



Quality of Education Statement

Spanish

Curriculum Intent

Subject Vision and Rationale Statement

Wyvern College Vision Statement

“To become the finest version of yourself...

Think deeply, *read widely, discuss openly and listen intently. Study with PRIDe, forever Prepared, Respectful, Involved and Dedicated.*

Grow personally, *in confidence, wellbeing and individuality. Expand your interests and friendships. Develop a conscience and the moral courage to act on it. Embrace the personal challenges of STRIVE.*

Care passionately *about people and causes. Appreciate the help of others; help them through service, teamwork, kindness and leadership. Make this world a better place as an informed and influential citizen, respecting British and universal values”*

Explain the vision for your subject’s curriculum. How does your subject curriculum support the whole-college vision statement? Please ensure your vision statement is written in three paragraphs: Think, Grow, Care.

Think: We will provide opportunities for students to develop their receptive skills of listening and reading, together with the productive skills of speaking and writing. Students will be exposed to a range of materials, including authentic texts, encompassing a wide range of reading and listening skill development. We will consistently work with students in encouraging them to study with PRIDe, for example in presentation of work, language learning techniques and independent study.

Grow: Within the language classroom we strive to develop the inter-curricular skills of turn-taking and listening, alongside the development of resilience, confidence and independence. We hope to prepare students for their future lives with the ability to understand and communicate in another language at varying levels. We also aim for students to recognise that languages are a lifelong skill for employment, education and leisure.

Care: We aim to develop an inclusive classroom environment, where all students support each other and learn through taking positive risks, often out of their comfort zone. Through the study of foreign languages, our aim is for our students to develop a respect for, and appreciation of, different countries and cultures within the Wyvern community and beyond. We seek to develop student awareness that languages play an essential role in mutual understanding, a sense of global citizenship and personal fulfilment.

Principles of Effective Curriculum Design



An Equitable Curriculum

Key principles

“An Equitable Curriculum- *All students access the same curriculum, whichever teacher they have and whatever group they are in. Students are not denied this curriculum because of their SEND, their prior attainment or their teacher. The curriculum rationale ensures what students get taught, not teachers’ personal preferences – and this is every child’s entitlement.”*

Explain your strategy and decision-making to ensure all students access an equitable curriculum. How do you ensure students with SEND, PP, or with different classes and teachers access the same curriculum?

The GCSE Spanish scheme of work is clearly written and well resourced. Resources and teaching & learning strategies are constantly shared across the department to ensure that all students have access to high quality, relevant resources and benefit from current ideas and ideals in MFL teaching. Themes and topics are consistent across all languages and there is a clear rationale behind the sequence of content and skills development. Where appropriate, content and/or approach is adapted to ensure suitability and accessibility to the curriculum for all students, including PP students, SEND students and students of all prior attainment levels.

A Vertical Curriculum & A Spiral Curriculum

Key principles

“A Vertical Curriculum- *The curriculum is used as a progression model, it unfolds with increasing levels of challenge. Units are sequenced in such a way that each one builds on what went before and prepares for what comes next. It builds learning up towards clear end points, whilst also being clear what students are expected to know and do at each defined intermediate point. Knowledge and skills therefore get progressively more complex; conceptual understanding becomes more sophisticated because conceptual links are maximised.*

“A Spiral Curriculum- *The curriculum explicitly identifies for teachers, students and parents the subject’s “Big Ideas” - the essential knowledge, skills and concepts in each unit that need to be retained beyond that unit as they are built upon in later units. The curriculum doesn’t just introduce the Big Ideas once, but repeatedly revisits them in ways that provide students with retrieval practice opportunities to ensure curriculum continuity, coherence and retention. This supports students in transferring knowledge and understanding to their long-term memory and makes it easier for them to understand new learning.”*

Curriculum End Points for End of KS4

List here the skills, knowledge and concepts that you are aiming for students to have mastered by the time they leave us. Think about the assessment objectives for the course you teach at KS4 but also any wider educational outcomes you think students should have been able to acquire.

In Key Stage 4 we continue to base our curriculum on the 5 main strands of Oracy, Literacy, Knowledge about Language, Intercultural Understanding & Contact and Language Learning Strategies. Whilst these originate from the primary languages initiative, we feel that these encompass the ethos for learning a language at any level and are therefore fully relevant throughout students’ language learning journey. In our language lessons and through home learning we will ensure that we continue to apply the principles of spacing and interleaving, constantly revisiting and building upon students’ prior learning. We will work with students to build up their language and their skills in preparation for GCSE and we will seek to promote their independence in learning and using a language. At the same time, we will continue to ensure that students’ language learning is a positive experience and ultimately a life skill. We aim to achieve the following by the end of Key Stage 4:

- Development of **Oracy** (Listening and Speaking skills), including:
 - continuing to promote good pronunciation of familiar and unfamiliar language by referring to prior phonics knowledge.
 - further development of students’ ability to use and recognise intonation, tone of voice & non-verbal cues such as gesture to aid their understanding of spoken language and to communicate meaning.
 - developing students’ ability to recognise / use key markers and intonation to indicate mood, opinions, time frames etc.
 - developing students’ listening skills and strategies in order to cope with a range of texts and question types at varying levels of difficulty and spoken by native speakers at near normal speed.
 - developing students’ ability and confidence in using the target language more spontaneously to convey what they want to say with increasing accuracy and to express and develop thoughts and ideas.
 - developing students’ ability to hypothesise and speculate in the target language to promote and support spontaneity.

