

INTENT – Why are we doing what we are doing?

The focus of our curriculum is centred on the development of pupil's communication skills, self-efficacy, strong and durable retention of language, independence and autonomy. Our main focus is on the depth of learning and the long-term retention of the 3 pillars of learning – vocabulary, phonics and grammar – and ensuring that students are committing the language and skills they are taught into their long-term memory. Through this they will learn how to manipulate grammar to allow them to personalise information and retain core phrases that can be reused in a large number of real-life situations. With this knowledge and confidence, they will become resilient and competent linguists.

Our KS3 languages curriculum is knowledge-rich in both skills and language. The KS3 SOW is cyclical in terms of grammar and vocabulary/structures with topics and skills being revisited regularly in order to recall and build upon prior knowledge. Pupils will develop an extensive core of vocabulary and grammatical structures which will be learned and regularly practised and retrieved, so that they are confident communicators.

The aim is to create a well-rounded linguist but also make languages enjoyable by building confident, successful linguists. As there are clear educational, personal, cultural, social, career and business benefits in being able to communicate in a foreign language, at all Key Stages, students are taught to communicate effectively in all four skills – reading, writing, listening and speaking. The invaluable communication skills and creativity developed through learning a foreign language will foster a deeper understanding and appreciation of other cultures on a local, national and international stage.

There is ambition and opportunity for all pupils to study a language up to the age of 16. Every student is studying either French or Spanish up until the end of Year 9, then students are encouraged to choose to study languages at GCSE level as part of a strong EBacc offer.

We want students to have a curiosity and fascination in discovering the world and its people, as well as having an interest and intention to travel in order to deepen their understanding of different cultures and societies. We therefore aim to incorporate as much human interest and culture into lessons as possible and provide students with many extra-curricular opportunities and real-life experiences including plays, restaurant visits, fêtes, Hispanic and Francophone days, EDoL, Day of the Dead and many more. Through this, we hope to provide students with an experience and acceptance of other cultures, and an enjoyment of and inquisitiveness for another language and its culture.

Considering the local context of N E Lincolnshire, it is vital for our students to learn an additional language to promote opportunities for our students to either work for local industries that have an international outlook or work in other regions of the world.

