

YEAR 10 SPANISH new GCSE SEPTEMBER 2024. NOTLEY HIGH SCHOOL.

MFL intent

The intent of MFL is to give students the tools to enable them to become confident and accurate communicators in a foreign language. Students are prepared for real life situations, engage in problem solving and develop coping strategies and perseverance. By doing so, students develop their understanding of themselves, the world around them, and build their resilience. They are better equipped in their working, emotional and social life. Through studying languages, we increase student confidence in their own language through transferable language skills and nurturing pre-existing talents. We recap and build upon grammar and vocabulary through exploring language patterns across a variety of topics and themes, enabling them to express themselves confidently.

Students aspire to inter-cultural understanding, tolerance and respect for international cultures and history. Learning languages allows students to develop a curiosity about the world from a different perspective, through understanding foreign films, literature, the study of customs and festivals. We organise trips to Paris and Boulogne which help to develop the students' cultural capital and immerse them in using languages in real life situations. We teach specially designed lessons to celebrate European day of languages on the 26 September which celebrates the many languages spoken in our community and encourages them to take part in a bake-off competition. As part of Notley Aspire we invite selected students to watch a play in the Target language in the theatre to further inspire a love of languages.

Students are encouraged to study languages up to A level exams, which offers clear progression into a wide range of employment opportunities.

We are committed to providing a supportive and stimulating learning environment and the curriculum is designed to help students explore and grow by developing knowledge and tolerance of other cultures and by exploring language patterns to develop fluency and confidence in communicating in another language. We ensure that lessons are enjoyable for all, delivering a range of activities that are engaging, interactive and fun. Within the classroom, we endeavour to create real life and relevant situations whereby students can use their language skills to communicate and to equip them with the skills to communicate in real life. We have high expectations of all students, and we want them to be proud of their achievements and progress and to be recognised for their efforts and excellence.

MFL Implementation

Our schemes of learning build resilience by ensuring progress in the 4 skills which are productive, (writing and speaking) and receptive, (listening and reading.) We nurture talent through developing a broad range of productive skills including accurate and confident pronunciation with knowledge of phonics, conversation, translation, structuring essays and developing arguments and opinions. As students develop these skills, they will be able to communicate, explain and justify their own opinions in both written and spoken forms. In developing fluency, they will develop aspirations.

Literacy is encouraged through receptive skills including vocabulary learning, reading, translation, dictation and listening. Students develop learning strategies to read and listen for gist, aiding the deepening of their understanding. They are encouraged to be resilient to extract information and interpret meaning in a range of texts.

Students learn through sequencing in small steps leading to the students reading and writing with more complexity. Teachers model so that students can expand their language skills. Students learn complex structures using LOVEIT grids, grammar and tenses which enables them to communicate and write more independently. There is a strong focus on monitoring and assessment to ensure that all students are progressing as expected. In addition, meaningful feedforward tasks are set after each written assessment, and where needed, intervention and support are timely and impactful. We design our lessons to instill a love of learning languages and to ensure that all students are included in every lesson. Students are motivated by the range of activities across a series of lessons and language is practiced, reinforced, and reviewed in a circular way which is further embedded through home learning.

Languages are a gateway to discovering new customs and cultures. We stimulate students' curiosity by exploring customs, festivals, and traditions. Students also discover culture through films at all key stages and a whole school celebration of European day of languages helps promote a positive outlook ethos.

Autumn term

Year 10 Spanish. Identity and relationship with others.