- developing students' ability to use repair strategies where appropriate in order to sustain communication.
 - developing students' ability to understand and use transactional language and reapply functional language to multiple situations.
 - developing students' ability to understand & respond to an ever-increasing range of instructions, praise & questions in the target language.
 - developing students' confidence in thinking about the language that they have already learnt and considering how they can reapply and use this language across different topic areas rather than trying to translate from English.
- Development of **Literacy** (Reading & Writing skills), including:
 - further developing students' reading skills and strategies to cope with a range of target language texts at varying levels of difficulty and in different styles and registers, including literary texts in the target language.
 - developing students' ability to write in the target language, making use of models and resources as appropriate and applying grammatical rules and structures to develop and improve their written work.
 - further development of students' ability to apply familiar language and structures in new contexts.
 - developing students' skills in translation both into and out of the target language.
 - developing students' confidence with using synonyms and antonyms in order to convey meaning and cope with more challenging phrases and expressions in translations from English into the target language.
 - developing students' ability to cope with target language questions.
 - developing students' confidence in thinking about the language that they have already learnt and considering how they can reapply and use this language across different topic areas rather than trying to translate from English.
- Development of students' **Knowledge about Language**, including:
 - further development of students' ability to recognise similarities and differences between their own language and the target language they are learning (e.g. gender, accents, word order etc.).
 - further development of students' ability to recognise word classes and understand their function.
 - supporting students to enrich their vocabulary in order to increase their independence with producing and understanding language in a range of contexts
 - further development of students' ability to recognise positive and negative statements and language.
 - further development of students' grammatical knowledge, including developing their confidence in recognising, forming and using key verbs in a variety of tenses.
- Development of students' **Intercultural Understanding & Contact**, including:
 - further development of students' understanding of festivals celebrated in the countries in which the language they are studying is spoken.
 - develop students' awareness and understanding of the culture and identity of the countries and communities where the language they are studying is spoken.
 - continuing to expose students to a range of authentic texts and resources including songs, poems, films etc.
 - giving students the opportunity to participate in trips and extra-curricular activities.

- Development of **Language Learning Strategies**, including:
 - developing students' understanding of the GCSE success criteria across all 4 skill areas.
 - developing students' exam techniques across all 4 skill areas.
 - further development of students' revision strategies.
 - exposing students to a range of tools and strategies to support the learning of vocabulary and chunks of language.
 - further development of students' ability to use their resources, a bilingual dictionary, online dictionaries & translation tools and other online resources to support their learning.

The 'Big Ideas' for the GCSE course are as follows:

Year 9 Spanish

- students will recognise and apply phonics to promote good pronunciation and develop writing in the target language.
- students will begin to have an awareness of sentence structure. They will learn pronouns, regular present tense verb conjugation and key irregular verbs in the present tense. They will extend this over the first year of Spanish learning by referring to events in the near future and the past (perfect tense) including some time frames. They will be aware of nouns including gender, articles and adjectival agreements.
- students are able to understand the opinions of others and will be beginning to give + justify their own opinions across a range of topics.
- students will begin to develop a range of language learning skills and strategies including vocabulary learning strategies, listening and reading skills, the successful use of a bilingual dictionary and online resources and the use of resources to support them with production of language.
- students will begin to use a regular verb table effectively to refer to events in the past, present and future and conjugate different regular verbs in Spanish.

Year 10 Spanish

- students will have an increased awareness of sentence structure, including nouns, pronouns, gender, adjectival agreement, question words, key verbs in the four main tenses (present, preterite, future, conditional) and adverbial time phrases.
- students are able to give + justify their own opinions across a range of topics using a range of opinion phrases and a variety of connectives.
- students will have an increased understanding of different components of the GCSE (all four skill areas) and the success criteria for these.
- students will have an increased awareness of strategies to cope with key elements of the GCSE speaking exam, use of repair strategies and the ability to 'steal' and adapt language as appropriate.
- students will further develop their range of language learning skills and strategies including vocabulary learning strategies, listening and reading skills, the successful use of a bilingual dictionary and online resources and the use of resources to support them with production of language.
- students will further develop their ability to give full answers and begin to sustain a conversation using the target language more spontaneously to convey what they want to say with increasing accuracy and to express and develop thoughts and ideas.

Year 11 Spanish

- students will have an increased awareness of sentence structure, including nouns, pronouns, gender, adjectival agreement, question words, key verbs in the five main tenses (present, preterite, imperfect, future, conditional) and adverbial time phrases.
- students are able to give + justify their own opinions across a wider range of topics using a range of opinion phrases and a variety of connectives.
- students will have an increased understanding of different components of the GCSE (all four skill areas) and the success criteria for these.
- students will have an increased awareness of strategies to cope with key elements of the GCSE speaking exam including transactional language, use of repair strategies and the ability to 'steal' and adapt language as appropriate.
- students will further develop their range of language learning skills and strategies including vocabulary learning strategies, listening and reading skills, the successful use of a bilingual dictionary and online resources and the use of resources to support them with production of language.
- students will further develop their ability to give full answers and sustain a conversation using the target language more spontaneously to convey what they want to say with increasing accuracy and to express and develop thoughts and ideas.

