p> <p>10.10 Parent and Sibling Relationships</p> <p>Revisiting direct and indirect object pronouns.</p> <p>Use of '<i>cuyo</i>' to express 'whose'.</p> <p>Revision of the comparative and superlative to compare family members.</p> <p>Use of the imperfect tense to describe past relationships.</p>	<p>10.11 Ideal school</p> <p>Revisiting the use of '<i>allí</i>' and '<i>en</i>'</p> <p>Use of the conditional tense with regular and irregular verbs to describe our ideal schools.</p> <p>Retrieval of modal verbs to discuss deal school rules.</p> <p>Discussion of school in Spanish.</p> <p>10.12 Future Holiday Plans</p> <p>Consolidation of the near and simple future tense using regular and irregular verbs.</p> <p>Consolidation of modes of transport and the use of '<i>en</i>' and '<i>a</i>' to express 'by'.</p> <p>Use of opinion phrases in the future and conditional tense</p> <p>Discussion of Spanish speaking holiday destinations.</p>

Tier 3 Vocab	agua (water) bebida (drink) bicicleta, bici (bicycle, bike) botella (bottle) cabeza (head (body part)) carne (meat) carrera (career, (university) degree course, race) cena (dinner, evening meal) comida (food, meal, lunch) copa (cup, glass) costumbre (custom, habit, tradition) dieta (diet) droga (drug) energía (energy, power) enfermedad (illness, disease) ensalada (salad) fruta (fruit) grasa (fat, grease) hambre (hunger) hamburguesa (burger) juventud (youth) leche (milk) mano (hand) manzana (apple) medicina (medicine) naranja (orange (fruit)) opción (option, choice) paella (paella (dish usually of rice and seafood))	abuela (grandmother) amistad (friendship) boda (wedding) compañía (company) confianza (confidence, trust) discusión (discussion, argument) escuela ((primary) school) familia (family) hermana (sister) hija (daughter, child (f)) identidad (identity) madrastra (stepmother) madre (mother) mujer (woman, wife) niña (child, young girl) novia (girlfriend, bride) pareja (couple, partner) personalidad (personality, celebrity) presión (pressure) relación (relationship) religión (religion) tarjeta (written card, bank card) tía (aunt)	azúcar (sugar) baile (dance) bocadillo (sandwich) caballo (horse) café (coffee, cafe) camarero (waiter) camping (camp site, camping) caramelo (sweet) cine (cinema) club (club) concierto (concert) concurso (competition, quiz) deporte (sport) dibujo (drawing, art) ejercicio (exercise) equipo (team, equipment) espectáculo (show, spectacle) estadio (stadium) euro (euro) flamenco (flamenco (dance/music from the south of Spain)) fútbol (football) gimnasio (gym)	anuncio (advert) artículo (article, product, item) contacto (contact) correo (electrónico) (mail, post (email)) error (error, mistake) euro (euro) Internet (internet) mensaje (message) móvil (mobile phone) nombre (name) ordenador (computer) peligro (danger) programa (programme) resultado (result) riesgo (risk) seguidor (follower) sitio (web) (place, site (website))	alegre (cheerful, happy, lively) alemán (German) argentino (Argentinian) artístico (artistic) azul (blue) bi(sexual) (bi(sexual)) blanco (white) bonito (pretty, nice, beautiful) británico (British) casado (married) católico (Catholic) chileno (Chilean) chino (Chinese) civil (civil) colombiano (Colombian) cristiano (Christian) cubano (Cuban) débil (weak) delgado (thin, slim) deportivo (sporty, sports) duro (hard, resilient) enojado (angry) compañero (classmate, group member, colleague, companion) comportamiento (behaviour) consejo ((piece of) advice) contacto (contact) cuidado (care, carefulness) cumpleaños (birthday) extranjero (abroad, foreigner (m)) famoso (celebrity, famous person) gato (cat) hermano (brother) hijo (son, child (m))	arquitectura (architecture) bebida (drink) bicicleta, bici (bicycle, bike) bolsa (bag) cámara (camera) camarera (waitress) capital (capital (city)) carne (meat) carretera (road) cena (dinner, evening meal) comida (food, meal, lunch) compra(s) (shopping) comunidad (community) copa (cup, glass) corrida (bullfight) costa (coast) costumbre (custom, habit, tradition) cultura (culture) entrada (entrance, admission ticket) España (Spain)
---------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	piel (skin) sal (salt) salud (health) sed (thirst) sociedad (society) uva (grape) verdura (vegetable) vida (life)				hombre (man) humor (humour, mood) marido (husband) matrimonio (marriage) miembro (member) niño (child, little boy) nombre (name) novio (boyfriend, groom) ojo (eye)	
--	----------------------------------------------------------------------------------------------------------------------------------------	--	--	--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

