

At Chesterton we study all of the following themes on which the assessments are based.

Theme 1: Identity and culture

Theme 2: Local, national, international and global areas of interest

Theme 3: Current and future study and employment

Listening

Speaking

Reading

Writing

Progress

At Chesterton we can learn one, two and, in some cases, three languages.

We are assessed every half-term on two skills:

Listening and Writing
or
Reading and Speaking

With languages, you are at home anywhere in the world!

	Year 10	Year 11
Autumn 1	Talk about holidays using present, preterite and imperfect.	Talk about identity and culture. Typical food, comparing different festivals, describing a special day. How to avoid the passive. Comparative and superlative. Superlative absolute. Irregular verbs in the preterite.
Autumn 2	Talk about school using the present and the near future. Comparatives and superlatives	Talk about future studies and employment and work experience. To organise a gap year. Imperfect tense, present, present continuous and indirect object pronouns.
Spring 1	Talk about your hobbies: reading, apps. Family relationships. Present continuous, connectives and ser and estar.	Talk about healthy eating and diet-related problems. Volunteering, the dangers of drugs, natural disasters and sport events. Present subjunctive and plus-perfect tense. Imperfect continuous.
Spring 2	Talk about identity and culture. Tv programmes, nationalities, types of entertainment and role models. Soler+ infinitive and perfect tense.	Mocks and revisions.
Summer 1 and 2	Talk about local, national, international and global areas of interest. Describing your zone and problems in a town. Se puede/se pueden, the future tense, demonstrative adjectives and conditional .	Mock and revisions.

Why do we learn a language?

- * You will appreciate cultural diversity
- * You will be able to communicate with new people
- * Employers love it
- * It's great for traveling
- * Enhance communication skills
- * It boosts your creativity
- * It builds up your self-confidence
- * Improves memory
- * Improves performance in other academic areas

Intent		What new knowledge/content do we introduce?			
By the end of KS4 students are able to...		Year 10	Year 11	Choices	How does this curriculum incorporate the National Curriculum and go beyond? How does going beyond the NC ensure challenge?
<p>- show that they have built on the vocabulary and grammatical structures previously acquired at KS3.</p> <p>- be fully conversant with the requirements of the GCSE exams.</p> <p>- show mastery of more complex lexis and grammar structures.</p> <p>- use the target language with confidence not only for GCSE but also in real life situations.</p> <p>- develop effective and efficient ways of learning in order to work</p>	Autumn	<p>Theme 2: Local, national, international and global areas of interest Context: ¡Desconéctate! (Holidays) Holidays and weather Present and preterite tenses • Saying what you do in summer Grammar = present tense Skill = listening for the person of the verb • Talking about holiday preferences Grammar = verbs of opinion Skill = understanding percentages • Saying what you did on holiday Grammar = preterite tense Skill = different structures to give opinions • Describing where you stayed Grammar = imperfect tense Skill = working out the meaning of new words • Booking accommodation and dealing with problems Grammar = verbs with usted Skill = using questions to form answers</p>	<p>Theme 1: Identity and culture (Ch.6) Context: De costumbre (Foods and festivals) Intro. Mealtimes Illness and injury • Typical foods Grammar = passive Skill = increase/decrease • Different festivals Grammar = avoiding the passive Skill = question words • A special day Grammar = reflexive verbs Skill = inferring meaning • Ordering in a restaurant Grammar = absolute superlatives Skill = spotting irregular verbs in the preterite • A music festival Grammar = verbs followed by the infinitive Skill = adding interest</p>	No applicable	<p>At KS4 our long term planning not only meets the requirements of the GCSE and A Level specification (National Curriculum) but moves beyond this to broaden the experience of language learners for example by incorporating projects on Spanish speaking countries. Students will have the opportunity to access trips in the Spanish speaking world. This aligns with our ethos of using the language in context and for real life purposes.</p>
		<p>Theme 3: Current and future study and employment Opinions about school subjects School facilities • School subjects and teachers Grammar = comparatives and superlatives Skill = justifying opinions using a range of language • Describing your school Grammar = using negatives Skill = comparing then and now • School rules and problems Grammar = phrases followed by the infinitive Skill = harder listening • A school</p>	<p>Theme 3: Current and future study and employment Context: ¡A currar! (Work) • Intro. Types of job Earning money • How you earn money Grammar = soler in the imperfect Skill = verbs in different forms • Work experience Grammar = preterite and imperfect together Skill = alternatives to 'and' • Learning</p>		<p>Personal education in MFL concerns pupils using the vehicle of languages to make a personal response to moral issues, particularly from Year 9 when students discuss education, family, wealth and poverty and broader social issues (environment, homelessness) in detail. Through</p>