Unit of Work	Vertical Curriculum & Spiral Curriculum) Why do students study it?	(Vertical Curriculum) Why do they study it when they do?	(Vertical Curriculum) How and when will their grasp of the Big Ideas be assessed?	(Spiral Curriculum) How will they be supported to remember & retrieve the Big Ideas?
<p>9a</p> <p>Theme: <u>My Personal World</u></p> <p>Topics: All about me, Birthdays, All about my family & friends</p> <p>9 weeks</p>	<p>Through this first unit of work in Year 9 we are endeavouring to provide students with the skills and knowledge that they need to begin to develop their understanding and production of the language they are studying across the 4 skill areas of reading, listening, speaking and writing. We will be working with students to build up the basic vocabulary and structures they need to enable them to move from word to phrase to sentence to short paragraph level across these skill areas. We will also introduce the verb table, conjugation vocabulary and pronouns in its first stage. Alongside the vocabulary and structures which we will cover within this unit, we will also be beginning to build up students' reading and listening skills and phonics and their awareness of language learning techniques and strategies. We are also endeavouring to build up students' confidence and will be seeking to promote a willingness from students to operate in a different language. In addition to the language learning itself, within this first unit we are beginning to develop students' awareness of their own and other cultures and encourage them to recognise similarities and differences between these.</p>	<p>This unit is important to develop a basic framework of language on which students can build over subsequent topics and years with an ever-increasing bank of vocabulary and grammatical structures.</p> <p>This first unit is also important, as it is an opportunity for students to begin to develop key language learning skills and strategies, which can be reapplied throughout their language learning journey. Additionally, it serves as an opportunity for pupils to listen to and use basic TL phrases.</p>	<p>Verbal production and comprehension of language are constantly assessed throughout each lesson. AFL is used each and every lesson to assess and respond to all students' needs.</p> <p>Regular vocabulary testing of key language will take place throughout the unit.</p> <p>Listening, reading and writing will be formally assessed through Year 9 assessments within this topic area.</p> <p>There will be a speaking assessment within this unit</p> <p>Subsequent assessments will check retrieval of this learning.</p>	<ul style="list-style-type: none"> - Language learning is based on a cyclical learning approach and therefore all language is interleaved throughout the ab-initio course on a regular basis and this will aid retention. Subsequent topics will link back to this vocabulary and key structures regularly, thus enabling students to constantly reapply language in new contexts. - Students will be shown how to organise their folder in preparation for the GCSE course (different themes, grammar & assessment / feedback sections) and the resources in this folder will be referred to regularly in lessons with students encouraged to use these to support their language development. - Vocabulary testing (formal and informal, comprehension and production) will be carried out on a regular basis, testing vocabulary from current and previous topics & sub-topics. - Teachers will make regular reference to phonics, sentence structure, word classes and key language learning skills and strategies both within and across lessons and topics / sub-topics. - Speaking and writing booklets will be used throughout the course, building up a bank of accurate and appropriate answers to key questions across all themes and topics in order to support revision for these two components of the GCSE exam. - Teachers will make regular reference to the structure of the GCSE exam (all four skill areas), strategies for each of these and success criteria for key components of each skill area. Students will be encouraged to refer back to feedback & targets from previous assessments in preparation for each new assessment.

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<p>9b</p> <p>Theme: My Neighbourhood</p> <p>Topic: Where I live</p> <p><i>8 weeks</i></p>	<p>Through this second unit of work, we will continue to broaden students' vocabulary, whilst also showing them how they can begin to reapply previously taught language in different contexts i.e. from talking about themselves to talking about other people. This unit will also enable students to understand the opinions of others and to share & begin to justify their own opinions.</p> <p>Within this unit we introduce students to the use of word reference as an online resource, thereby developing their levels of independence in sourcing unknown vocabulary.</p>	<p>This unit follows on naturally from the previous unit and offers us the opportunity to build on the vocabulary and structures taught in the previous unit, consolidating and embedding these wherever possible.</p> <p>We will be continuing to develop students' listening and reading skills within this unit of work, whilst also beginning to train students to make use of resources and models to produce their own spoken and written answers.</p> <p>This unit also enable us to build up students' ability to recognise and understand opinions and justifications using more complex sentence structure. Students will also continue to work on verb conjugation using their own regular verb tables.</p>	<ul style="list-style-type: none"> - Verbal production and comprehension of language are constantly assessed each lesson and AFL will continue to be used each and every lesson to assess and respond to all students' needs. - We will make continued and regular use of Quizlet as a means for students to self-test on comprehension and production of key vocabulary items and structures. - Subsequent assessments will check retrieval of this learning. 	<ul style="list-style-type: none"> - Language learning is based on a cyclical learning approach and therefore all language is interleaved throughout the ab-initio course on a regular basis and this will aid retention. Subsequent topics will link back to this vocabulary and key structures regularly, thus enabling students to constantly reapply language in new contexts. - Students will be shown how to organise their folder in preparation for the GCSE course (different themes, grammar & assessment / feedback sections) and the resources in this folder will be referred to regularly in lessons with students encouraged to use these to support their language development. - Vocabulary testing (formal and informal, comprehension and production) will be carried out on a regular basis, testing vocabulary from current and previous topics & sub-topics. - Teachers will make regular reference to phonics, sentence structure, word classes and key language learning skills and strategies both within and across lessons and topics / sub-topics. - Speaking and writing booklets will be used throughout the course, building up a bank of accurate and appropriate answers to key questions across all themes and topics in order to support revision for these two components of the GCSE exam. - Teachers will make regular reference to the structure of the GCSE exam (all four skill areas), strategies for each of these and success criteria for key components of each skill area. Students will be encouraged to refer back to feedback & targets from previous assessments in preparation for each new assessment.