Assessment	<ul style="list-style-type: none"> Learners complete one summative assessment each HT which comprises of all 4 GCSE skills. The retrieval questions ask students to apply the meaning of the words from the tier 3 vocabulary list. An end of year assessment will be carried out in June. This will be a 1-hour assessment comprising of short and longer answer questions including all topics covered in year 10.
-------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Spanish Key Stage 4- Long Term Planning

Knowledge type	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Y11 Conceptual Knowledge	10.1 Grammar Recovery Unit Retrieval of advance negative structures (<i>no/nunca/ni/tampoco/ya no</i>) Present tense with high frequency regular and irregular verbs Perfect and Imperfect Tense Near and Simple future Direct and indirect object pronouns 11.1 Jobs and Ambitions Consolidation of the future and conditional tense to discuss future career plans.	11.2 Social Issues Discussion on local and international social issues. Use of <i>'se debe +infinitive'</i> to describe what actions need to be done to improve our society. 10. My Town Using 'hay' in three tenses to describe what there is in our town. Consolidation of the pronoun <i>'alli'</i> to express 'there'. Use of the future and conditional tense to	10.5 Celebrations in Life Discussion of Spanish speaking celebrations and traditions, as well as discussions on Christmas and Easter in Spain. Use of the conditional tense to describe what you would like to do for your birthday. Consolidation of the past tense to describe a past celebration. Recognising and using the pluperfect tense. 10.6 A Past Holiday Use of the past and pluperfect tense to describe a past holiday.	10.7 At Home Descriptions of our homes and the house work we complete Consolidation of negative structures (<i>no/nunca/ni/tampoco/ya no</i>) Consolidation of reflexive verbs when describing our daily routines . 10.8 Speaking exam preparation and revision Speaking revision consisting of role plays, photo cards and general conversation questions.	Catch up and revision	

	<p>Consolidation of the perfect tense to discuss previous work experience.</p> <p>Use of 'si' with the future tense to discuss future job preferences.</p>	<p>explain where you will and would like to live in the future.</p>	<p>Use of opinion phrases in three tenses.</p>			
Tier 3 Vocab	<p>página (page)</p> <p>palabra (word)</p> <p>película (film, movie)</p> <p>presión (pressure)</p> <p>profesión (profession)</p> <p>prueba (test, trial, proof)</p> <p>puerta (door)</p> <p>recepción (reception)</p> <p>red (Red) (network (internet), net (fishing))</p> <p>regla (rule, ruler)</p> <p>relación (relationship)</p> <p>revista (magazine)</p> <p>ropa (clothes, clothing)</p> <p>silla (chair, seat)</p> <p>suerte (luck, fortune)</p> <p>tarea (task, chore, homework)</p> <p>tecnología (technology)</p> <p>tienda (shop, tent)</p> <p>universidad (university)</p> <p>vacaciones; de vacaciones (holidays; on holiday)</p> <p>ventana (window)</p> <p>artista (artist, performer)</p> <p>cantante (singer)</p> <p>cliente (client, customer)</p> <p>estudiante (student)</p> <p>influencer (influencer)</p>	<p>playa (beach)</p> <p>plaza (square)</p> <p>primavera (spring)</p> <p>recepción (reception)</p> <p>región (region)</p> <p>ropa (clothes, clothing)</p> <p>salida (exit, departure)</p> <p>sinagoga (synagogue)</p> <p>Sudamérica (South America)</p> <p>tarjeta (written card, bank card)</p> <p>temperatura (temperature)</p> <p>tienda (shop, tent)</p> <p>tradición (tradition)</p> <p>vacaciones; de vacaciones (holidays; on holiday)</p> <p>vista (view, sight)</p> <p>vuelta (return, trip, ride)</p> <p>zona (area, zone)</p>	<p>al aire libre (in the open air, outdoors)</p> <p>dar un paseo ((to) go for a walk, stroll going for a walk, stroll)</p> <p>Día de (los) Muertos (Day of the Dead (Mexican celebration))</p> <p>Día de (los) Reyes (Epiphany, 6th January)</p> <p>fuegos artificiales (fireworks)</p> <p>pasarlo bien/mal (to have a good/bad time)</p> <p>plaza de toros (bullring)</p> <p>Reyes Magos (the Three Kings, the Three Wise Men)</p> <p>Semana Santa (Easter Week, Holy Week)</p>	<p>ciencias (science(s))</p> <p>ciudad (city, town)</p> <p>cocina (kitchen, cooking, food technology)</p> <p>compra(s) (shopping)</p> <p>comunidad (community)</p> <p>contaminación (pollution)</p> <p>corrida (bullfight)</p> <p>costa (coast)</p> <p>derecha (right)</p> <p>desventaja (disadvantage)</p> <p>diferencia (difference)</p> <p>dirección (address, direction)</p> <p>economía (economy, economics)</p> <p>empresa (company, business, firm)</p> <p>energía (energy, power)</p> <p>entrada (entrance, admission ticket)</p> <p>escalera (stairs, ladder)</p> <p>España (Spain)</p> <p>especie (species)</p> <p>esquina ((street) corner)</p>		

