

Curriculum Vision

Faculty	Communications	Subject	Spanish
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Our Vision

Faculty Vision

The MFL faculty teaches French and Spanish. Students who study languages at JWS will be given the opportunity to develop their curiosity about the world; how the world is shaped by languages and the people who use them. We are committed to establishing a learning environment that encourages students to feel confident about taking risks and building resilience in and out of the classroom. Our team wants to inspire, foster and nurture a love of foreign languages and a greater respect for the cultural appreciation of the countries in which they are spoken. It is our intention that every child, regardless of need, should have access to the MFL curriculum.

Curriculum Intent

Our MFL curriculum has been designed around 3 key principles, all of which feature in the 2016 Teaching School Council review into MFL pedagogy; the explicit teaching of vocabulary, grammar, phonics. These principles underpin our KS4 provision.

Students are also given the opportunity to develop their curiosity about the culture and country where the TL is spoken. In year 9, students have the opportunity to learn about Spanish and South American festivals. Cultural differences in schools and daily routine are also discussed in Year 10.

Curriculum Sequencing Rationale and Implementation

KS4

The core pillars of phonics, vocab and grammar play an important role in our KS4 provision which follows the Edexcel specification. In KS4, we are beginning to use the EPI framework to support students in their journey from novice to expert. Grammar teaching in Spanish is explicit with students given multiple opportunities over the two year programme to develop their understanding of the past, present and future tenses. As students develop their understanding and ability to use these tenses successfully, the conditional, future simple and pluperfect are introduced. Throughout the KS4 provision students are regularly exposed to the ATLP models of PALMO and BORDUM to embed these strategies and enable students to progress from novice to expert in writing and speaking.

Spanish is an option subject. Our aim is to provide a broad and balanced curriculum to equip students for further language study and tolerant of the cultures, lifestyles, and experiences of others in the Spanish speaking world. 3. In Year 9, we commence GCSE topics. In the Autumn Term we complete *Mi gente* which introduces core KS3 content. We use a basics knowledge organiser to embed the core vocabulary. In the Spring Term we complete module 2 *intereses e influencias* and in the Summer Term we complete *de costumbre* and *ciudades*. We also incorporate the explicit teaching of present tense.

In Year 10, they study *Las vacaciones* in the Autumn Term this will also include the explicit teaching of the past and future tense. In Spring Term, the topic is *El insti* and we study *Mi futuro* in the Summer Term. We continue to explicitly teach the past, present, and future and we introduce the conditional, future, and pluperfect tense. Higher students are challenged to incorporate uncommon language.

In Year 11 we complete the last topic of *El medio ambiente*. After half term we start to retrieve and consolidate all five themes taught in Y9 and Y10 using listening, speaking, reading and writing. The Spring Term is a bespoke programme of study to reteach key misconceptions and revisit themes as appropriate to the cohort.