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<p>9c</p> <p>Theme: <u>Studying & My Future</u></p> <p>Topic: School, Future plans</p> <p><i>8 weeks</i></p>	<p>This unit enables students to begin to talk about their everyday life and make comparisons with others. It also offers us a key opportunity to talk about cultural differences and customs, including in their school life and their daily routines.</p> <p>This topic will provide students with the opportunity to make use of different texts (listening & reading) in order to develop their own vocabulary on what is a current topic, with ever evolving vocabulary and concepts.</p>	<p>This unit builds a new bank of vocabulary as well as revisiting vocabulary used in the previous topic (local area). It affords students the opportunity to develop a greater range of structures and vocabulary to give and justify opinions.</p>	<ul style="list-style-type: none"> - Verbal production and comprehension of language are constantly assessed each lesson and AFL will continue to be used each and every lesson to assess and respond to all students' needs. - There will be formal listening, reading & writing assessments for this unit including language from this topic and language from previous topics. Assessments will include describing a photo card (writing), the 40-50 word task (writing), translation (reading & writing) and a variety of listening and reading question types and styles Assessments will be followed by detailed feedback from the teacher and assisted target setting for individual students. - We will also introduce students to the 80-90 word task. - We will continue to promote Quizlet as a means for students to self-test on comprehension and production of key vocabulary items and structures. - Subsequent assessments will also check retrieval of this learning. 	<ul style="list-style-type: none"> - Language learning is based on a cyclical learning approach and therefore all language is interleaved throughout the ab-initio course on a regular basis and this will aid retention. Subsequent topics will link back to this vocabulary and key structures regularly, thus enabling students to constantly reapply language in new contexts. - Students will be shown how to organise their folder in preparation for the GCSE course (different themes, grammar & assessment / feedback sections) and the resources in this folder will be referred to regularly in lessons with students encouraged to use these to support their language development. - Vocabulary testing (formal and informal, comprehension and production) will be carried out on a regular basis, testing vocabulary from current and previous topics & sub-topics. - Teachers will make regular reference to phonics, sentence structure, word classes and key language learning skills and strategies both within and across lessons and topics / sub-topics. - Speaking and writing booklets will be used throughout the course, building up a bank of accurate and appropriate answers to key questions across all themes and topics in order to support revision for these two components of the GCSE exam. - Teachers will make regular reference to the structure of the GCSE exam (all four skill areas), strategies for each of these and success criteria for key components of each skill area. Students will be encouraged to refer back to feedback & targets from previous assessments in preparation for each new assessment.

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<p>9d</p> <p>Theme: Media & Technology</p> <p>Topics: Media, Music, Festivals</p> <p><i>7 weeks</i></p> <p>Theme: Lifestyle</p> <p>Topics: Sport, Food & Drink</p> <p><i>7 weeks</i></p>	<p>This unit enables students to begin to talk about their everyday life and make comparisons with others. It also offers us a further key opportunity to talk about cultural differences and customs, including in their school life and their daily routines. They will begin to talk about free-time activities, give opinions and recognise cultural differences between some festivals.</p>	<p>This unit introduces new language and builds on key structures and verb conjugation. Students will become more familiar with the structure of the GCSE exam and the need to be able to reapply language across all topic areas and themes.</p>	<ul style="list-style-type: none"> - Verbal production and comprehension of language are constantly assessed each lesson and AFL will continue to be used each and every lesson to assess and respond to all students' needs. - There will be formal listening, reading & writing assessments for this unit including language from this topic and language from previous topics. Assessments will include describing a photo card (writing), the 40-50 & 80-90 word tasks (writing), translation (writing) and a variety of listening and reading question types and styles. Assessments will be followed by detailed feedback from the teacher and assisted target setting for individual students. - We will continue to promote Quizlet as a means for students to self-test on comprehension and production of key vocabulary items and structures. - Subsequent assessments will also check retrieval of this learning. 	<ul style="list-style-type: none"> - Language learning is based on a cyclical learning approach and therefore all language is interleaved throughout the ab-initio course on a regular basis and this will aid retention. Subsequent topics will link back to this vocabulary and key structures regularly, thus enabling students to constantly reapply language in new contexts. - Students will be shown how to organise their folder in preparation for the GCSE course (different themes, grammar & assessment / feedback sections) and the resources in this folder will be referred to regularly in lessons with students encouraged to use these to support their language development. - Vocabulary testing (formal and informal, comprehension and production) will be carried out on a regular basis, testing vocabulary from current and previous topics & sub-topics. - Teachers will make regular reference to phonics, sentence structure, word classes and key language learning skills and strategies both within and across lessons and topics / sub-topics. - Speaking and writing booklets will be used throughout the course, building up a bank of accurate and appropriate answers to key questions across all themes and topics in order to support revision and production) will be carried out on a regular basis, testing vocabulary from current and previous topics & sub-topics. - Speaking and writing booklets will be used throughout the course, building up a bank of accurate and appropriate answers to key questions across all themes and topics in order to support revision for these two components of the GCSE exam. - Teachers will make regular reference to the structure of the GCSE exam (all four skill areas), strategies for each of these and success criteria for key components of each skill area. Students will be encouraged to refer back to feedback & targets from previous assessments in preparation for each new assessment.