	<p>médico (doctor)</p> <p>modelo (model)</p> <p>periodista (journalist)</p> <p>policía (police, police officer (m))</p>					
--	-------------------------------------------------------------------------------------------------------------------------	--	--	--	--	--

Assessment	<ul style="list-style-type: none"> Learners complete one summative assessment each HT which comprises of all 4 GCSE skills. The retrieval questions ask students to apply the meaning of the words from the tier 3 vocabulary list. An end of year assessment will be carried out in June. This will be a 1-hour assessment comprising of short and longer answer questions including all topics covered in year 11.
-------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

MFL Wider Curriculum

Local and Global Context
 Why is our curriculum relevant?
 How does it build understanding of the local area and international Issues?

We discuss a range of current environmental and social problems in our local environment as well as globally. For example, in Y8 we discuss different forms of transports and how we can travel more environmentally friendly. In Y10 we discuss the importance of charity work and how we can help people in our local communities. Students develop their ability to express their opinions and justifications on a wide range of topics. In key stage 4, students develop their debate skills in both speaking and writing.

Holderness Academy Values
 How does your curriculum develop our academy's values of **Aspiration, Resilience, Respect and Kindness**

We have expectations of all students, and the curriculum allows students to have high ambitions in their language lessons. They are always encouraged to develop their answers and add variety to their speaking and writing work.

As our curriculum is spiral, topics are frequently recovered. This allows students to build resilience in difficult topics as they will be able to consolidate their knowledge later in the course.

From Y7 students learn about the Spanish speaking world. We discuss in Y7 how Christmas and Easter are celebrated in France and how that is different to how we celebrate these holidays in England. In Y9 students learn about different festivals around the Spanish speaking world, not just in France. This exposure to different cultures allows our students to become respectful and tolerant to people from different countries and backgrounds. Students understand that there is a

Literacy and Numeracy
 How does our curriculum improve access to the world?

Literacy skills are developed throughout the course. We discuss word classes such as nouns, adjectives, and adverbs. We discuss sentence syntax in both English and Spanish. Students will have the opportunity to read aloud and present their ideas in presentations to the class.

Students translate sentences and texts into both French and English. There is an importance on spelling and correct grammar when translating into English.

We often discuss tenses and what these mean in English as well as in French. Students regularly complete extended pieces of writing and encouraged to develop their answers with a range of vocabulary and conjunctions.

Students develop numeracy skills by learning how to count and complete maths puzzles in French. In Y7 students learn how to tell the time in both English and Spanish, when discussing their school time tables.

Employability
 How does our curriculum develop employability skills and enable effective planning and choices for the future?

Throughout the course students discuss school life and plans for after school. In Y7 students learn to give their opinions and justifications on the subjects they currently study. In Y9 students discuss their dream jobs and ambitions after school. We exposure student to a range of jobs and places of work, as well as discussing the advantages and disadvantages of a range of professions.

world outside of our towns and the importance of respecting different views and traditions.

During our course students discuss the importance of charity work and how they can complete charity work in their local community. We also discuss social issues locally and internationally and discuss how we can show kindness and help people who are less fortunate than us.

Careers

Year 7

Year 8

Year 9

Year 10

Year 11