

Statement of Intent

Studying Spanish or French will help the development of students' ability to operate in a global setting. Knowledge of another language and culture aids understanding of world issues and enables students to function in a second language environment, thus raising their employability and expanding their personal horizons. Learning a second language has been proven to expand cognitive capacity and mental agility. Understanding the mechanics of a second language supports students in improving their understanding of their first language and enriches their English vocabulary. The language learning techniques delivered in lessons will support students in learning other languages in the future where needed.

Key Stage 3 Curriculum

Students study either Spanish or French. They have 2 60 minute lessons per week and will be set one piece of homework to support their learning in class. Learning is assessed at the end of each topic based unit.

Key Stage 4 Curriculum

We follow the Edexcel GCSE specification and the assessment is broken down into 4 papers each worth 25% of the final grade; listening, speaking, reading and writing. Speaking is assessed through a one to one oral examination with the class teacher.

Areas of study are: self and identity, holidays and local area, school, jobs and future plans and global issues.

Students have 3x 60 minute lessons per week and will be set one piece of homework to support their learning in class.

Key Stage 5 Curriculum

We follow the Edexcel A-level Spanish specification and the assessment is broken down into 3 papers: listening reading and translation, speaking, and written response to film and literary texts. The oral examination is based around a research project on a cultural topic of the student's choice.

Topics studied include: Changes in Spanish society (family, work and tourism), music, festivals and gastronomy of Spain and Latin America, immigration and integration and the Spanish Civil War, the Franco dictatorship and the transition to democracy.

We also study a Spanish film and a play as part of the course.

Students have 5x 60 minute lessons per week and will be set two pieces of homework to support their learning in class.

Extended Learning

What we offer to extend the learning of our students

We offer extracurricular French/Spanish club to KS3 students wanting to add knowledge of an additional language to the one they study at school. Some of these students go on to become dual linguists at KS4. We offer KS5 students the opportunity to put leadership skills into practice by volunteering to support lower school students with their conversational skills. We have organised several residential trips abroad in recent years. We facilitate the full range of home language examinations at GCSE and A-level and support groups of students through these each year.

What parents can do to support extended learning in this subject

Parents can support their children by helping them engage with examples of other languages we see around and about, for example on restaurant menus or in song lyrics and they can watch subtitled foreign language films with their children. Parents can encourage their children to try out their language skills if abroad or when talking to friends or neighbours from other countries.

We subscribe to the website www.linguascope.com and students can use it to develop their vocabulary and improve memorisation through a range of language games. A password and username will be given to students in class.

The effectiveness of language learning apps has become apparent. We recommend students download free versions of 'Duolingo' or 'Memrise' onto a tablet or smartphone and make a few minutes of practice a part of their daily routine to improve their fluency quickly.

KS3 Curriculum Map

		Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Year 7	French	Letters from the lighthouse/ Tout sur moi <ul style="list-style-type: none"> Introduce yourself Describe yourself and others French speaking regions <i>Nouns and articles; The present tense of Avoir</i>	Mon monde perso <ul style="list-style-type: none"> Personality, Family, School subjects, friends <i>Adjective agreement; Possessive adjectives; Comparisons; Connectives</i>	Autour de moi <ul style="list-style-type: none"> School, home and animals <i>Present tense of regular ER verbs; Adjective agreement (colours); Noun plurals and adjectives;</i>	À table <ul style="list-style-type: none"> Food Mealtimes Opinions Quantities and recipes <i>Partitive adjectives; Present tense of manger and boire; Negatives</i>	Mon quartier <ul style="list-style-type: none"> Describing a town Things to do in different places Directions Arranging to go out <i>Il y a/Il n'y a pas de ; Prepositions ; Imperative ; Prepositions ; Voulour and pouvoir + infinitive</i>	Ça c'est mon truc <ul style="list-style-type: none"> Clothes Weather Weekend activities <i>Present tense of regular er verbs; Present tense of faire; Reflexive verbs; Possessive adjectives</i>
	Spanish	Letters from the Lighthouse and <ul style="list-style-type: none"> Bienvenidos Personal information, numbers, classroom language. ABC, classroom equipment <i>Introduction to verbs; present tense</i>	Mi familia <ul style="list-style-type: none"> Describing yourself and others Colours (Adjective agreement) Animals <i>Key irregulars Ser/Tener</i>	El instituto <ul style="list-style-type: none"> School subjects, time and school descriptions. <i>Opinions and justifications Simple past tense regular verbs: Hablar/Escuchar/Comer</i>	En casa <ul style="list-style-type: none"> Where you live, house & home and routine. Daily routine reflexive verbs. Time <i>Present tense verbs to describe activities</i>	Mi tiempo libre <ul style="list-style-type: none"> Mi pueblo Free time activities. Places around town, directions. Weather. Arranging to meet up. <i>Hay/No hay; Justified opinions; 'Me gustaría...'; Present tense verbs</i>	Repaso <ul style="list-style-type: none"> 'Carlitos' project 3rd person description Opinions in film reviews.