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10a	<p>Theme: <u>Local, national, international and global areas of interest</u></p> <p>Topic: Travel and tourism</p> <p><i>14 weeks</i></p>	<p>This unit enables students to begin to talk about past experiences, using key verbs in the perfect and imperfect tense, which students will continue to revisit and build on throughout the remainder of their language learning journey. It will also enable them to reapply previously taught language and structures in a different tense and will reinforce narration skills.</p> <p>This unit enables us to revisit key verbs in all four tenses, using a variety of pronouns, which they can continue to build throughout the remainder of their language learning journey.</p>	<p>This topic will help to ensure that students are able to conjugate regular verbs in the preterite tense and recognise key irregular verbs. They will begin to use these in their own production.</p> <p>It also provides an opportunity for students to revisit and build on their narration skills.</p> <p>As with previous units, this unit gives us further opportunities to develop reading and listening skills as well as promoting the use of models and other resources to aid students in the production of language. We can also begin here to 'train' students to commit longer chunks of language to memory.</p>	<ul style="list-style-type: none"> - Verbal production and comprehension of language are constantly assessed each lesson and AFL will continue to be used each and every lesson to assess and respond to all students' needs. - There will be formal listening, reading & writing assessments for this unit, including language from this topic and language from previous topics. Assessments will include a photo card (speaking), the 150-word writing task (for some Higher Tier students) and a variety of listening and reading question types and styles <p>Assessments will be followed by detailed feedback from the teacher and assisted target setting for individual students.</p> <ul style="list-style-type: none"> - We will continue to use Quizlet as a means for students to self-test on comprehension and production of key vocabulary items and structures. - Subsequent assessments will also check retrieval of this learning. 	<ul style="list-style-type: none"> - Language learning is based on a cyclical learning approach and therefore all language is interleaved throughout the ab-initio course on a regular basis and this will aid retention. Subsequent topics will link back to this vocabulary and key structures regularly, thus enabling students to constantly reapply language in new contexts. - Students will be shown how to organise their folder in preparation for the GCSE course (different themes, grammar & assessment / feedback sections) and the resources in this folder will be referred to regularly in lessons with students encouraged to use these to support their language development. - Vocabulary testing (formal and informal, comprehension and production) will be carried out on a regular basis, testing vocabulary from current and previous topics & sub-topics. - Teachers will make regular reference to phonics, sentence structure, word classes and key language learning skills and strategies both within and across lessons and topics / sub-topics. - Speaking and writing booklets will be used throughout the course, building up a bank of accurate and appropriate answers to key questions across all themes and topics in order to support revision for these two components of the GCSE exam. - Teachers will make regular reference to the structure of the GCSE exam (all four skill areas), strategies for each of these and success criteria for key components of each skill area. Students will be encouraged to refer back to feedback & targets from previous assessments in preparation for each new assessment.

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<p>10b</p> <p><u>Theme: Local, national, international and global areas of interest</u></p> <p>Topic: Travel and tourism</p> <p><i>2 weeks</i></p> <p><u>Theme: Identity and culture</u></p> <p>Topic: Customs and festivals in Spanish-speaking countries/communities</p> <p><i>2 weeks</i></p>	<p>This unit enables students to build on their language and develop this to GCSE standard e.g. developing their own answers to include more detail wherever possible. We take this opportunity to revisit high frequency language and continue to build students' bank of transferrable language. This unit enables us to revisit and increase confidence with key verbs in all four tenses, making use of the verb table, using a variety of pronouns, which they can continue to build throughout the remainder of their language learning journey.</p>	<p>This unit enables us to revisit a large amount of vocabulary from both year 9 and the current year as well as many grammatical rules and structures already covered in both years and thus promotes retrieval and retention over time. Students can reapply familiar language and structures in another new context with increased confidence, embedding key language in long term memory in order to improve spontaneity and fluency. This topic enables us to teach some cultural awareness of Spain and festivals. Pupils make comparisons between festivals using their opinions and connectives/comparatives from theme 2.</p>	<ul style="list-style-type: none"> - Verbal production and comprehension of language are constantly assessed each lesson and AFL will continue to be used each and every lesson to assess and respond to all students' needs. - There will be formal listening, reading & writing assessments for this unit, including language from this topic and language from previous topics. Assessments will include a role play (speaking), the 90-word task (writing), translation (reading & writing) and a variety of listening and reading question types and styles Assessments will be followed by detailed feedback from the teacher and assisted target setting for individual students. - We will continue to use Quizlet as a means for students to self-test on comprehension and production of key vocabulary items and structures. - Subsequent assessments will also check retrieval of this learning. 	<ul style="list-style-type: none"> - Language learning is based on a cyclical learning approach and therefore all language is interleaved throughout the ab-initio course on a regular basis and this will aid retention. Subsequent topics will link back to this vocabulary and key structures regularly, thus enabling students to constantly reapply language in new contexts. - Students will be shown how to organise their folder in preparation for the GCSE course (different themes, grammar & assessment / feedback sections) and the resources in this folder will be referred to regularly in lessons with students encouraged to use these to support their language development. - Vocabulary testing (formal and informal, comprehension and production) will be carried out on a regular basis, testing vocabulary from current and previous topics & sub-topics. - Teachers will make regular reference to phonics, sentence structure, word classes and key language learning skills and strategies both within and across lessons and topics / sub-topics. - Speaking and writing booklets will be used throughout the course, building up a bank of accurate and appropriate answers to key questions across all themes and topics in order to support revision for these two components of the GCSE exam. - Teachers will make regular reference to the structure of the GCSE exam (all four skill areas), strategies for each of these and success criteria for key components of each skill area. Students will be encouraged to refer back to feedback & targets from previous assessments in preparation for each new assessment.

