

**MODERN LANGUAGES DEPARTMENT**

**DEPARTMENT VISION:**

*‘You live another life for every new language you speak’.*

# AIMS:

* To inspire our learners to want to speak a foreign language and enrich their lives.
* To motivate learners to want to discover more about the culture of the country they are studying.
* To create an atmosphere of acceptance of different peoples, cultures and backgrounds
* To ensure students feel supported, adequately challenged and enjoy their learning by using a range of re- sources, tasks and media with which to teach and by offering a variety of extra– curricular experiences.
* To support our leaners to develop resilience and the linguistic and independent study skills that will enable them to be successful in the language they are learning and any other they choose to take up in later in life.

# KEY STAGE 3 CURRICULUM PLAN

Key Stage 3

The curriculum plan seeks to engage learners, ensure they have a firm grasp of phonics and therefore pronuncia- tion and spelling so as to keep confidence high in the four language skill areas of Listening, Speaking, Reading and Writing. We aim to ensure good background knowledge of Spain and parts of Latin America and we study a range of topic areas in which we develop these four skills, aiming to provide a good base for further study. We use an extensive processing approach to aid retention and ensure our learners have support and revision notes that they keep in their Knowledge Organizer folders.

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|  | **Autumn Term 1** | **Autumn Term 2** | **Spring Term 1** | **Spring Term 2** | **Summer Term 1** | **Summer Term 2** |
| **YEAR 7** | ¡Hola!  *Greeting &*  *Introductions* | ¡Yo!  *All about me* | Mi Familia  *My Family* | Los animales hispánicos  *Animals from the Spanish speaking world* | Mis opinions  *My opinions* | ¡A comer!  *Eating out in Spain* |
| **YEAR 8** | Decripciones  *Decribing myself and others* | Mi colegio  My School | ¡A trabajar!  *Jobs and careers* | El Tiempo y el  Ocio  *Freetime and weather* | Mis planes  *Plans for the holidays* | Mi casa es tu casa  *Booking*  *accommodation and excursions* |
| **YEAR 9** | Mi Rutina Diaria  *My daily routine* | Mi barrio  *My local area* | ¡Buen fin de semana!  *Have a good weekend* | Las vacaciones  *Holidays past present and future* | KS3 upskilling for GCSE | GCSE Topic Theme 1: Unit 1  Me, my family and friends |

# KEY STAGE 4 CURRICULUM PLAN

**We follow the AQA Spanish specification at GCSE.**

Students will study a range of topics, developing their skills in Listening, Reading , Speaking and Writing and are examined in al four skill areas.

This is a tiered examination and students will therefore be entered for either Foundation or Higher Level. The grade range at Foundation Level is from Grade 1 to 5 and at Higher from grade 4 to 9.

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|  | **Autumn Term 1** | **Autumn Term 2** | **Spring Term 1** | **Spring Term 2** | **Summer Term 1** | **Summer Term 2** |
| **YEAR 9** | Mi Rutina Diaria  *My daily routine* | Mi barrio  *My local area* | ¡Buen fin de semana!  *Have a good weekend* | Las vacaciones  *Holidays past present and future* | KS3 upskilling for GCSE | GCSE Topic Theme 1: Unit  Me, my family and friends |
| **YEAR 10** | Theme 1: Unit 2 Technology | Theme 1:Unit 3 Free-time activities | Theme 1:Unit 4 Customs and festivals | Theme 2: Unit 5 Home town, neighbourhood and my region. | Theme 2: Unit 6  Social Issues | Theme 2: Unit 8:2 Regions of Spain |
| **YEAR 11** | Theme 2: Unit 8:1 Holidays and travel | Theme 3:Current and future employment, My studies, Life at school, education post 16, Jobs and career choices | Theme 2: Unit 7 Global Issues | Revision, exam techniques and past papers. Final prep. For the Oral | Revision, exam techniques and past papers and written GCSE papers |  |

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| Marking, assessment and feedback activities: | | | | |
|  | **Symbol** | **What it means...** | | **When** |  |
| Sp. | Indicates a spelling mistake (only correct 5 spelling mistakes in  one piece of work) | | Exercise books |  |
| Double Check Mark Clip Art | Double ticked work indicates a strong and successful element of a pupil response. Label why it is successful. | | Extended pieces of writing |  |
| // | Indicates a new paragraph suggestion. | | Exercise books |  |
| ? Ex. | Indicates that something needs expanding. | | Exercise books |  |
| http://t2.gstatic.com/images?q=tbn:ANd9GcS0JTsZdmGWyWMtYjYmzUP3dp9IxC-g8gRmqNQv6484SisUtyQ7 | Indicates something does not make sense or needs re-writing/ poor expression. Pupils then have to work out and label what  they must correct. | | Exercise books |  |
| http://t1.gstatic.com/images?q=tbn:ANd9GcR3nvQeDuyHAXAVR6XdSScs7BJGjm8vcqy491010uzE0y2-UEZC | SPaG error that needs to be identified and fixed by the pupil. | | Exercise books |  |
| Purple Pen Podcast | Self / Peer assessment will be marked by the pupil | | Exercise books |  |
| Books are marked once a term.  Students self / peer assess reading and listening tasks Staff mark and feedback on extended written tasks  Assessments are kept in individual assessment wallets.  Homework: Students are tested on vocabulary every week. They use The Language Gym UK online for weekly inde pendent study, Quizlet and free Duolingo App. Staff also set written tasks and evidence of revision is required before tests. | | | | |  |

# FURTHER OPPORTUNITIES AND VISITS

* LANGUAGE LEADERS CLUB
* SPANISH FILM CLUB
* SPANISH POP CLUB
* EXTRA CONVERSATION CLASSES
* PERIOD 6
* VISITS TO SPANISH RESTAURANTS
* TRIPS TO UNIVERSITIES

# INTERNATIONAL VISITS

* There is a bi-annual trip to Spain.

**Care Respect Inspire**