

Summary Curriculum Map and Expectations

Subject: Modern Foreign Languages

Subject leader / Head of Faculty: Mr C Ryan

Year 7	Autumn term	Spring term	Summer term
Key content; Main learning objectives, Knowledge, Skills, Understanding,	Introducing self, family and others <ul style="list-style-type: none"> - Physical descriptions - Personality - Opinions - Birthdays - Family members - Friends My region <ul style="list-style-type: none"> - House - Local area - Opinions - Christmas - New Year 	Technology <ul style="list-style-type: none"> - Computers - Mobiles - Tablets - Apps (Facebook, Google Maps, Android Pay) Education <ul style="list-style-type: none"> - School subjects + opinions - Describing teachers (using porque + verb) - What I do in class - Facilities 	Hobbies <ul style="list-style-type: none"> - Weather - sports - concerts/music Food and Drink <ul style="list-style-type: none"> - Food/drink - buying/ordering - Restaurants
Formal Assessments	Oral presentation to class introducing yourself in Spanish.	Written description of school and teachers.	Reading/listening task.
Homework expectations (frequency, time commitment)	Smaller tasks throughout the course (including vocabulary learning using Quizlet) with two bigger, more detailed pieces for official marking and data capture.	Smaller tasks throughout the course (including vocabulary learning using Quizlet) with two bigger, more detailed pieces for official marking and data capture.	Smaller tasks throughout the course (including vocabulary learning using Quizlet) with two bigger, more detailed pieces for official marking and data capture.

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Year 8	Autumn term	Spring term	Summer term
Key content; Main learning objectives, Knowledge, Skills, Understanding,	Spanish Speaking World <ul style="list-style-type: none"> - Festivals (in Spanish-speaking countries) - Imports/exports - Fair Trade Holidays <ul style="list-style-type: none"> - Past/present/future/ideal holiday - Holiday if I won the lottery - Holiday disaster 	TV and Film <ul style="list-style-type: none"> - Types of film/TV programmes - Watching a film (Valentín) - Film review for IMDB/Rotten Tomatoes - Invitations to the cinema Fashion <ul style="list-style-type: none"> - Clothes/uniform - comparing Spain and another Spanish-speaking country - Traditional outfits 	The world of work <ul style="list-style-type: none"> - Jobs - Parents/friends jobs - Workplaces + Locations - What parents used to do Ambitions <ul style="list-style-type: none"> - Ideal job + why - Pay/salary - Working abroad - University/college - Apprenticeships + adv/disadv
Formal Assessments	Reading/translation task based on festivals	Written task – a film review	Speaking task – presentation about my ambitions.
Homework expectations (frequency, time commitment)	Smaller tasks throughout the course (including vocabulary learning using Quizlet) with two bigger, more detailed pieces for official marking and data capture.	Smaller tasks throughout the course (including vocabulary learning using Quizlet) with two bigger, more detailed pieces for official marking and data capture.	Smaller tasks throughout the course (including vocabulary learning using Quizlet) with two bigger, more detailed pieces for official marking and data capture.

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Year 9	Autumn term	Spring term	Summer term
Key content; Main learning objectives, Knowledge, Skills, Understanding,	Health <ul style="list-style-type: none"> - Exercise - Drugs - Alcohol - Healthy/unhealthy lifestyle Social Issues <ul style="list-style-type: none"> - Poverty - Famine - Homelessness (daily routine) - Crime - Gay marriage 	Laws <ul style="list-style-type: none"> - Comparing age limits - Strange laws - Laws under Franco - Consequences - School/workplace rules - Terrorism Green/futuristic living <ul style="list-style-type: none"> - What I do to be green - Environmental issues - House of the future (solar panels etc) 	Spain <ul style="list-style-type: none"> - Civil war - Spanish Armada - (Studying Barcelona) - Gaudí Tourism <ul style="list-style-type: none"> - Going to the tourist office - An imaginary visit to a city in the past - Souvenirs
Formal Assessments	Reading/translation task based on health	Written task – writing about my 21 st century home	Speaking task – presentation about a visit to a Spanish-speaking country
Homework expectations (frequency, time commitment)	Smaller tasks throughout the course (including vocabulary learning using Quizlet) with two bigger, more detailed pieces for official marking and data capture.	Smaller tasks throughout the course (including vocabulary learning using Quizlet) with two bigger, more detailed pieces for official marking and data capture.	Smaller tasks throughout the course (including vocabulary learning using Quizlet) with two bigger, more detailed pieces for official marking and data capture.