Unit of Work		Vertical Curriculum & Spiral Curriculum) Why do students study it?	(Vertical Curriculum) Why do they study it when they do?	(Vertical Curriculum) How and when will their grasp of the Big Ideas be assessed?	(Spiral Curriculum) How will they be supported to remember & retrieve the Big Ideas?
10c	<p>Theme: <u>Current and future study and employment</u></p> <p>Topic: Life at school/college</p> <p>Topic: Education post-16</p> <p><i>10 weeks</i></p> <p>Theme: Local, national, international and global areas of interest</p> <p>Topic: Social issues</p> <p><i>8 weeks</i></p>	<p>This unit contains a mixture of familiar and new language, enabling students to reapply familiar language from year 9: my studies and develop this to GCSE standard, whilst building a new vocabulary field to talk about jobs and future plans. It then progresses to link into social issues for young people e.g. stress and issues at school, health and smoking.</p> <p>This unit once again enables us to revisit and increase confidence with key verbs in all four tenses, using a variety of pronouns, which they can continue to build throughout the remainder of their language learning journey. This topic provides us with a further opportunity to consolidate cultural awareness (schools in Spain - similarities and differences).</p>	<p>This is a further opportunity to revisit vocabulary and structures from previous themes and apply them for the first time this to topics in a different theme (theme 3). At this point in Year 10 students will be beginning to consider their future plans and careers and this topic builds up their vocabulary to talk about future plans, which will be reapplied in the first Year 11 topic of holidays.</p>	<ul style="list-style-type: none"> - Verbal production and comprehension of language are constantly assessed each lesson and AFL will continue to be used each and every lesson to assess and respond to all students' needs. - There will be formal listening, reading & writing assessments for this unit, including language from this topic and language from previous topics. Assessments will include a role play (speaking), the 90-word task (writing), translation (reading & writing) and a variety of listening and reading question types and styles <p>Assessments will be followed by detailed feedback from the teacher and assisted target setting for individual students.</p> <ul style="list-style-type: none"> - We will continue to use Quizlet as a means for students to self-test on comprehension and production of key vocabulary items and structures. - Subsequent assessments will also check retrieval of this learning. 	<ul style="list-style-type: none"> - Language learning is based on a cyclical learning approach and therefore all language is interleaved throughout the ab-initio course on a regular basis and this will aid retention. Subsequent topics will link back to this vocabulary and key structures regularly, thus enabling students to constantly reapply language in new contexts. - Students will be shown how to organise their folder in preparation for the GCSE course (different themes, grammar & assessment / feedback sections) and the resources in this folder will be referred to regularly in lessons with students encouraged to use these to support their language development. - Vocabulary testing (formal and informal, comprehension and production) will be carried out on a regular basis, testing vocabulary from current and previous topics & sub-topics. - Teachers will make regular reference to phonics, sentence structure, word classes and key language learning skills and strategies both within and across lessons and topics / sub-topics. - Speaking and writing booklets will be used throughout the course, building up a bank of accurate and appropriate answers to key questions across all themes and topics in order to support revision for these two components of the GCSE exam. - Teachers will make regular reference to the structure of the GCSE exam (all four skill areas), strategies for each of these and success criteria for key components of each skill area. Students will be encouraged to refer back to feedback & targets from previous assessments in preparation for each new assessment.

