

Subject	Spanish
----------------	---------

<p style="text-align: center;"><u>Whole school curriculum purpose</u></p> <p>Our overall mission is to provide the young people of Greenwich with equal or better life chances than any other school in the UK with the accompanying vision of being a school where young people thrive and grow in an environment that brings out the best in everyone. In order to achieve this, we know that we must provide an excellent curriculum for our students, ensuring that they receive a world-class education which brings out the best in all of them and prepares them for success in education and life. Therefore, our curriculum equips children with powerful knowledge, maximises their cognitive development and nourishes their whole person and individual passions. Our overriding aim is that this curriculum liberates and empowers, providing students with the confidence to understand and shape the world around them, to be active and economically self-sufficient citizens, and to ‘enter into the conversation of mankind’ (Michael Oakeshott).</p>	<p style="text-align: center;"><u>Subject purpose</u></p> <p>Languages are an integral part of the curriculum. Learning a language is ‘a liberation from insularity and provides an opening to other cultures’. It helps to equip pupils with the knowledge and cultural capital they need to succeed in life. It encourages pupils to appreciate and celebrate difference. The languages curriculum should also provide the foundation for learning further languages. It should enable pupils to study and work in other countries. In doing this, the languages curriculum has a potential positive impact on business and the economy. (Ofsted Research Review, June 2021)</p> <p>At the John Roan School, we believe that the experience of learning a language opens students’ mind to the wider world and is key in promoting social justice. Through learning a language, students deepen their understanding of other cultures and are also challenged to consider their own identities. We aim to equip students with the essential vocabulary and grammatical structures that they need to be able to communicate confidently through the four skills of listening, speaking, reading and writing, empowering them to become global citizens and make a positive impact on society.</p>
<p style="text-align: center;"><u>Whole school curriculum principles</u></p> <ul style="list-style-type: none"> • Entitlement: Our curriculum is designed to be inclusive and cater for all of our students; all students have the right to learn what is in the curriculum, and our teachers have a duty to ensure that they are all taught the whole of it. • Coherence: Taking the National Curriculum as its starting point, our curriculum is carefully sequenced so that powerful knowledge builds term by term and year by year. We make meaningful connections within subjects and between subjects. • Mastery: We ensure that foundational knowledge, skills, and concepts are secure before moving on. Pupil’s revisit prior learning and apply their understanding in new contexts. • Adaptability: The core content – the ‘what’ – of our curriculum is stable and in line with what the best schools are teaching, but we ensure we 	<p style="text-align: center;"><u>Subject principles</u></p> <ul style="list-style-type: none"> • Entitlement: All pupils in England have the right to learn the basics of another European Language and to explore the culture(s) where that language is spoken. • Coherence: Our MFL curriculum for French and Spanish is carefully sequenced so that knowledge of vocabulary, grammar and phonics builds term by term and year by year. Linguistic competency deepens and expands at every step. • Mastery: We ensure that linguistic knowledge and its application in context are secure by ensuring that pupils revisit prior learning to apply vocabulary and lexicon in an increasingly sophisticated manner. • Adaptability: The core linguistic competencies and essential vocabulary are the same in all contexts, but departments and teachers adapt lessons and tailor specific content to meet the needs of their pupils.

bring it to life for our own local context in South-East London. Equally, teachers will adapt lessons – the ‘how’ – to meet the needs of their own classes.

- Representation: We are committed to the idea of ‘the mirror and the window’, that pupils see themselves in our curriculum, ensuring diversity and equality, but that our curriculum takes all pupils beyond their immediate experience, building cultural capital and aspiration.
- Education with character: Our curriculum, which includes the taught subject timetable as well as spiritual, moral, social, and cultural development, is intended to spark curiosity and to nourish both the head and the heart.

- Representation: Our curriculum presents French and Spanish as global languages, spoken by a diversity of people.

- Education with character: MFL provide pupils with an opportunity to learn about other peoples, cultures and beliefs and compare them with their own.