IMPLEMENTATION - Year 7

Term	Unit Title	Unit Enquiry Question <i>Should be the basis of the entire unit, the thing that drives the unit.</i>	Intent <i>Purpose of the specific unit.</i>	Core Disciplinary (Skills) Knowledge Gained	Core Substantive (Content) Knowledge Gained	Careers Links	“Need to Know” <i>Core content required to be covered during this unit.</i>	“Neat to Know” <i>Things that would be good for students to know but not essential. Will not feature in assessments etc.</i>
Autumn Term 1 & 2 September – December	Yo (All about me)	<i>¿Cómo te llamas?</i> <i>¿Cómo se escribe?</i> <i>¿Cuántos años tienes?</i> <i>¿Cuándo es tu cumpleaños?</i>	<i>To build confidence in using the target language and to begin using the language to talk about yourself and understand the TL in a classroom environment. To increase cultural knowledge and understanding.</i>	Learning vocabulary Listening, reading, writing, spelling, dictation and translation Asking and answering questions in the TL Speaking - phonics and pronunciation Grammar - Present tense in the yo and tú forms – tener and llamarse	Classroom instructions Introductions – greetings and name Alphabet and spelling names Numbers 1-31 Saying how old you are Months and days Saying what the date is Saying when your birthday is Christmas in Spain	- <i>the transferrable skills acquired through learning a language</i> - <i>the value of having a second language in the eyes of an employer</i>	Classroom instructions Introductions – greetings and name Alphabet and spelling names Numbers 1-31 Saying how old you are Months and days Saying what the date is Saying when your birthday is Christmas in Spain	- <i>numbers beyond 31</i> - <i>all present tense forms of the verb llamarse and tener</i> - <i>TL vocabulary about Christmas</i>
Links between Units: Using name, age, birthdays language from unit 1 to describe other family members.								
Spring Term 3 & 4 January – March	Mi familia y yo (Me and my family)	<i>¿Tienes hermanos?</i> <i>Describe tu familia.</i> <i>¿Tienes animales?</i>	<i>To build upon unit 1 knowledge, using it to start talking about people other than yourself. To increase cultural knowledge and understanding.</i>	Learning vocabulary Listening, reading, writing, spelling, dictation and translation Asking and answering questions in the TL Speaking - phonics and pronunciation Grammar - Present tense in the yo, tu, él, ella forms – tener and llamarse Grammar – possessive adjectives mi, mis, su, sus Grammar – negatives, plurals and adjective agreement	Brothers and sisters Family members Numbers 1-100 Names, ages and birthdays of family members Colours Pets Easter traditions in Spain	- <i>the transferrable skills acquired through learning a language</i> - <i>the value of having a second language in the eyes of an employer</i>	Brothers and sisters Family members Numbers 1-100 Names, ages and birthdays of family members Colours Pets Easter traditions in Spain	- <i>numbers beyond 100</i> - <i>all present tense forms of the verb llamarse and tener</i> - <i>a larger list of animals/pets</i> - <i>TL vocabulary about Easter</i>
Links between Units: Using family members, days and phonics knowledge from units 1 and 2 to talk about sports								
Summer Term 5 & 6 April – July	Yo, mi familia y nuestros intereses (Me, my family and our interests)	<i>¿Eres deportista?</i>	<i>To build upon unit 1 and 2 knowledge, using it to start talking about your own and other people’s interests. To express opinions in the TL. To increase cultural knowledge and understanding.</i>	Learning vocabulary Listening, reading, writing, spelling, dictation and translation Asking and answering questions in the TL Speaking - phonics and pronunciation Grammar - Present tense in the yo, tu, él, ella forms – range of sport/hobby verbs Grammar – negatives, justified opinions, modifiers and connectives Grammar – verb + infinitive	Sports Opinions about sports Sports with jugar/hacer/practicar Hobbies Opinions plus infinitives Who with and how often Famous sporting events in Spanish-speaking countries	- <i>the transferrable skills acquired through learning a language</i> - <i>the value of having a second language in the eyes of an employer</i> - <i>sportspeople/sporting events</i>	Sports Opinions about sports Sports with jugar/hacer/practicar Hobbies Opinions plus infinitives Who with and how often Famous sporting events in Spanish-speaking countries	- <i>all present tense forms of the verb hacer and jugar and other hobby verbs</i> - <i>a larger list of sports/hobbies</i> - <i>TL vocabulary about sporting events</i>

IMPACT – What do we want students to know at the end of Year 7?

By the end of year 7, students should have a sound knowledge of the vocabulary covered and be able to produce written and verbal responses to questions about themselves, their families and their interests as well as understanding and responding to written and spoken texts on these subjects. Students should also be able to use their knowledge of phonics to work out the pronunciation of new, previously unseen words and apply their grammatical knowledge to new situations. They will also have gained knowledge about the TL countries and some of their traditions.

