



## Curriculum Intent

Subject: MFL (Spanish)

Year 11

	What?	Why?	National Curriculum Links
Term 1-1	<p><b><u>Recap Basic Crucial Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Time phrases</li> <li>• Opinions</li> <li>• Adjectives</li> <li>• Key Verbs and Phrases</li> <li>• Connectives</li> <li>• Set Phrases</li> </ul> <p><b><u>Recap of Theme 2</u></b></p> <ul style="list-style-type: none"> <li>• Healthy Lifestyle</li> <li>• House and Home</li> <li>• Ideal Home</li> </ul> <p><b><u>Communcative functions</u></b></p> <ul style="list-style-type: none"> <li>• ¿Qué haces para estar en forma? (Present tense focus)</li> <li>• ¿Qué hiciste ayer para estar en forma? (Preterite tense focus)</li> <li>• ¿Qué se debería hacer para estar en forma? (Conditional and future tense focus)</li> <li>• ¿Como es tu casa?</li> <li>• ¿Cómo sería la casa de tus sueños?</li> </ul>	<p>Pupils start the year by recapping the Essential Crucial Knowledge that they will have learnt previous years. These words and phrases are absolutely crucial to the learning of Spanish as they are used in every topic and will guarantee them complexity in their work when writing and speaking. Pupils will then be assessed on this and this and complete a Crucial Knowledge Test that will give MFL staff a baseline. The Essential Crucial Knowledge will be revisited and recapped continuously during topics and in recap lessons.</p> <p>Pupils will recap what they learned in Y10 to help them prepare for their GCSE Speaking Exam. They will have a Mock exam in December so this recap of crucial knowledge will allow them to feel confident in preparation for this. This recap will also help them prepare for the next topic in Unit 2. Tenses will also be revisited as grammar is absolutely essential for communication. Foundation groups will be taught and will revise set phrases in different tenses and identifying patterns and differences between tenses using a variety of skills. Higher ability groups will be looking at paradigms and tenses in detail.</p> <p>Once pupils have recapped crucial knowledge, pupils will focus more on the application phase. They will then start answering questions in detail in preparation for their speaking exam.</p>	<ul style="list-style-type: none"> <li>• To use a wide range of vocabulary and justify opinions.</li> <li>• Identify and use tenses.</li> <li>• To prepare pupils for future study.</li> <li>• To allow pupils to write at varying lengths on different topics.</li> </ul> <ul style="list-style-type: none"> <li>• Initiate and develop conversations.</li> <li>• Translate into English.</li> <li>• Translate into Spanish.</li> <li>• Express ideas and points of view clearly in both speaking and writing.</li> <li>• Cope with unfamiliar language and unexpcted responses.</li> </ul>



		<p>Pupils will therefore be assessed on their Speaking skills once they have completed their Mock exam in December. They will also be assessed on their Writing skills as they will complete a mini Writing Assessment on the topics learnt in theme 1 and 2 to help them recap prior learning. Pupils will complete the Writing in class and a Reading and Listening as a mock also to once again recap all learning so far.</p> <p>The assessment of all four skills will give MFL teachers an indication of overall progress at this crucial stage in the year.</p>	
Term 1-2	<p><b><u>The Environment</u></b></p> <ul style="list-style-type: none"> <li>• Environmental and social issues in town</li> <li>• Comparing where they live now with how it may have been in the past</li> <li>• Global issues</li> <li>• Homelessness and Poverty</li> </ul> <p><b><u>Communicative Functions</u></b></p> <ul style="list-style-type: none"> <li>• <i>¿Qué problemas hay en tu ciudad? (What problems are there in your town/city?)</i></li> <li>• <i>¿Cómo era tu ciudad en el pasado? (What was your town like in the past?)</i></li> <li>• <i>¿Cuales son los problemas medioambientales en el mundo de hoy? (What are the environmental problems in the world today?)</i></li> <li>• <i>¿Que piensas de los necesitados/de los sin techo? (What do you think about homeless people?)</i></li> </ul>	<p>Pupils will use their prior learning to help them to describe the town in which they live but with an environmental focus. They will be learning vocabulary to describe problems with their local environment using new vocabulary like “tráfico”, “no hay espacios verdes”.</p> <p>Pupils will then recap the past tense (the imperfect” to describe their town in the past in detail. “Había” and “era”.</p> <p>Using the same structures pupils will then be able to talk about global issues, homelessness and poverty. Specific vocabulary will be taught but pupils will need to give their opinion on each of the issues. Pupils may extend their language to talk about how these issues may changed over time.</p> <p>Pupils will be assessed on their Crucial Knowledge and Reading and Listening skills so that teachers are able to address misconceptions and knowledge gaps before moving onto extended application.</p>	<ul style="list-style-type: none"> <li>• To initiate and develop conversations.</li> <li>• Accurate pronunciation and intonation.</li> <li>• Express ideas and points of view clearly both in speaking and in writing.</li> <li>• Write confidently and spontaneously using a wide range of grammar and vocabulary expressing opinions.</li> <li>• Take part in discussions.</li> <li>• Transcribe words and short sentences.</li> <li>• Read literary texts.</li> </ul>
Term 2-1	<p><b><u>The Environment (2)</u></b></p> <ul style="list-style-type: none"> <li>• Solutions to environmental issues (the conditional – se debería + infinitive)</li> </ul>		<ul style="list-style-type: none"> <li>• Identify and use tenses.</li> <li>• Foster pupils’ curiosity and deepen</li> </ul>