Year 8	French	<p>Destination vacances</p> <ul style="list-style-type: none"> Holiday preferences Ideal holidays A past holiday <p><i>The present tense of Choisir, finir, prendre</i> <i>The near future Je voudrais/Je aimerais + infinitive</i> <i>In (countries): en/au/aux/à</i> <i>The perfect tense with avoir</i> <i>The perfect tense of aller</i></p>	<p>Bouger, c'est important</p> <p>Sports</p> <ul style="list-style-type: none"> Parts of the body and injuries <p><i>Jouer and faire</i> <i>Depuis + present tense</i> <i>Je voudrais/Je aimerais</i> <i>The perfect tense of aller</i> <i>Pouvoir +infinitive</i> <i>J'ai mal au/à al/à l'/aux</i></p>	<p>Aux quatre coins du monde</p> <ul style="list-style-type: none"> Where you live Daily routine Helping others Francophone Africa <p><i>Comparisons using plus/moins</i> <i>The near future</i> <i>Reflexive verbs</i> <i>The perfect tense with avoir/etre</i> <i>Expressions using avoir: Faim/soif/peur</i></p>	<p>C'est quoi, la France?</p> <ul style="list-style-type: none"> Describing countries Comparing France and Britain <p><i>Present tense with er verbs</i> <i>Use of 'on'</i> <i>Comparatives and superlatives</i> <i>Perfect tense revision</i> <i>Ask questions</i> <i>'Qui' to link sentences</i></p>	<p>Le monde des médias</p> <ul style="list-style-type: none"> TV, music, film and reading genres and preferences <p><i>Direct object pronouns</i> <i>Faire +infinitive and rendre + adjective</i> <i>Ce que</i> <i>Opinions in the past</i> <i>Verb + infinitive structures</i></p>	<p>Accro à la technologie?</p> <ul style="list-style-type: none"> Technology and leisure uses Social media <p><i>Adjectives (agreement and position)</i> <i>Verb + preposition + infinitive</i> <i>Impersonal structures</i> <i>À + definitive article</i></p>
	Spanish	<p>La gente</p> <ul style="list-style-type: none"> Class room language Reintroduction to basics of introducing yourself <p><i>Daily routine</i> <i>Future tense</i></p>	<p>Vamos a salir</p> <ul style="list-style-type: none"> Places and activities <p><i>Modal verbs</i> <i>Arranging to go out</i> <i>Excuses</i></p>	<p>Las vacaciones</p> <ul style="list-style-type: none"> Holiday vocabulary <p><i>Past tense of Ir</i> <i>Past tense opinions using 'fue'</i> <i>Holiday activities</i> <i>Transport preferences</i> <i>Future tense revision</i></p>	<p>La comida</p> <ul style="list-style-type: none"> Food Present and future tense Opinions Mealtimes Transactions Shopping for food Restaurants <p><i>3 tenses</i></p>	<p>De moda</p> <ul style="list-style-type: none"> Clothes <p><i>Description and adjective agreements</i> <i>Describing school uniform, opinions</i> <i>Comparatives and superlatives</i> <i>Language for shopping</i></p>	<p>Repaso</p> <ul style="list-style-type: none"> 'Zipi y Zape' project Narration and film reviews