What are we learning?	Our intention – what knowledge, understanding and skills will we gain?	Evaluation and assessment methods	Implementation	What additional resources are available?
<p>Identity and relationship with others</p> <p>Describing people</p> <p>Discussing marriage/ partnership</p> <p>Talking about relationships nowadays</p>	<p>Knowledge: Vocabulary on family members and relationships. <i>Tener, ser</i> and <i>estar</i> present tense. Possessive adjectives. Adjective agreement and position rules. Reflexive verbs: <i>casarse/enfadarse/llevarse bien con</i>. Comparatives <i>más que/menos que</i>. Adverbs of frequency. Regular verbs in present tense. Interrogative words such as <i>quién, cómo, cuántos, qué, cuándo</i>.</p> <p>Revisiting adjectives to describe and use of <i>que</i> to describe ideal partner and enhance descriptions. Revision of preterite tense Direct and indirect object pronouns.</p> <p>Understanding: Students will understand how to identify and use tenses or other structures which convey the present, past, and future; to use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate; to develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues.</p> <p>Skills: To describe and compare photos. To read aloud and be able to develop written and spoken answers. To</p>	<p>When talking about friends and family, students should be able to show their competence in listening, speaking, reading and writing, based on a sound foundation of core grammar and vocabulary. Students should be able to understand and communicate personal and factual information about their relationships that goes beyond their immediate needs and interests, developing and justifying points of view in speech and writing, with increased spontaneity, independence and accuracy. Students should also be able:</p> <p>To use and adapt models. To use adverbs of frequency to say how often they do things. To give opinions in different ways. To recognise false friends.</p>	<p>Prior learning: Family members were taught in year 7 along with possessive adjectives which were reinforced in year 8 and 9. The comparative, and superlative, future tense and present tense were taught and reinforced in KS3. They are extended in this unit to include reflexive verbs and irregular verbs. Students can draw on this to help with their understanding of using reflexive verbs in the past tense. Issues with relationships with teenagers and parents were introduced in KS3 using basic language. This unit extends knowledge through more complex structures and vocabulary and longer texts. Understanding of nouns (gender and number); adjectives; definite and indefinite articles;</p>	<p>Knowledge organisers Verbs sheet. Loveit (higher and foundation versions) AQA GCSE text book Sharepoint – PPTs. Memrise Duolingo Exam Board Websites Revisionworld.com Kerboodle SENECA Learning GCSE Bitesize BBC.co.uk/languages YouTube: Spanish GCSE Quizlet www.lyricstraining.com</p>

	<p>understand grammar and key terms in Spanish. To demonstrate independence by using a Spanish knowledge organiser and dictionary. To work collaboratively with others in pairs or in group asking and answering questions. To develop short and long-term memory, retaining vocab and verbs in Spanish. To be resilient and persevere with pronunciation and speaking in front of others. To listen for more detailed passages and understanding longer texts.</p> <p>To use more complex expressions and write accurately with correct spelling and verb endings.</p>		<p>preterite, future and present tense verbs; key verbs such as <i>ser</i>, <i>tener</i>, and <i>estar</i>; numbers; the time; days, months, and dates; opinions and justifications; all this vocabulary has previously been taught in KS3.</p> <p><u>Future learning:</u></p> <p>The comparative and the superlative link to describing photos. Learning how to ask and answer questions links to preparation for the speaking exam. Learning strategies to understand longer texts links to reading and listening comprehension preparation.</p>	
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	<p>Autumn term</p> <p>Year 10 Spanish. Healthy living and lifestyle</p>			
<p>What are we learning?</p>	<p>Our intention – what knowledge, understanding and skills will we gain?</p>	<p>Evaluation and assessment methods</p>	<p>Implementation</p>	<p>What additional resources are available?</p>

<p>Healthy living and lifestyle</p>	<p>Knowledge: Vocabulary on exercise, diets and healthy lifestyles.</p> <p>Radical changing verbs</p> <p>Near future tense</p> <p>Question words</p> <p>Expressions with tener</p>			
<p>Healthy living: exercise and eating healthily</p>	<p>Using verbs to give advice (hay que, deber, tener que etc.)</p> <p>Understanding: Students will understand how to give opinions about healthy lifestyles; discuss their diets; how to keep fit and look after your health; the differences between Spanish lifestyles compared with their own.</p>	<p>When talking about healthy lifestyles, students should be able to show their competence in listening, speaking, reading and writing, based on a sound foundation of core grammar and vocabulary. Students should be able to understand and communicate personal and factual information about technology in everyday life that goes beyond their immediate needs and interests, developing and justifying points of view in speech and writing, with increased spontaneity, independence and accuracy. Students should also be able:</p>	<p>Previous learning: Students learned about food year 8 and did sports in year 7. Students will build on this by discussing specifically healthy lifestyles. Extensive work has already been done in y8 and 9 on near future tense. The imperfect tense was introduced in KS3, in this unit it is reviewed and extended by learning how to combine the preterite and imperfect in a sentence.</p>	<p>Knowledge organisers Verbs sheet. Loveit (higher and foundation versions) AQA GCSE text book Sharepoint – PPTs. Memrise Duolingo Exam Board Websites Revisonworld.com Kerboodle SENECA Learning GCSE Bitesize BBC.co.uk/languages YouTube: Spanish GCSE Quizlet www.lyricstraining.com</p>
<p>Advice to healthy lifestyle</p>	<p>Skills: To read aloud and be able to develop written and spoken answers. Use Loveit to increase the complexity of their work. To understand grammar and key terms in Spanish. To demonstrate independence by using a Spanish knowledge organiser and dictionary. To work collaboratively with others in pairs or in group asking and answering questions. To develop short and long-term memory, retaining vocab and verbs in Spanish. To be resilient and persevere with pronunciation and speaking in front of others. To listen for more detailed passages and understanding longer texts. To use more complex expressions and write accurately with correct spelling and verb endings.</p>	<p>To offer extra information when writing and speaking. To listen for details. To work out the meaning of unfamiliar words from context. To use tips for translating into English.</p>	<p>Future learning: Reinforcement of how to ask and answer questions links to preparation for the speaking exam. Learning strategies to understand longer texts links to reading and listening comprehension preparation. Developing coping strategies for understanding grammar links to preparing for learning future grammar points.</p>	
<p>La vida en Espana</p>				