IMPLEMENTATION - Year 8

Term	Unit Title	Unit Enquiry Question <i>Should be the basis of the entire unit, the thing that drives the unit.</i>	Intent <i>Purpose of the specific unit.</i>	Core Disciplinary (Skills) Knowledge Gained	Core Substantive (Content) Knowledge Gained	Careers Links	“Need to Know” <i>Core content required to be covered during this unit.</i>	“Neat to Know” <i>Things that would be good for students to know but not essential. Will not feature in assessments etc.</i>
Autumn Term 1 & 2 September – December	Mi familia y yo 2 (Me and my family 2)	¿Cómo eres ? <i>Describe tu familia</i>	<i>To build upon and revisit year 7 topics. Increasing the descriptions of self and others by looking at physical and personality descriptions, jobs and continuing use opinions. To increase cultural knowledge and understanding.</i>	Learning vocabulary Listening, reading, writing, spelling, dictation and translation Asking and answering questions in the TL Speaking - phonics and pronunciation Grammar - Present tense in the yo, tu, él, ella, ellos and ellas forms – tener, ser and llamarse Grammar – negatives, justified opinions, modifiers and connectives	Family, numbers, age, name and birthday Hair and Eyes ser + physical descriptions ser + personality description ser + jobs of family members Epiphany / Christmas / New Year	- the transferrable skills acquired through learning a language - the value of having a second language in the eyes of an employer - discussion of a range of jobs in relation to family - usefulness of languages in certain jobs	Family, numbers, age, name and birthday Hair and Eyes ser + physical descriptions ser + personality description ser + jobs of family members Epiphany / Christmas / New Year	- all present tense forms of the verb tener, ser and llamarse - me gustaría ser + jobs - a larger list of adjectives - TL vocabulary about Epiphany/Christmas/New Year
Links between Units: Using adjectives and opinions from year 7 unit 3 and year 8 unit 1 to describe house, town and activities, using family members, days etc. from previous units to extend descriptions.								
Spring Term 3 & 4 January – March	Mi vida y donde vivo (Me and where I live)	¿Dónde vives? ¿Qué hiciste recientemente en tu ciudad ?	<i>To use the TL to describe where you live and then use home/town as a basis to learn the past tense. To increase cultural knowledge and understanding.</i>	Learning vocabulary Listening, reading, writing, spelling, dictation and translation Asking and answering questions in the TL Speaking - phonics and pronunciation Grammar – pres. tense in the yo, tu, él, ella and nosotros forms of vivir Grammar – se puede + the infinitive Grammar – past tense in the yo, tu, él, ella and nosotros forms with a range of sport/hobby verbs from Y7ST Grammar – imperatives for directions	Where you live – town name, country, type of town and type of house and location Rooms in your house Places in a town – what there is and what you can do Past tense – recent activities in your town / recent visit to another town Directions ??? Seasonal Topic (not Easter)	- the transferrable skills acquired through learning a language - the value of having a second language in the eyes of an employer	Where you live – town name, country, type of town and type of house and location Rooms in your house Places in a town – what there is and what you can do Past tense – recent activities in your town / recent visit to another town Directions ??? Seasonal Topic (not Easter)	- all present tense forms of the verb vivir - all forms of the past tense with a range of activity verbs - Case studies about Spanish-Speaking towns/cities
Links between Units: Build upon past tense from year 8 unit 2 and continue to revisit opinions and details from previous units.								
Summer Term 5 & 6 April – July	Mis Vacaciones (My holidays)	¿Adónde fuiste de vacaciones el año pasado?	<i>To use the holidays topic as a means to practice and build upon the use of the past tense. To increase cultural knowledge and understanding.</i>	Learning vocabulary Listening, reading, writing, spelling, dictation and translation Asking and answering questions in the TL Speaking - phonics and pronunciation	Holidays Where, who with, how long for and opinions Transport and Accommodation Describing a hotel room Holiday activities Weather + Activities	- the transferrable skills acquired through learning a language - the value of having a second language in the eyes of an employer	Holidays Where, who with, how long for and opinions Transport and Accommodation Describing a hotel room Holiday activities Weather + Activities	- all forms of the past tense with a range of activity and holiday verbs - Case studies about Spanish-speaking holiday destinations

				Grammar – past tense in the yo, tu, él, ella and nosotros forms with a range of holiday verbs Grammar – negatives, justified opinions, modifiers and connectives Grammar – cuando/si clauses with the weather	Holiday destinations in Spanish-speaking countries	- <i>jobs in the tourism industry</i> - <i>how languages help people who work in the tourist industry</i>	Holiday destinations in Spanish-speaking countries	
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IMPACT – What do we want students to know at the end of Year 8?

By the end of year 8, students should have built upon their vocabulary and skills acquired in year 7 and have a sound knowledge of the new year 8 vocabulary covered and be able to produce written and verbal responses to questions about themselves, their families and their interests, where they live and holiday destinations as well as understanding and responding to written and spoken texts on these subjects. They should also be able to understand grammar rules to form both the past and present tenses and be able to apply these rules to new, previously unseen verbs. Students should also be able to use their knowledge of phonics to work out the pronunciation of new, previously unseen words and apply their grammatical knowledge to new situations. They will also have gained more knowledge about the TL countries and some of their traditions.