Year 9	French	<p>Être ado, c'est quoi ?</p> <ul style="list-style-type: none"> Relationships with parents Helping at home Pocket money Pressures faced by teenagers <p><i>Pronouns me, te, se</i> <i>Modal verbs : Devoir, pouvoir and vouloir ; the imperative; Imperfect tense;</i> <i>Present and imperfect tenses</i></p>	<p>En pleine forme!</p> <ul style="list-style-type: none"> Healthy eating and lifestyles Resolutions <p><i>Impersonal structures</i> <i>Pronoun 'en'; Perfect tense revision; Expressions of quantity;</i> <i>Future tense</i></p>	<p>Rendez-vous</p> <ul style="list-style-type: none"> Organising a party Describing festivals <p><i>Near future; On pourrait + infinitive; Perfect tense with être; Imperfect tense; Vous form; Past and present tense</i></p>	<p>Autour du monde</p> <ul style="list-style-type: none"> Travel and transport Buying tickets Plan a holiday Describe past holiday <p><i>Ne ...jamais/ ni ... ni...</i> <i>Present tense of choisir and partir ; Correct tenses with 'si' and 'quand'; Perfect and imperfect tenses;</i> <i>Combination of tenses</i></p>	<p>Chez moi, ça veut dire quoi ?</p> <ul style="list-style-type: none"> Types of home Rooms in house Describing bedrooms Describing ideal homes <p><i>Y Depuis + present tense;</i> <i>Regular re verbs in the present tense;</i> <i>Prepositions</i> <i>Si clauses + imperfect tense and conditional</i></p>	<p>Un metier, un rêve !</p> <ul style="list-style-type: none"> Jobs and qualities needed Ideal jobs and ambitions Part time jobs Success and failure <p><i>Masculine and feminine forms of jobs; Imperfect and conditional revision;</i> <i>Use different tenses together; Si clauses;</i> <i>Quand with different tenses</i></p>
	Spanish	<p>Las medias</p> <ul style="list-style-type: none"> Technology Present tense TV programmes <p><i>Opinions and adjectives</i> <i>Films; Comparatives</i> <i>Near future;</i> <i>Types of music; Preterite</i> <i>Present and preterite together</i></p>	<p>El instituto</p> <ul style="list-style-type: none"> Subjects Teachers Personality <p><i>Opinions; Justifications;</i> <i>Comparatives and superlatives; School day;</i> <i>Near future tense</i></p>	<p>La salud</p> <ul style="list-style-type: none"> Parts of the body (Me duele) At the chemists/doctors (debes) Healthy/unhealthy food <p><i>Healthy living (para ... se debe); Lifestyle changes;</i> <i>Future tense</i></p>	<p>Ganarse la vida</p> <ul style="list-style-type: none"> Jobs (masc/fem forms) Earning and spending money Working conditions <p><i>Me gustaría + infinitive;</i> <i>Personality adjectives;</i> <i>Future tense;</i> <i>Languages at work;</i> <i>3 tenses together</i></p>	<p>Hispano America</p> <ul style="list-style-type: none"> Geographical language Environmental problems (Deber) <p><i>Reflexive verbs; Fair trade; Past tense review;</i> <i>3 tenses together</i></p>	<p>Repaso</p> <ul style="list-style-type: none"> 'Voces inocentes' project Drama writing and performance.