<p>independently towards ambitious goals.</p> <p>- learn resilience.</p> <p>- reflect on feedback; identify key areas of strength and weakness, prioritise the areas that need most attention and create revision resources accordingly.</p>		<p>exchange Grammar = near future Skill = asking and answering questions • Activities and achievements Grammar = object pronouns Skill = saying how long you have been doing something</p>	<p>languages Grammar = present continuous Skill = saber and conocer • Applying for a summer job Grammar = indirect object pronouns Skill = writing a formal letter • A gap year Grammar = conditional Skill = 24 hour clock • Future plans Grammar = subjunctive with cuando Skills = different ways of expressing the future</p> <p><i>November Mocks</i></p>	<p>paired and group work, all the students are given regular opportunities to the consideration of ideas, argument, debate and persuasion. In discussion, they are encouraged to take different views into account and participate as effective team workers. Examples of this at GCSE include student discussions on healthy lifestyles, environmental issues, marriage/divorce, and other such topics.</p>
<p>- show acquisition of important transferable knowledge and skills.</p> <p>- work collaborately on different tasks.</p> <p>- recognise the importance of languages and be motivated to continue to study them at Sixth Form.</p>	<p>Spring</p>	<p>Theme 1: Identity and culture Mi gente (Family and friends)</p> <ul style="list-style-type: none"> • Intro. Socialising and family Describing people • Social networks Grammar = using para with infinitives Skill = Extending responses • Making arrangements Grammar = Present continuous Skill = Improvising dialogues • Reading preferences Grammar = Connectives Skill = recognising similar ideas expressed differently • Describing people Grammar = Ser and estar Skill = Understanding more detailed descriptions • Friends and family Grammar = relationship verbs Skills = present and past 	<p>Theme 2: Local, national, international and global areas of interest Context: Hacia un mundo mejor (Global issues, lifestyle, events)</p> <p>Intro. Types of houses Healthy eating</p> <ul style="list-style-type: none"> • Global issues Grammar = present subjunctive Skill = listening for higher numbers • Local actions Grammar = subjunctive in commands Skill = presenting a written argument • Healthy lifestyles Grammar = different tenses Skill = extended reasons • International sporting events Grammar = pluperfect tense Skill = your point of view • Natural disasters Grammar = imperfect continuous Skill = translation 	<p>Social education in MFL concerns communicating for a purpose with people from other cultural and social backgrounds. The social element of language learning comes both from learning about other societies and learning together in the classroom. An example of this would include an educational visit to Madrid to give students the opportunity to experience another culture and speak another</p>