IMPLEMENTATION - Year 9

Term	Unit Title	Unit Enquiry Question <i>Should be the basis of the entire unit, the thing that drives the unit.</i>	Intent <i>Purpose of the specific unit.</i>	Core Disciplinary (Skills) Knowledge Gained	Core Substantive (Content) Knowledge Gained	Careers Links	“Need to Know” <i>Core content required to be covered during this unit.</i>	“Neat to Know” <i>Things that would be good for students to know but not essential. Will not feature in assessments etc.</i>
Autumn Term 1 & 2 September – December	La vida en el colegio (Life at school)	<i>Cómo es tu colegio ? (¿asignaturas, horario, profesores, uniforme?) ¿Cuáles son tus planes para el futuro?</i>	<i>To think about and discuss school, careers and future educational plans. To use the TL to describe school life and use school/education as a basis to continue giving opinions and to learn the future tense. To increase cultural knowledge and understanding.</i>	Learning vocabulary Listening, reading, writing, spelling, dictation and translation Asking and answering questions in the TL Speaking - phonics and pronunciation Grammar – present tense in the yo, tu, él, ella and nosotros forms with a range of school verbs Grammar – negatives, justified opinions, modifiers and connectives, adjective agreements Grammar – future/conditional tense in the yo, tu, él, ella forms using a range of school verbs	School Bag/Pencil Case items School Subjects + opinions The Time and describing a timetable Teachers – descriptions and opinions School Uniform and ideal uniform Future studies for options and college/6 th form Comparison of school system in UK to Spain	- <i>the transferrable skills acquired through learning a language</i> - <i>the value of having a second language in the eyes of an employer</i> - <i>career paths – subjects needed for certain professions</i>	School Bag/Pencil Case items School Subjects + opinions The Time and describing a timetable Teachers – descriptions and opinions School Uniform and ideal uniform Future studies for options and college/6 th form Comparison of school system in UK to Spain	- <i>all forms of the future/conditional tense with a range of school verbs</i> - <i>TL vocabulary related to the Spanish education system</i>
Links between Units: Build upon future and conditional tenses from year 9 unit 1 and continue to revisit opinions and details from previous units.								
Spring Term 3 & 4 January – March	Una vida sana (A healthy life)	<i>¿Cómo estar en buena salud ?</i>	<i>To discuss and understand what a healthy lifestyle is and give advice about how to live healthily. To increase cultural knowledge and understanding.</i>	Learning vocabulary Listening, reading, writing, spelling, dictation and translation Asking and answering questions in the TL Speaking - phonics and pronunciation Grammar – present tense in yo, tu, él, ella and nosotros forms with a range of food and opinion verbs, verb + infinitive, tiene que + infinitive Grammar – negatives, justified opinions, modifiers and connectives, adjective agreements Grammar – future/conditional tense in the yo, tu, él, ella	Food and Drink – comer/beber/tomar + opinions How to be healthy + future intentions Bad Habits / Fast food Body Parts, tengo dolor de, illnesses and tiene que + advice Christmas Dinner – cultural differences	- <i>the transferrable skills acquired through learning a language</i> - <i>the value of having a second language in the eyes of an employer</i>	Food and Drink – comer/beber/tomar + opinions How to be healthy + future intentions Bad Habits / Fast food Body Parts, tengo dolor de, illnesses and tiene que + advice Christmas Dinner – cultural differences	- <i>all forms of the present/future/conditional tense with a range of health verbs</i> - <i>TL vocabulary related to Spanish Christmas dinner</i>