Curriculum Overview

Term 1

	Autumn 1	Why this? Why now?	Autumn 2	Why this? Why now?
Year 7	Je me présente	Students learn the basics of language including present tense verb conjugations of the verbs to have and to be, key phonics and adjectival agreement. This language allows them to introduce themselves and give basic information about name, age, and appearance. This language will then be built on in AUT2 when they start to think about the people around them and using third person descriptions.	Ma famille	In Year 7 after the basics of the languages (focusing heavily on sound-symbol correspondence and the context of the language in the world) we cover a unit on Family which allows pupils to learn descriptions and adjectival agreements as well as introducing opinions with simple justifications. This is also likely to provide a good consolidation and stretching opportunity to those who have learnt this language at Key Stage 2.
Year 8	En vacances	This unit on past holidays, which introduces the threshold concept of perfect tense verb conjugation with regular verbs, allows students to start expressing themselves using a different time frame whilst starting to consider the world on a wider level. Students will revisit the past tense throughout the year to consolidate their knowledge of conjugation and build confidence in using it in different contexts.	En vacances	Students develop their use of the perfect tense to be able to use regular and irregular past participles with avoir and etre. They also begin to develop the use of the near future tense to be able to talk about holidays they are going to go on. Students start to build cultural capital in discovering French speaking countries, an

				excellent opportunity to start building cultural capital.
Year 9	Les relations personnelles	Students continue to deepen and develop their descriptions of other people to be able to describe their role models and important people in their lives using complex grammatical structures. This allows students to consider positive qualities in others and how these can be recognised. This is an important aspect of students becoming global citizens and learning how to build positive relationships and be tolerant of others.	Les relations personnelles	Students continue to build on their knowledge of the present tense by using reflexive verbs to describe their relationships with other people. They also revisit complex opinions using the comparative and the imperfect tense.
Year 10	Les temps libre – musique, television, le cinéma y la technologie	Students develop language acquired in year 8 to be able to give detailed opinions about their life outside of school. They consider film and music from different cultures and the importance of technology in modern life.	Ma ville et ma région	Students develop language introduced in year 8 to be able to describe their house and local area in detail. They will be able to compare the advantages and disadvantages of living in a city and in the countryside to think about different ways people live. Students have rigorous practice of giving detailed justified opinions.
Year 11	Le travail et mes plans pour le futur	Within this unit, students recap all three tenses needed for the GCSE exams, as well as different branches of these tenses. Students consolidate their knowledge of the perfect and imperfect tenses when describing work experience, present tense verbs when talking about part-time jobs and house chores, as well as the future and conditional tenses when discussing what they would like to do with their studies, careers and personal lives. This unit allows students to start to think about their plans post-16 and is relevantly timed with the approaching GCSE's and end of year 11. This makes this unit even more engaging for students as they consider their options moving forwards.	Les problèmes locaux et globaux	In the final module of the GCSE specification, students are challenged to think about the world as a whole and the challenges that modern society faces. Students will consider the impact they can have on both a local and global level in terms of volunteering, protecting the environment and sustainable, healthy living. Within this module, students look at the complex grammatical concept of the conditional form of modal verbs to be able to say what should be done to make the world a better place. In terms of wider thinking, this module encourages students to think the furthest away from their

				immediate environment and consider society as a whole.
Year 12	Aspects of French speaking society: current trends	Students are introduced to key aspects of French speaking society; changes in family and recent changes in relationship types. Alongside these topics, they will consolidate and develop their use of complex tenses to be able to communicate using more subtle nuances of language. These topics covered in year 12 challenge students to develop on the awareness of the world, they have acquired in years 7-11 to understand different views and beliefs in much greater depth.	Aspects of French speaking society: current trends	Students will continue to develop their knowledge of key aspects of French speaking society alongside complex grammatical structures. They will look at the influence of the internet, social media and artificial intelligence, as well as charity and volunteering, building on prior knowledge from year 11.
Year 13	Aspects of French speaking society: current issues	Students address issues around multicultural societies and marginalisation. Students use complex grammatical structures to understand and express opinions on these topics.	Aspects of French speaking society: current issues	Students address issues the issues of criminality and the judicial & prison systems in France. Students use complex grammatical structures to understand and express opinions on these topics.