Unit of Work		Vertical Curriculum & Spiral Curriculum) Why do students study it?	(Vertical Curriculum) Why do they study it when they do?	(Vertical Curriculum) How and when will their grasp of the Big Ideas be assessed?	(Spiral Curriculum) How will they be supported to remember & retrieve the Big Ideas?
11a	<p>Theme: <u>Local, national, international and global areas of interest</u></p> <p>Topic: Global issues</p> <p><i>7 weeks</i></p>	<p>This unit will enable students to build on familiar language from Theme 2 in year 8 and develop this to GCSE standard e.g. developing their own answers to include more detail wherever possible. We take this opportunity to revisit high frequency language and continue to build students' bank of transferrable language, whilst beginning to build up their confidence with more complex grammatical rules and structures e.g. modal verbs, subjunctive phrases and si clauses. This unit enables us to revisit key verbs in all five tenses, using a variety of pronouns, which they can continue to build throughout the remainder of their language learning journey.</p>	<p>We begin Year 11 with this unit as it once again gives students the opportunity to retrieve key familiar language from KS3 and build on this with a wider range of vocabulary and structures. Each sub-topic within this unit provides further opportunities for the reapplication and consolidation of key structures, showing students how they can reapply familiar language and structures in another new context. This topic will also serve as a positive confidence builder for students, reminding them of how much they have learned from ab-initio language learners in year 9 to now.</p>	<ul style="list-style-type: none"> - Verbal production and comprehension of language are constantly assessed each lesson and AFL will continue to be used each and every lesson to assess and respond to all students' needs. - There will be formal listening, reading & writing & speaking assessments in the form of Trial GCSE Exams and students will be entered at the appropriate tier for these. The Trial Exams will be followed by detailed feedback from the teacher and assisted target setting for individual students. In some cases students may be given the opportunity to then attempt papers at a different tier from their Trial Exam in order to better inform final tier of entry decisions. - Homework will be set using Exampro in order for pupils to gain further reading and listening practice on a variety of GCSE questions. - We will continue to use Quizlet as a means for students to self-test on comprehension and production of key vocabulary items and structures. - Regular revision quizzes will be carried out. These will contain vocabulary and structures from different topic areas as well as the revision topic for that particular week. 	<ul style="list-style-type: none"> - Language learning is based on a cyclical learning approach and therefore all language is interleaved throughout the ab-initio course on a regular basis and this will aid retention. Subsequent topics will link back to this vocabulary and key structures regularly, thus enabling students to constantly reapply language in new contexts. - Students will be shown how to organise their folder in preparation for the GCSE course (different themes, grammar & assessment / feedback sections) and the resources in this folder will be referred to regularly in lessons with students encouraged to use these to support their language development. - Vocabulary testing (formal and informal, comprehension and production) will be carried out on a regular basis, testing vocabulary from current and previous topics & sub-topics. - Teachers will make regular reference to phonics, sentence structure, word classes and key language learning skills and strategies both within and across lessons and topics / sub-topics. - Speaking and writing booklets will be used throughout the course, building up a bank of accurate and appropriate answers to key questions across all themes and topics in order to support revision for these two components of the GCSE exam. - Teachers will make regular reference to the structure of the GCSE exam (all four skill areas), strategies for each of these and success criteria for key components of each skill area. Students will be encouraged to refer back to feedback & targets from previous assessments in preparation for each new assessment.

Unit of Work		Vertical Curriculum & Spiral Curriculum) Why do students study it?	(Vertical Curriculum) Why do they study it when they do?	(Vertical Curriculum) How and when will their grasp of the Big Ideas be assessed?	(Spiral Curriculum) How will they be supported to remember & retrieve the Big Ideas?
11b	<p>Theme: <u>Local, national, international and global areas of interest</u></p> <p>Topic: Social issues (charity / voluntary work)</p> <p><i>7 weeks</i></p> <p>Theme: <u>Identity and culture</u></p> <p>Topic: Me, my family and friends</p> <p>Topic: Technology in everyday life</p> <p><i>7 weeks</i></p>	<p>This unit will enable students to build on familiar language from year 9 and develop this to GCSE standard e.g. developing their own answers to include more detail wherever possible. We take this opportunity to revisit high frequency language and continue to build students' bank of transferrable language, whilst beginning to build up their confidence with more complex grammatical rules, verb conjugation and structures e.g. modal verbs, subjunctive phrases and si clauses. This unit enables us to revisit key verbs in all four tenses, using a variety of pronouns, which they can continue to build throughout the remainder of their language learning journey.</p>	<p>We move onto this final topic in year 11 with this unit as it once again gives students the opportunity to retrieve key familiar language from years 9 and 10 and build on this with a wider range of vocabulary and structures. Each sub-topic within this unit provides further opportunities for the reapplication and consolidation of key structures, showing students how they can reapply familiar language and structures in another new context. This topic will also serve as a positive confidence builder for students, reminding them of how much progress they have made on this short course.</p>	<ul style="list-style-type: none"> - Verbal production and comprehension of language are constantly assessed each lesson and AFL will continue to be used each and every lesson to assess and respond to all students' needs. - We will launch Memrise at this point and encourage regular use of this to consolidate vocabulary learned throughout the course. Memrise is a means for students to self-test on comprehension and production of key vocabulary items and structures. - Regular revision quizzes will be carried out. These will contain vocabulary and structures from different topic areas as well as the revision topic for that particular week. 	<ul style="list-style-type: none"> - Language learning is based on a cyclical learning approach and therefore all language is interleaved throughout the ab-initio course on a regular basis and this will aid retention. Subsequent topics will link back to this vocabulary and key structures regularly, thus enabling students to constantly reapply language in new contexts. - Students will be shown how to organise their folder in preparation for the GCSE course (different themes, grammar & assessment / feedback sections) and the resources in this folder will be referred to regularly in lessons with students encouraged to use these to support their language development. - Vocabulary testing (formal and informal, comprehension and production) will be carried out on a regular basis, testing vocabulary from current and previous topics & sub-topics. - Teachers will make regular reference to phonics, sentence structure, word classes and key language learning skills and strategies both within and across lessons and topics / sub-topics. - Speaking and writing booklets will be used throughout the course, building up a bank of accurate and appropriate answers to key questions across all themes and topics in order to support revision for these two components of the GCSE exam. - Teachers will make regular reference to the structure of the GCSE exam (all four skill areas), strategies for each of these and success criteria for key components of each skill area. Students will be encouraged to refer back to feedback & targets from previous assessments in preparation for each new assessment.