Spring term				
Year 10 Spanish. Education and work				
What are we learning?	Our intention – what knowledge, understanding and skills will we gain?	Evaluation and assessment methods	Implementation	What additional resources are available?
<p>Education and work</p> <p>Describing school</p> <p>Explaining the good and the bad about school</p> <p>Future plans</p> <p>Work</p>	<p>Knowledge: Vocabulary on school and jobs Consolidation of near and simple future tenses, and the conditional Consolidation of opinions and comparisons Using negatives The use of infinitives after para, sin and to start sentences</p> <p>Understanding: Students will understand how to talk about school and their future plans. They will understand the near and simple future tenses, how to give advice and using the conditional</p> <p>Skills: To read aloud and be able to develop written and spoken answers. Use Loveit to increase the complexity of their work. To understand grammar and key terms in Spanish. To demonstrate independence by using a Spanish knowledge organiser and dictionary. To work collaboratively with others in pairs or in group asking and answering questions. To develop short and long-term memory, retaining vocab and verbs in Spanish. To be resilient and persevere with pronunciation and speaking in front of others. To listen for more detailed passages and understanding longer texts.</p>	<p>When talking about school, work and future plans, students should be able to show their competence in listening, speaking, reading and writing, based on a sound foundation of core grammar and vocabulary.</p> <p>They should be able to describe, compare and contrast two photos and answer questions on any of the topics studied in year 10 so far.</p> <p>Students should be able to understand and communicate personal and factual information about school and the world of work that goes beyond their immediate needs and interests, developing and justifying points of view in speech and writing, with increased spontaneity, independence and accuracy. Students should also be able:</p> <p>To listen for positive and negative opinions. To provide all information required by a question. To use verbal context in reading.</p>	<p>Previous learning: Key vocabulary for describing school subjects, uniform, school facilities and school life has already been introduced in KS3 (year 8 and year 9 for clothes). This will be extended and developed in this unit through longer, more complex texts and through the introduction of more complex grammar points and vocabulary. The emphasis is on contrasting tenses and the consistent use of three time frames.</p> <p>Future learning: Making use of key topic words to help understand longer texts links to reading and listening comprehension preparation. Developing coping strategies for understanding grammar links to preparing for</p>	<p>Knowledge organisers Verbs sheet. Loveit (higher and foundation versions) AQA GCSE text book Sharepoint – PPTs. Memrise Duolingo Exam Board Websites Revisonworld.com Kerboodle SENECA Learning GCSE Bitesize BBC.co.uk/languages YouTube: Spanish GCSE Quizlet www.lyricstraining.com</p>

	To use more complex expressions and write accurately with correct spelling and verb endings.	To use some listening techniques. To use future time phrases. To listen for clues.	learning future grammar points. Emphasis on more complex structures with the use of all tenses in three time frames. Students will build on talking about school to further give opinions about further education.	
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Spring term				
Year 10 Spanish. Free time activities				
What are we learning?	Our intention – what knowledge, understanding and skills will we gain?	Evaluation and assessment methods	Implementation	What additional resources are available?
Free time activities Sports, including extreme sports TV programs Unusual hobbies	<u>Knowledge:</u> Present and present continuous tense to talk about a range of sports, including extreme sports Opinions on free time activities and range of phrases to talk about hobbies, including verbs with prepositions Regular preterite tense + preterite of <i>ver</i> and <i>ir</i> The superlative First person spelling changes in preterite tense Using demonstrative adjectives and pronouns <i>este, esta, estos, estas, ese, esa, esos, esas</i> .	When talking about free time, students should be able to show their competence in listening, speaking, reading and writing, based on a sound foundation of core grammar and vocabulary. Students should be able to understand and communicate personal and factual information about free time activities that goes beyond their immediate needs and interests, developing and justifying points of view in speech and writing, with increased spontaneity, independence and accuracy. Students should also be able:	<u>Previous learning:</u> Students have already studied the topic of free time and sport (y7), which is revisited in y8 and 9. Students have also learned about the comparison. Extensive work has already been done on the preterite tense in y9. In this unit, this is being extended by using the preterite of some irregular verbs. <u>Future learning:</u>	Knowledge organisers Verbs sheet. Loveit (higher and foundation versions) AQA GCSE text book Sharepoint – PPTs. Memrise Duolingo Exam Board Websites Revisionworld.com Kerboodle SENECA Learning GCSE Bitesize BBC.co.uk/languages YouTube: Spanish GCSE Quizlet www.lyricstraining.com