	Spring 1	Why this? Why now?	Spring 2	Why this? Why now?
Year 7	Mon collègue	Students will start to express justified opinions, a key component of language learning, through the topic of school subjects, in order to start thinking about the world they experience on a daily basis. They will continue to deepen their knowledge of present tense verb conjugation with er verbs, as well as adjectival agreement and the use of definite articles.	Mon collègue	Students develop more complex opinions using opinion phrases with the infinitive. They also build on the use of definite articles with the indefinite article. Students are able to use a wider range of vocabulary to discuss their timetable, teachers and school environment.
Year 8	Mon temps libre et mes passe-temps	Students begin to think beyond their daily school life to activities and hobbies outside in their free time. Here they build on present tense structures, including the use of opinion verbs with the infinitive to express habitual activities in a more complex way.	Ma routine et la vie saine	Students learn to conjugate reflexive verbs in the present tense to describe their daily routine. They are also introduced to the near future tense to be able to express plans for going out. At this stage students should be able to use all three basic tenses before developing knowledge of more complex tenses in year 9.
Year 9	Les fêtes et les traditions	Students begin to build cultural capital through exposure to traditions and customs in the Hispanic world. They are also given the language to be able to talk about festivals and traditions that are important to them. This is a particularly engaging topic, even for students who do not plan to continue with a language for GCSE.	Les fêtes et les traditions	Students develop grammatical knowledge acquired in year 8 to conjugate a range of verbs in the perfect tense to describe special days, as well as being able to order food in a restaurant. This equips students with language they can apply in the real world.
Year 10	Mes études et ma vie dans le collège	Students revisit content introduced in year 7 to be able to discuss their school life in greater depth and complexity. Students give complex opinions using the comparative and the superlative to describe their subjects, teachers, extra-curricular activities and school rules. Students also develop their cultural knowledge by making comparisons between English and French schools.	Les temps libre – la nourriture, sport et la vie saine	Students develop the language acquired in year 8 and revisited in the Autumn term to be able to give more detail about their personal lives, hobbies and interests. They consider the importance of healthy habits through the content of diet and exercise, as well as more harmful habits such as drugs and alcohol.

Year 11	Revision	Students have time to consolidate any gaps in knowledge based on results from mock exams. Students will also have regular practice of exam skills for listening, speaking, reading and writing to set them up for success in the exams.	Revision	Students have time to consolidate any gaps in knowledge based on results from mock exams. Students will also have regular practice of exam skills for listening, speaking, reading and writing to set them up for success in the exams.
Year 12	Artistic culture in the French speaking world	Students develop their regional and geographical knowledge of French speaking society through the Francophone heritage and its place in the world, building on their knowledge of societal structures in the Autumn term.	Artistic culture in the French speaking world	Students develop their cultural knowledge of French speaking society through French-speaking music and its protection.
Year 13	Aspects of political life in the French speaking world	Students consider how young people in French speaking societies are affected by politics, as well as the power of trade unions in France, using complex language and grammatical structures to express their opinions and understand those of others. This encourages students to think about young people in different countries and contexts, comparing them to their own and becoming more tolerant, global citizens.	Aspects of political life in the French speaking world	Students consider the issues around immigration and intergration in French speaking societies using complex language and grammatical structures to understand and express opinions on these topics.