KS4 Curriculum Map

EDEXCEL GCSE SPANISH/FRENCH

		Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Year 10	French	<p>Qui suis-je?</p> <ul style="list-style-type: none"> Family, friends and describing people Places in town and activities Going out with friends Life when younger <p><i>Present tense review Inc. irregular verbs; Perfect and near future tense review; Introduction of imperfect tense; Combination of tenses</i></p>	<p>Le temps de loisirs</p> <ul style="list-style-type: none"> Sport, music, film, tv, reading and technology <p><i>Depuis + present tense; Comparatives; Superlatives; DOPs; imperfect tense</i></p>	<p>Jours ordinaires, jours de fête</p> <ul style="list-style-type: none"> Food Meals Daily routine Family celebrations Festivals and traditions <p><i>Pouvoir and Devoir ; Pronoun en ; Tu and Vous forms ; Venir de + inf ; Combining tenses</i></p>	<p>De la ville à la campagne</p> <ul style="list-style-type: none"> Local area Weather Transport Directions Community projects <p><i>Pronoun y; Negatives ; Questions with Quel/quelle/quells/quelles ; Simple future tense Present, perfect and future in combination</i></p>	<p>Le grand large</p> <ul style="list-style-type: none"> Holidays Accommodation Restaurants Travelling , shopping Narrating disasters <p><i>3 tenses; Conditional Reflexive verbs in the past tense; En + past participle Avant de + past participle ; Demonstrative adjectives and pronouns; The pluperfect tense</i></p>	<p>Au college</p> <ul style="list-style-type: none"> School Subjects Facilities Rules Comparing schools in France and Britain School exchanges <p><i>Il and elle ; Ils and ells ; Il faut and il est interdit de ; Imperative ; 3 time frames</i></p>
	Spanish	<p>¡Desconédate!</p> <ul style="list-style-type: none"> Holiday vocabulary <p><i>Present tense review; Preterite review; Hotels (imperfect intro); Booking accommodation and resolving problems; Combining past tenses</i></p>	<p>El instituto</p> <ul style="list-style-type: none"> Opinions and description. School subjects and facilities, opinions and teachers <p><i>Comparatives and superlatives; Modal verbs (school rules); Future tense (school exchange); DOPs/ Desde; Extra-curricular activities</i></p>	<p>Mi gente</p> <ul style="list-style-type: none"> Describing Friends and family <p><i>Technology and IT use; Para + infinitive; Present continuous; Ser and Estar; Relationships: Friends and family ;Past and present tenses</i></p>	<p>Intereses e influencias</p> <ul style="list-style-type: none"> Free time activities <p><i>Stem changing verbs; Soler +infinitive; Sports; Imperfect for 'Used to'; Perfect tense; Range of past tenses</i></p>	<p>Ciudades</p> <ul style="list-style-type: none"> Places in town Directions Shops <p><i>Se puede/se pueden; Simple future tense; Problems in cities (conditional tense)</i></p>	<p>De costumbre</p> <ul style="list-style-type: none"> Mealtimes and daily routine Festivals <p><i>Illnesses/Injuries; Food; Restaurants; Using and avoiding the passive;</i></p>

Year 11	French	<p>Mon Boulot</p> <ul style="list-style-type: none"> Jobs and work preferences Plans, hopes, wishes Importance of languages Applying for jobs <p><i>Better/Worse; Subjunctive Adverbs; DOPs in perfect tense; Verbs followed by de or à</i></p>	<p>Dimension Global</p> <ul style="list-style-type: none"> Problems facing the world The environment Ethical shopping Volunteering Big events <p><i>Pouvoir and Devoir in the conditional; The passive; IOPs; Arguments for and against</i></p>	Revision and oral preparation	Oral preparation and exam	Revision and written exams	
	Spanish	<p>¡A currar!</p> <ul style="list-style-type: none"> Jobs and preferences Part time jobs Work experience (combining past tenses) Job applications Formal letters Gap years <p><i>revise conditional Future plans; Subjunctive with 'Cuando'</i></p>	<p>Dimensión global</p> <p>Description of houses Eating and diet Global issues</p> <p><i>The subjunctive (for commands); Healthy life styles; International sports events; Pluperfect tense.</i></p>	<p>PPE1 (Including oral exams) Revision, preparation, evaluation</p> <p>Oral preparation</p>	Oral preparation and exam	Revision and written exams	