				forms using a range of health verbs				
Links between Units: Use tenses, opinions and other details from previous units to increase descriptions.								
Summer Term 5 & 6 April – July	El mundo, los medios y las tecnologías (The world. media and technology)	<i>¿Qué es, el festival de los Sanfermines ?</i> <i>Qué piensas de los medios y las nuevas tecnologías ?</i>	<i>To understand about the French Revolution and the reason for Bastille Day celebrations.</i> <i>To discuss media and technology and use these topics to continue to give opinions and gain a better understanding of French media and technology.</i>	Understanding French / Spanish history and cultural events Learning vocabulary Listening, reading, writing, spelling, dictation and translation Asking and answering questions in the TL Speaking - phonics and pronunciation Grammar – present tense in all forms with a range of film/TV/technology and opinion verbs, verb + infinitive, tengo que + infinitive Grammar – negatives, justified opinions, modifiers and connectives, adjective agreements Grammar – Past and future tense in all forms with a range of film / TV/ technology and opinion verbs	San Fermín and the los Sanfermines Festival Competition prep and planning Films and TV programmes New Technology – gadgets and uses Music Differences between UK film/music and Spanish film/music	- <i>the transferrable skills acquired through learning a language</i> - <i>the value of having a second language in the eyes of an employer</i> - <i>jobs in the film/TV/music industry</i>	San Fermín and the los Sanfermines Festival Competition prep and planning Films and TV programmes New Technology – gadgets and uses Music Differences between UK film/music and Spanish film/music	- <i>TL vocabulary linked to Los Sanfermines</i> - <i>A range of different Spanish-Speaking actors/musicians</i>

IMPACT – What do we want students to know at the end of Year 9?

By the end of year 9, students should have built upon their vocabulary and skills acquired in year 7 and 8 and have a sound knowledge of the new year 9 vocabulary covered and be able to produce written and verbal responses to questions about themselves, their families and their interests, where they live, holiday destinations, education, healthy lifestyles and media and technology as well as understanding and responding to written and spoken texts on these subjects. They should also be able to understand grammar rules to form the past, present and future tenses and be able to apply these rules to new, previously unseen verbs. Students should also be able to use their knowledge of phonics to work out the pronunciation of new, previously unseen words and apply their grammatical knowledge to new situations. They will also have gained even more knowledge about the TL countries and some of their traditions.

LINKS – How does our curriculum link between the year groups?

Key Skills	Year 7	Year 8	Year 9	Years 10 & 11 (GCSE)
Vocabulary	Basic vocabulary linked to introductions and talking about yourself and family.	Building upon the basics from Year 7 to talk more about family then introduction to town and holidays vocabulary.	Using the vocabulary from year 7 and 8 in new situations/contexts plus an introduction to school, health and media vocabulary.	A wide range of vocabulary across 12 different topics including ones covered in KS3 just in more detail with a higher level of complexity.
Phonics	Introduction to the alphabet and phonics. Starting to predict the pronunciation of new words using knowledge of French phonics.	Building upon the phonics knowledge acquired in year 7 to become more accurate and more confident at pronouncing previously unseen words.	Pronunciation is good, even for new vocabulary – students can confidently and accurately say words they have never seen before using their phonics knowledge.	Students can say lengthier descriptions with much more accuracy and fluency. Pronunciation is good, even for new vocabulary – students can confidently and accurately say words they have never seen before using their phonics knowledge.
Grammar	Introduction to possessive adjectives mi/mis/su/sus, negatives, plurals and adjective agreement Basic present tense for a small number of verbs in the yo, tú, él, ella forms. Introduction of opinion verbs and adjectives so students can start to give justified opinions.	Continuing to practice possessives, negatives, plurals and adjective agreements plus introduction to imperatives and se puede + infinitive Building upon the present tense with a larger variety of verbs in the yo, tú, él, ella forms and introducing the ellos, ellas, nosotros forms for some verbs. Introduction of the past tense in the yo, tú, él, ella, nosotros forms with a range of verbs. Build upon use of opinion verbs and adjectives so students can give justified opinions more frequently with a wider range of adjectives.	Continuing to practice possessives, negatives, plurals and adjective agreements, imperatives and use of se puede + infinitive to introduce other infinitive constructs such as tiene que/es importante de Building upon the present tense and past tense with a larger variety of verbs in the yo, tú, él, ella forms and introducing the ellos, ellas, nosotros forms for some verbs. Introduction of the future tense in the yo, tú, él, ella, nosotros forms with a range of verbs. Build upon use of opinion verbs and adjectives so students can give justified opinions more frequently with a wider range of adjectives.	Continuing to use and practise all grammatical knowledge gained in KS3 in new topics/contexts. A wide range of grammatical skills acquired. A much wider range of verbs used for continued practice of the past, present and future tenses with all verb forms plus full introduction to the imperfect and conditional tenses.