	<p>Understanding: Students will understand how to discuss their hobbies, able to use a range of verbs, and say what they watched and when. They will understand how to use the superlative as well as how to form the preterite tense.</p> <p>Skills: To read aloud and be able to develop written and spoken answers. Use Loveit to increase the complexity of their work. To understand grammar and key terms in Spanish. To demonstrate independence by using a Spanish knowledge organiser and dictionary. To work collaboratively with others in pairs or in group asking and answering questions. To develop short and long-term memory, retaining vocab and verbs in Spanish. To be resilient and persevere with pronunciation and speaking in front of others. To listen for more detailed passages and understanding longer texts. To use more complex expressions and write accurately with correct spelling and verb endings.</p>	<p>To use tips for reading questions. To talk about/ describe photos. To skim-read for information. To use cognates to aid with understanding.</p>	<p>Revision of the comparative and superlative links to giving opinions in all future topics. Knowledge of preterite tense enables students to narrate events in the past tense.</p>	
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Summer term Year 10 Spanish. Customs, festivals and celebrity culture				
What are we learning?	Our intention – what knowledge, understanding and skills will we gain?	Evaluation and assessment methods	Implementation	What additional resources are available?
	<p>Knowledge: Vocabulary to describe festivals and traditions.</p>	<p>When talking customs and traditions, students should be able to show their competence in</p>	<p>Previous learning:</p>	<p>Knowledge organisers Verbs sheet.</p>

Multicultural traditions and festivals	Using imperfect and preterite tenses together Apocopation of adjectives Using soler	listening, speaking, reading and writing, based on a sound foundation of core grammar and vocabulary. Students should be able to understand and	Students have already learned about various areas of Hispanic culture and stars throughout KS3. The preterite tense has been taught, but imperfect less so.	Loveit (higher and foundation versions) AQA GCSE text book Sharepoint – PPTs.
Family traditions	Using soler Sequencing i.e. using antes de, después de etc.	communicate personal and factual information that goes beyond their immediate needs and interests, developing and justifying	points of view in speech and writing, with increased spontaneity, independence and accuracy. Students should also be able:	Memrise Duolingo Exam Board Websites Revisonworld.com
Latin American traditions	Suffixes ísimo and ito Adjectives with ser/estar Reinforcement of the comparative and superlative.	To use important quantifiers. To use different vocabulary to express the same idea.	Reading and listening for gist, answering unprepared questions were all reinforced in the previous unit and are developed and extended in this unit through more complex grammatical structures and longer, more complex texts.	Kerboodle SENECA Learning GCSE Bitesize BBC.co.uk/languages YouTube: Spanish GCSE Quizlet
Comparing and contrasting Spanish celebrities	<p>Understanding:</p> Students will understand cultural differences, how to narrate an event, and gain an insight into celebrity culture.	To deal with past, present and future questions. To use a wider range of connectives.	<p>Future learning:</p> Making use of key topic words to help understand longer texts links to reading and listening comprehension preparation. Developing coping strategies for understanding grammar links to preparing for learning future grammar points. Revision of the superlative and comparative will help students use it in future units.	www.lyricstraining.com
Celebrity culture	<p>Skills:</p> To read aloud and be able to develop written and spoken answers. Use Loveit to increase the complexity of their work. To understand grammar and key terms in Spanish. To demonstrate independence by using a Spanish knowledge organiser and dictionary. To work collaboratively with others in pairs or in group asking and answering questions. To develop short and long-term memory, retaining vocab and verbs in Spanish. To be resilient and persevere with pronunciation and speaking in front of others. To listen for more detailed passages and understanding longer texts.			
Pros and cons of fame	To use more complex expressions and write accurately with correct spelling and verb endings.			