KS5 Curriculum Map

Edexcel A Level Spanish

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Year 12	<p>Introduction to A-level</p> <p>Diversidad en modelos de familia</p> <ul style="list-style-type: none"> Traditional and modern families <p><i>Present tense review</i></p> <p><i>Position and agreement of adjectives, including copulation; Reflexive verbs</i></p> <p>El mundo laboral</p> <ul style="list-style-type: none"> Current situation for young people in Spain Gender equality 	<p>El mundo laboral</p> <p><i>Definite and indefinite articles;</i></p> <p><i>Interrogatives;</i></p> <p><i>Comparative constructions</i></p> <p>El turismo</p> <ul style="list-style-type: none"> History and impact of tourism in the last 50 years Conflicts of interest Environmental impact Economic benefits. <p><i>Contrasting past tenses; IOPS/DOPs; Conditional tense.</i></p>	<p>La música</p> <ul style="list-style-type: none"> Aspects of Spanish guitar music Development of Flamenco Impact of Tango on popular culture. Other Hispanic dances <p><i>2 future tenses;</i></p> <p><i>Gustar and similar verbs;</i></p> <p><i>Infinitive/gerund/past participle</i></p> <p>Los medios de comunicación</p> <ul style="list-style-type: none"> Impact of television and soaps The press and the digital age Impact of social networks 	<p>Los medios de comunicación</p> <ul style="list-style-type: none"> Imperative <p><i>Present subjunctive</i></p> <p><i>Relative pronouns</i></p> <p>Costumbres y tradiciones</p> <ul style="list-style-type: none"> Gastronomy and customs related to food Religious and secular festivals in Spain and Latin America. The preterite <p><i>Por and Para; Negation</i></p> <p><i>Verbs followed by prepositions</i></p>	<p>Work 1: Volver</p> <ul style="list-style-type: none"> Contexto (La obra de Pedro Almodóvar) Personajes Temas Técnica Lenguaje para ensayos 	<p>Revision for EOY exams</p> <p>Intro to work 2: La Casa de Bernarda Alba</p> <ul style="list-style-type: none"> Biografía de Lorca y el contexto de la República <p>Set-up IRP</p>

Year 13	<p>La inmigración y la sociedad multicultural española; El impacto positivo de la inmigración y en la sociedad española</p> <ul style="list-style-type: none"> History of immigration in Spain Importance today Moorish influence on cuisine and the arts. <p><i>Uses of Ser and Estar</i> <i>DOPS, IOPS</i> <i>The passive voice</i></p> <p>Los Desafíos de la inmigración y de la inmigración en España</p> <ul style="list-style-type: none"> Impact of immigration on communities Housing conditions of immigrants Marginalisation of immigrants Radical and orthographic changes Expressions of time <p><i>More uses of the subjunctive (Concession, emotion, possibility/probability or necessity)</i></p> <p>Work 2: La Casa de Bernarda Alba</p> <ul style="list-style-type: none"> Personajes Contexto 	<p>La reacción pública y social a la inmigración</p> <ul style="list-style-type: none"> Immigration in Spain <p><i>Use of the past participle</i> <i>Cardinal and ordinal numbers; Subordinating conjunctions (with indicative or subjunctive)</i></p> <p>La dictadura franquista y la transición a la democracia; La Guerra Civil y el ascenso de Franco</p> <ul style="list-style-type: none"> General Franco The Civil War <p><i>The perfect tense; A range of tenses in the subjunctive, especially the imperfect; Conditional sentences</i></p> <p>La dictadura franquista</p> <ul style="list-style-type: none"> Living conditions The impact of restrictions and censorship Divisions during the dictatorship <p><i>Adverbs; Indefinite adjectives and pronouns</i> <i>Spanish word order</i> Work 2: La casa de Bernarda Alba</p> <ul style="list-style-type: none"> Temas Técnicas 	<p>PPE exams and orals</p> <p>El paso de la dictadura a la democracia</p> <ul style="list-style-type: none"> Key moments of the transition to democracy Role of Juan Carlos I Impact of the transition on society and the evolution of democracy <p><i>The active and passive voice; The compound tenses; Subjunctive in main clauses</i></p> <p>Repaso Works 1 and 2: Volver y La Casa de Bernarda Alba</p> <p>Finalización IRP</p>	<p>Repaso y profundización Preparación oral</p>	<p>Oral exam Repaso y profundización</p>	
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