	<ul style="list-style-type: none"> <li>• What you do to help the environment (the present tense)</li> <li>• <b>Recap and consolidation of whole unit and preparation for assessments. Pupils prepare answers for general conversation Theme 2.</b></li> </ul> <p><b><u>Communicative Functions</u></b></p> <ul style="list-style-type: none"> <li>• <i>¿Qué se debería hacer para proteger el medioambiente? (What should be done to protect the environment?) (Conditional tense)</i></li> <li>• <i>¿Qué haces para proteger el medioambiente? (What do you do to protect the environment?) (Present tense)</i></li> <li>• <i>¿Qué haras para proteger el medioambiente? (What will you do to protect the environment?) (Future tense)</i></li> </ul>	<p>Pupils will focus on solutions to each of the global issues mentioned, by using the conditional tense to say what <i>should be done</i> “se debería”, “hay que”, “se debe”.</p> <p>Pupils will also be able to say what they do to help using present tense verbs “reciclo”, “apago las luces”, “separo mi basura”. Using time phrases, pupils will be able to say how often and extend their language further to say why.</p> <p>Pupils will also learn the simple future to talk about what they will do in order to protect the environment. Pupils will also revisit the immediate future tense.</p> <p>Pupils will learn about environmental issues in Spain such as drought and forest fires due to the weather and climate change.</p> <p>Pupils will be assessed on their Writing and Speaking to help apply all crucial knowledge into context.</p>	<p>understanding of the world.</p> <ul style="list-style-type: none"> <li>• Use and manipulate a variety of key grammatical structures and patterns.</li> <li>• Take part in discussions.</li> <li>• Listen to a variety of forms of spoken language.</li> <li>• Initiate and develop a conversation.</li> <li>• Translate unto English.</li> <li>• Translate into Spanish.</li> <li>• Read and understand texts.</li> <li>• Write confidently and spontaneously using a wide range of grammar and vocabulary, expressing opinions.</li> </ul>
<p>Term 2-2</p>	<p><b><u>School and Jobs</u></b></p> <ul style="list-style-type: none"> <li>• Recap of school subjects and opinions</li> <li>• School routine in the UK (timetable, days of the week etc.)</li> <li>• School rules and uniform</li> <li>• Jobs and future studies</li> </ul>	<p>Pupils will recap school subjects to be able to say what they study and reuse opinions and essential crucial knowledge again to say what their favourite subject is. They will then extend their language by talking about the school rules and uniform where they will learn new grammatical structures in order to say what they “must” do.</p> <p>Pupils will be assessed on their Crucial Knowledge and Reading and Listening skills so that teachers are able to address misconceptions and knowledge gaps before moving onto extended application.</p>	<ul style="list-style-type: none"> <li>• Write confidently and spontaneously using a wide range of grammar and vocabulary.</li> <li>• Translate to the TL.</li> <li>• Cope with unfamiliar language and unexpected responses.</li> <li>• Express ideas and points of view clearly in</li> </ul>



	<p><b><u>Communicative Functions</u></b></p> <p><b><u>RECAP</u></b></p> <ul style="list-style-type: none"> <li>○ ¿Qué estudias? (What do you study?)</li> <li>○ ¿Cual es tu asignatura preferida? (What is your favourite subject?)</li> <li>○ ¿Qué son las normas/las reglas en tu instituto? (What are the rules in your school?)</li> <li>○ ¿Cómo es tu uniforme escolar? (What is your school uniform like?)</li> </ul> <p><b><u>Jobs</u></b></p> <ul style="list-style-type: none"> <li>○ ¿Qué trabajo te gustaría hacer en el future? (What job would you like to do in the future?)</li> <li>○ ¿Qué querías hacer como trabajo en el pasado?)</li> <li>○ ¿Tienes un trabajo a tiempo parcial? (Do you have a part-time job?)</li> <li>○ ¿Qué debes hacer en tu trabajo? (What do you have to do in your job?)</li> </ul> <p><b>Prep for the Speaking Exam.</b></p>	<p>Once recap of school is completed, pupils will move on to learn new vocabulary on jobs and future plans after studying. They will learn how to talk about which job they would like to do and why by giving reasons and opinions. The present tense, the conditional tenses and the past tense will be revisited as pupils will need to talk about jobs in the future, what they wanted to do as a job when they were younger, and talk about a part-time job they may have and what they need to do in that job in terms of responsibilities.</p> <p>Pupils will be assessed on Writing, Reading and Listening skills to help them prepare for their final exams with confidence. Pupils should be able to apply all crucial knowledge learnt to all skills.</p>	<p>both speaking and writing.</p> <ul style="list-style-type: none"> <li>● Read and understand texts.</li> <li>● Translate into English.</li> <li>● Read literary texts.</li> <li>● Accurate pronunciation and intonation.</li> <li>● Speak with confidence and fluency.</li> <li>● Use and manipulate a variety of key grammatical structures and patterns</li> </ul>
<p>Term 3-1</p>	<p><b><u>Recap and revision of all themes.</u></b></p> <p><b><u>Exam Prep</u></b></p> <p>Listening and Reading skills and exam technique.</p> <p>Writing Exam technique.</p>	<p>All themes will be revisited in preparation for their final exams.</p>	<ul style="list-style-type: none"> <li>● Identify and use tenses.</li> <li>● Use and manipulate a variety of key grammatical structures and patterns.</li> </ul>