A Horizontal Curriculum

Key principles

“A Horizontal Curriculum- *Students’ learning within one subject is linked to their learning in other subjects. These links are meaningful and authentic, rather than contrived or artificial. Where appropriate, common methods for teaching the same numeracy or literacy skills are used across different subjects and where relevant, the Big Ideas students gain from one subject are built upon in another.*”

List here the skills, knowledge and concepts that are common between this course and other courses within the college. After discussions with relevant Curriculum Leaders, explain the decisions that were made around sequencing of taught content and common approaches to teaching methods.

The listening and reading skills which we develop with students from the beginning of KS3 are pertinent across the wider curriculum. Examples include skimming, scanning, prediction and listening for tone and intonation. In addition, key learning strategies are developed in MFL and these can then be applied to other subjects e.g. drama and English. We constantly refer to sentence structure and word classes throughout both the KS3 and KS4 curriculum and make references to English grammar as appropriate, enabling students to make comparisons between their own and other languages. Some of the themes and topics covered in KS3 and KS4 have a cross curricular element e.g. healthy living.

A Broad and Balanced Curriculum

Key principles

“A Broad and Balanced Curriculum- *The curriculum balances depth (level of detail given to topics or skills) with curriculum breadth (the range of topics or skills covered). The curriculum promotes diversity and includes cultural capital to equip students with the knowledge and skills to succeed in life.*”

Explain your strategy and decision-making to ensure all students access a broad and balanced curriculum. What decisions were made around breadth versus depth? How does your curriculum promote diversity? Which cultural capital opportunities are incorporated into your curriculum and how do these equip students with the knowledge and skills to succeed in life?

Language learning is cyclical and our curriculum is designed to reflect this, revisiting topics and subtopics across the two key stages. At KS3 many topics are introduced and covered with an emphasis on developing confidence with high frequency language and structures. The breadth of curriculum at this stage is provided through the range of topics covered, designed to engage students of all abilities and backgrounds. As we enter KS4, all of these topics are revisited to provide greater depth both at a linguistic level and in their content. Cultural capital opportunities are incorporated at both KS3 & KS4 e.g. music, film, sport, history, food & drink, festivals and literary texts.

An Inclusive Curriculum

Key principles

“An Inclusive Curriculum- *The curriculum ambition is the same for all students but is made accessible for SEND, low attaining and disadvantaged students. This means the curriculum and its component lessons are planned on the principle of “teach to the top” but are organised into small individual units which are logically sequenced and then scaffolded to help students each reach their individual highest possible level.”*

Explain the approaches you use to ensure that all students access an inclusive curriculum. Explain how the curriculum is adapted to be accessible for SEND, low-attaining and disadvantaged students. How are lessons and teaching resources differentiated?

Our curriculum and individual lessons are designed to enable students of all prior attainment levels to make progress over time. Receptive skills are developed at all levels, from comprehension at word level to more sophisticated understanding of complex texts. Levels of expectation for student production in terms of speaking and writing are differentiated as appropriate and students are supported through the use of visuals, gesture, support cards, scaffolded materials (e.g. sentence builders) and differentiated worksheets and resources.

A Work-Related Curriculum

Key principles

“A Work-Related Curriculum- *Within each programme of study there are opportunities for students to learn about work in related industries and sectors of the economy. This includes gaining the knowledge and understanding of different careers and jobs.”*

Explain the work-related knowledge and skills that you have built into the curriculum and how these are shared with students. Which careers and jobs are linked to and why?

We reference the importance of languages in a variety of careers and work sectors, e.g. translation / interpreting, the travel industry and the world of business and finance. In addition, we regularly acknowledge the importance of the skills developed through language learning and the recognition of these by higher education providers and employers in many sectors including journalism, publishing, international affairs and education.

An Adaptive Curriculum

Key principles

“An Adaptive Curriculum- *Regular planned assessments measure what students have understood from the taught curriculum and there is flexibility to adapt the future curriculum on the basis of this assessment. For example, this could mean finding time to reteach areas of student weakness or to include more opportunities for revisiting content than were originally planned.*”

Explain how the curriculum has been planned to be adaptive so that areas of student weakness can be retaught.

Language learning is based on a cyclical learning approach and therefore all language is interleaved and assessed throughout KS3 and KS4 on a regular basis in order to promote retention over time. Topics link back to previous vocabulary and key structures regularly, enabling students to constantly reapply language in new contexts. Verbal production and comprehension of language are constantly assessed each lesson and AFL is used each and every lesson to assess and respond to all students' individual needs. Vocabulary testing (formal and informal, comprehension and production) is carried out on a regular basis, testing vocabulary from current and previous topics & sub-topics. Formal assessments have been designed to test current knowledge, but also to revisit high frequency language and structures, vocabulary and content from previous topics. Key independent vocabulary learning resources are used throughout KS3 & KS4 to support independent learning and retention where required.