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Year 10	Autumn term	Spring term	Summer term
Key content; Main learning objectives, Knowledge, Skills, Understanding,	<i>Theme 1 – Identity and Culture</i> <ul style="list-style-type: none"> - Saying what you use the internet for and saying what you prefer - Vocab for electronic equipment e.g. móvil / ordenador / tableta / etc - Family members - Physical descriptions - More adjectives for describing character - Describing family relationships - Say if you want to get married or not - Ideal partner - Leisure activities (the non-sporting type) - Present tense of regular verbs to say what you do and how often you do it - Types of TV programme - Ordering (simple things) in a café - using quiero - Talking about eating out – food and drink items for a restaurant - Regional food specialities - Sports +leisure activities 	<i>Theme 1 – Identity and Culture (cont.)</i> <ul style="list-style-type: none"> - Understanding international (Hispanic world) festivals e.g. Día de los muertos / el carnaval de Oruro (Bolivia) - How life differs in Spain and England - Describing a visit / a festival in the preterite tense <i>Theme 2 – Local, National, International and Global areas of Interest</i> <ul style="list-style-type: none"> - House - <i>Shops and products in those shops</i> - <i>Giving opinions about where you live</i> - Describing amenities where you live - Describing the attractions of your town in various tenses - Methods of transport + opinions of - Weather - Holiday accommodation - Talking about the regions of Spain - Understanding a leaflet or a website describing a holiday destination 	<i>Theme 2 – Local, National, International and Global areas of Interest</i> <ul style="list-style-type: none"> - <i>Talking about different ways of volunteering</i> - <i>Learning more about charities and volunteering</i> - <i>Say what you eat and drink and whether it's good for you</i> - Talking about healthy lifestyles - own habits (what you do and what you don't do) - Talking about reusing, reducing and recycling - Talking about ways of protecting the environment - Understanding and discussing environmental problems - Talking about what we should do to combat poverty and homelessness - Say what we should do to combat various social problems

Formal Assessments	Modular assessments at the end of each topic in the four key skills (listening, speaking, reading, writing)	Modular assessments at the end of each topic in the four key skills (listening, speaking, reading, writing)	Modular assessments at the end of each topic in the four key skills (listening, speaking, reading, writing). Then a mock examination using a past paper at the end of the year.
Homework expectations (frequency, time commitment)	Set bi-weekly; translations, 40/90/150 word exam questions, speaking exam questions preparation.	Set bi-weekly; translations, 40/90/150 word exam questions, speaking exam questions preparation.	Set bi-weekly; translations, 40/90/150 word exam questions, speaking exam questions preparation.

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Year 11	Autumn term	Spring term	Summer term
Key content; Main learning objectives, Knowledge, Skills, Understanding,	<i>Theme 3: Current and Future Study and Employment</i> <ul style="list-style-type: none"> - School subjects - Advice for how to do well at school – using the imperative - Talking about school life - Talking about school and daily routine - School uniform - Talking about the good and bad aspects of school - Talking about 16+ options - Discussing the benefits of Higher Education - What job you'd like to do and why 	<i>Theme 3: Current and Future Study and Employment</i> <ul style="list-style-type: none"> - Looking for any applying for jobs - Saying what your skills are - Work experience - Advantages and disadvantages of different kinds of jobs - Talk about your ideal job <i>Exam preparation with intervention sessions before/after school</i>	
Formal Assessments	Mock examination as well as frequent tests of speaking exam practice.	Mock examination as well as frequent tests of speaking exam practice.	
Homework expectations (frequency, time commitment)	Set bi-weekly; translations, 40/90/150 word exam questions, speaking exam questions preparation.	Set bi-weekly; translations, 40/90/150 word exam questions, speaking exam questions preparation.	