			<ul style="list-style-type: none"> <li>• Use a wide range of vocabulary and justify opinions.</li> <li>• Take part in discussions.</li> <li>• Use grammar, spelling and punctuation.</li> <li>• Listen to a variety of spoken language.</li> <li>• Transcribe words and short sentences.</li> <li>• Express ideas and points of view in the target language.</li> <li>• Cope with unfamiliar language.</li> <li>• Read and understand texts.</li> <li>• Translate into English.</li> <li>• Read literary texts.</li> <li>• Write confidently and spontaneously using a wide range of grammar and vocabulary, expressing opinions.</li> <li>• Translate to the target language.</li> </ul>
<p>Term 3-3</p>	<p><b><u>YEAR 11 FINISH</u></b></p>		



## Curriculum Intent

Subject: MFL (Italian)

Year 11

<p>Term 1-1</p>	<p><b><u>The Environment</u></b></p> <ul style="list-style-type: none"> <li>• Global environmental issues</li> <li>• Environmental issues in your town</li> <li>• What we do, and should do, to help the environment</li> </ul> <p><b><u>Communicative functions:</u></b></p> <p>Quali sono i problemi ambientali dove vivi? (what are the environmental problems where you live?)          Cosa fai per proteggere l'ambiente? (what do you do to help the environment?)          Cosa farai per aiutare l'ambiente? (what will you do to help the environment?)          Cosa (non) dobbiamo fare per proteggere l'ambiente? (what should we {not} do to protect the environment?)</p>	<ul style="list-style-type: none"> <li>• Pupils will cover vocabulary and key phrases to help them talk about the environment from a local point of view to a wider more global point of view. This will help them prepare for all four skills of the exam.</li> </ul>	<ul style="list-style-type: none"> <li>• Read and understand texts</li> <li>• Translate into English</li> <li>• Speak and write confidently using a wide range of accurate grammar and vocabulary</li> <li>• Expressing and justifying complex opinions.</li> <li>• Translate accurately into Italian</li> </ul>
<p>Term 1-2</p>	<p><b><u>Recap of family and relationships</u></b></p> <ul style="list-style-type: none"> <li>• Family members and physical and personality descriptions</li> <li>• Relationships with family and friends</li> <li>• Future plans and opinions on marriage</li> </ul> <p><b><u>Recap of technology</u></b></p> <ul style="list-style-type: none"> <li>• Using mobile phones and use of social media</li> <li>• Advantages and disadvantages of mobile technology</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will recap vocabulary in preparation for their final GCSEs.</li> <li>• The main focus will be on set phrases in different tenses, key vocabulary for each topic and an application of knowledge through practising skills needed for the exam.</li> <li>• Pupils will complete practice assessment questions across all 4 skills.</li> </ul>	<p><b>The remainder of the year will be focused on recapping topics to prepare pupils for the assessments and for further study of languages.</b></p> <p><b>Topics will be chosen based on dialogue with pupils to identify where misconceptions and knowledge gaps lie.</b></p>



<p>Term 2-1</p>	<p><b><u>Recap of Free time</u></b></p> <ul style="list-style-type: none"> <li>• Sports</li> <li>• Free time activities</li> <li>• Holidays</li> </ul> <p><b><u>Recap of Food and culture</u></b></p> <ul style="list-style-type: none"> <li>• Food and drink</li> <li>• Healthy and unhealthy lifestyles</li> <li>• Customs and festivals</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will recap vocabulary in preparation for their final GCSEs.</li> <li>• Pupils will complete practice assessment questions across all 4 skills.</li> <li>• The main focus will be on set phrases in different tenses, key vocabulary for each topic and an application of knowledge through practising skills needed for the exam.</li> </ul>	
<p>Term 2-2</p>	<p><b><u>Recap of regional and social issues</u></b></p> <ul style="list-style-type: none"> <li>• Home and region</li> <li>• Environmental issues</li> <li>• Social issues – homelessness &amp; poverty</li> </ul>	<ul style="list-style-type: none"> <li>• The main focus will be on set phrases in different tenses, key vocabulary for each topic and an application of knowledge through practising skills needed for the exam.</li> <li>• Pupils will complete practice assessment questions across all 4 skills.</li> </ul>	
<p>Term 3-1</p>	<p>GCSE EXAM PREP Speaking exam</p>		
<p>Term 3-2</p>	<p>GCSE EXAMS PREP Reading, Listening and Writing exam</p>		