<p>-debate current and global issues.</p> <p>- show awareness of the challenges that exist in a multicultural society..</p> <p>- develop the cultural capital to be able to engage successfully with a wide variety of social situations.</p> <p>- study different topic areas as well as authentic</p>		<p>Theme 1: Identity and culture Context: Intereses e influencias (Free time, trends and inspirations) Intro. Free time activities TV programmes and films • What you usually do Grammar = soler + infinitive Skill = identifying correct statements from a text • Sports Grammar = imperfect tense Skill = listening for different enses • What's trending Grammar = perfect tense Skill = words with more than one meaning • Different types of entertainment Grammar = algunos / ciertos / otros / muchos / demasiados / todos Skill = adapting a dialogue • Who inspires you Grammar = range of past tenses Skill = talking about dates</p>	<p>Revision</p> <p>Past Papers</p>	<p>language. Cultural education is achieved through pupils valuing all languages and therefore learning to understand and respect other people. Moreover, students' cultural knowledge is broadened through the study of other countries' cultural priorities and traditions. Examples include looking at festivals such as Day of the Dead, Christmas and Easter traditions. Students will also be developing an appreciation of art, music and</p>
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<p>materials of such as literary extracts to enhance their cultural awareness and study the Spanish speaking world.</p> <p>- develop an awareness of their place as a citizen in the school, wider community and the world beyond.</p>	<p>Summer</p>	<p>Theme 2: Local, national, international and global areas of interest Context: Ciudades (Town, region and shopping)</p> <p>Intro. Places in town Shops • Features of a region Grammar = using 'se puede' Skill = ask and respond to questions • Planning activities Grammar = future tense Skill = understanding the geography of Spain • Shopping for clothes and presents Grammar = demonstrative adjectives Skill = explaining preferences • Problems in a town Grammar = conditional Skill = synonyms and antonyms • Describing a past visit Grammar = different tenses together Skill = idioms</p>		<p>literature (literary texts are a fixed element in the reading exam at GCSE).</p> <p>Cultural Capital Culture is a natural element of modern foreign language learning with a plethora of opportunities to learn about how other people live around the world. At CCC, we encourage the teaching of all aspects of different cultures, from country specific festivals to learning about how school life differs from that in the UK. We also explore the languages spoken in our student's homes and encourage them to embrace their mother tongue and use it at GCSE level (our students speak many community languages such as Polish, Urdu, Panjabi, Romanian, Arabic to name but a few).</p> <p>Examples of cultural development in MFL include • Comparing religious festivals such as Day of the Dead, All Saints Day, Christmas and</p>
	<p>Rationale for this sequence</p>	<p>Across all year groups, all Spanish lessons start with retrieval practice based on recent but also previous' prior learning with an emphasis on pre-determined non-negotiables. Teachers are also committed to equip students with effective language to express thoughts and opinions building on cross-curricular literacy skills. Through frequent and rigorous drilling exercises and games, teachers build students' knowledge so they can express themselves confidently in a written and speaking context but also recognise familiar language. Regular low stakes assessments such as weekly vocabulary acquisition, translation and conjugation activities effectively inform teachers' planning and students' progress. Teachers introduce Learning to Learn techniques to help students process information and use their long-term memory effectively. Knowledge and skills in Spanish are</p>		

		<p>progressive from one year to the next and grammar is built gradually to respond to the needs of learners. Teachers take ownership of medium term planning, by creating high quality resources for one specific year group. These resources are shared across the department so that all teachers deliver the same lesson to all pupils to ensure parity, but are adapted to meet the needs of all learners. At KS4 high quality, exam-board approved resources are used in conjunction with authentic materials to stretch and challenge learners. Learning walks, book scrutiny and good practice sharing ensure consistency across all teachers. Teachers use online platforms such as Quizlet to engage students in vocabulary acquisition. On an almost weekly basis, teachers measure students' learning and understanding by using low stake, but yet effective tests. In class, teachers use a variety of techniques to ensure students are not left behind. By using retrieval practice and emphasising the importance of non-negotiable in every lesson, teachers are able to effectively identify knowledge gaps. At the end of each term two skills are assessed across all year groups. CPD is run effectively within the department to ensure that all staff are kept up to date with the latest curriculum developments and can confidently impart the knowledge necessary for students to achieve highly.</p>		<p>Easter. • Discussing the origins and significance of language specific festivals such as La Tomatina, Mardi Gras and Bastille Day. It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.</p>
	<p>How does the KS4 Curriculum build on previous learning at KS3?</p>	<p>Topics are taught on a spiral structure whereby themes such as family relationships are seen at KS3, KS4 and KS5 but at each point skills are developed to give further depth to students' understanding.</p> <p>While remaining true to the KS3 curriculum, we aim to provide excellent progression onto GCSE. For example, a focus on teaching and assessing interactional and transactional listening at KS3, develops skills needed for the role-play and general conversation in GCSE. Likewise, a focus on unplanned and planned writing will produce more confident writers.</p>		