Term 2

	Summer 1	Why this? Why now?	Summer 2	Why this? Why now?
Year 7	Où j'habite	Students start to consider the environment around them and are given the vocabulary and grammatical structures to be able to describe what is in their town and what activities can be done there. Students continue to build language around opinions and descriptions and are introduced to er verb conjugation in the present tense, developing further this essential threshold concept. They will also be able to use prepositions of location.	La révision et la consolidation	Students are given time to consolidate any gaps in knowledge based on results of assessments, as well as areas for development identified by class teachers. Misconceptions can be addressed and both vocabulary and grammatical structures can be consolidated before moving onto new content in year 8.
Year 8	Mon collègue et mes projets pour l'avenir	The last unit in Year 8, School and Future Plans allows revisiting of key language from Year 7: personality description, school subjects and expressing simple future wishes; phonics, vocabulary and grammar are revisited. In this unit Year 7 structures are extended by adding more ways to express future wishes and by focusing on third person descriptions rather than first person. New language such as professions is introduced.	La révision et la consolidation	Students are given time to consolidate any gaps in knowledge based on results of assessments, as well as areas for development identified by class teachers. Misconceptions can be addressed and both vocabulary and grammatical structures can be consolidated before moving onto new content in year 8.
Year 9	Ma région et le mode francophone	Students revisit knowledge introduced in year 8 to be able to compare their local environment to those in other French speaking countries. Here they develop again their use of complex opinions using the superlative, as well as the future tense to talk about activities in their local area.	La révision et la consolidation	Students are given time to consolidate any gaps in knowledge based on results of assessments, as well as areas for development identified by class teachers. Misconceptions can be addressed and both vocabulary and grammatical structures can be consolidated before moving onto new content in year 8.
Year 10	Mes vacances désastreuses et idéales	Students revisit knowledge introduced in year 8 to be able to describe past and future travel in detail with complex opinions. This allows students to build on their descriptions of their local environment to describe other countries, foods and cultures. Students will be	La révision et la consolidation	Students are given time to consolidate any gaps in knowledge based on results of assessments, as well as areas for development identified by class teachers. Misconceptions can be addressed and both vocabulary and

		able to use the perfect and imperfect tense, as well as describe future and dream holiday plans with the conditional.		grammatical structures can be consolidated before moving onto new content in year 8.
Year 11	Révision	Students have time to consolidate any gaps in knowledge based on results from mock exams. Students will also have regular practice of exam skills for listening, speaking, reading and writing to set them up for success in the exams.	NA	
Year 12	Film study: Entre les Murs	Students build a historical and societal context behind the film Entre Les Murs, addressing issues of class and social justice. This builds on knowledge they have gained of French society through the Autumn and Spring terms.	Film study: Entre les Murs	Students continue to develop their knowledge of the film and essay writing skills to be able to write a detailed analysis around key themes.
Year 13	Book study: L'étranger	Students start to build a knowledge of the key themes of the book L'Étranger and an understanding of the main characters.	Book study: L'étranger	Students continue to develop their knowledge of the book and essay writing skills to be able to write a detailed analysis around key themes.

Term 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Je me présente	Ma famille	Mon collègue	Mon collègue	Où j'habite	La révision et la consolidation
Year 8	En vacances	En vacances	Mon temps libre et mes passe-temps	Ma routine et la vie saine	Mon collègue et mes projets pour l'avenir	La révision et la consolidation
Year 9	Les relations personnelles	Les relations personnelles	Les fêtes et les traditions	Les fêtes et les traditions	Ma région et le monde francophone / notre monde	La révision et la consolidation
Year 10 **Sequencing to be amended for 2023	Les temps libre – musique, television, le cinéma y la technologie 2023 – change to SPR1	Ma ville et ma région 2023 – change to AUT1 and 2	Mes études et ma vie dans le collège 2023 – change to SUM1	Les temps libre – la nourriture, sport et la vie saine 2023 – change to SPR 2	Mes vacances désastreuses et idéales 2023 – REMOVE?	La révision et la consolidation
Year 11	Le travail et mes plans pour le futur	Les problèmes locaux et globaux	La révision et la consolidation			
Year 12	Aspects of French speaking society: current trends	Aspects of French speaking society: current trends	Artistic culture in the French speaking world	Artistic culture in the French speaking world	Film study: Entre Les Murs	Film study: Entre Les Murs
Year 13	Aspects of French speaking society: current issues	Aspects of French speaking society: current issues	Aspects of political life in the French speaking world	Aspects of political life in the French speaking world	Book study: L'Étranger	Book study: L'Étranger



The John Roan School

The best in everyone™

Part of United Learning

Theme 1	
Theme 2	
Theme 3	