

# Modern Foreign Languages

At Shrewsbury Academy, we believe in the transformative power of art and design to inspire creativity, foster self expression and to develop critical thinking skills.

The art curriculum is committed to the process of creating, over the product we yield. We seek to engage students in experimentation, risk taking and discovery thereby allowing students to create their own unique solutions. Introducing students to an increasingly diverse selection of art and artists fosters opportunity, equity and inclusivity. This allows students to see themselves in a variety of representations, inspires them to share their unique voices, and become global citizens.



**The Big Picture:** The intent of this first year of study is for students to develop confident linguistical skills in core structures in topics relevant to their lives and develop a love for language learning.

**Year Group:**  
7 Spanish

**Intent**

- Describing and identifying people, including oneself (greetings, providing personal data, describing appearance and personality ,asking questions about oneself and others)
- Expressing one’s feelings and opinions (expressing positive and negative feelings, likes and dislikes and providing reasons)
- Describing daily routine behavior in different contexts (talking about what routine one usually has at home and at school , indicating time, expressing a purpose)
- Comparing and contrasting (expressing likes and dislikes, supporting an opinion, explaining preferences, comparing people and things)

**Implementation**

- Pupils will receive 2 hours of Spanish per week and will study four areas of communicative functions.
- A streamlined selection of key language patterns will be taught with emphasis on repetition, recycling and rehearsing with most teaching and learning activities linked to sentence builders.
- The modules in Y7 are built with the Powerful knowledge at the forefront of decision making – they are well sequenced, and the level of challenge is heightened.
- TLAC strategies are at the heart of our implementation – cold calling, everybody writes, turn and talk and the use of whiteboards feature regularly throughout our delivery.
- Independent learning is often literacy/retrieval based with knowledge organisers used to support student retrieval.
- Expected and greater depth statements are clearly shared with students; alongside regular opportunities for students to demonstrate their understanding – module checks (I can statements) occur throughout the academic year.

**KS3 Assessment Principles (how are you checking against Expected and Greater depth?)**

- I can statements
- Regular progress checks throughout –retrieval activities, mini white boards, exit tickets and live marking used to assess this
- Information then added to internal tracker (\*internal tracker will be modified as and when gaps are addressed and rectified)

**Prior Learning**

- This year of study will build upon Y6 knowledge of grammar such as verbs, nouns etc. Furthermore, cultural appreciation and awareness will be built upon during cultural moments.

**Future Learning Y8**

- Further areas of communicative functions which build on those acquired in Y7. As such further tenses and patterns will be taught enhancing the complexity with which pupils can express themselves in TL .

**Impact**

- By the end of the year pupils will be able to understand, ask questions and talk about themselves and others in great details using chunks of language and linguistics features accurately and confidently.
- Students will be able to state their opinion with reasons on topics from their personal life using accurate grammar and pronunciation.
- Students will be able to describe their daily routine behaviour in the present and future tenses.

This is your <b>Powerful Knowledge</b>						
Content (topic/unit name/enquiry question)	Substantive Knowledge (Established facts - When this is learnt they are at <u>expected</u> standard	Disciplinary Knowledge (specialist and in-depth subject knowledge "thinking like a...."	Key formative questions (TLAC – cold calling/whiteboards/ AFL opportunities) What does <u>greater depth</u> look like?	Misconceptions (common errors to look out for but not teach)	Key Vocabulary	
Module 1 My life	<ul style="list-style-type: none"> <li>I can greet somebody in Spanish</li> <li>I can say what my name is and where I live</li> <li>I can say what I am like using adjectives</li> <li>I can say my age and how many siblings I have</li> <li>I can tell somebody when my birthday is</li> <li>I can describe my pets</li> </ul>	Listening Reading Speaking Writing Translation	Students use greetings tailored to time of the day or social context. Students will use a wider variety of descriptive vocabulary. Students might discuss relationships with sibling. Students might add details about how they celebrate birthdays.	Using greetings at the wrong time, forgetting the verb conjugation for llamarse. Misplacing adjective in the sentence. Using the wrong verb when telling their age.	Buenos días, buenas tardes Me llamo Estoy Soy Tengo Hermanos Mascota cumpleaños	
Module 2 – My free time	<ul style="list-style-type: none"> <li>I can say what I like and don't like doing</li> <li>I can justify my opinions</li> <li>I can say what I do in my free time and how often</li> <li>I can say what activities I do depending on the weather</li> <li>I can say what sports I play and I do during the week accurately</li> </ul>	Listening Reading Speaking Writing Translation	Students can use AR verbs accurately with opinions. Use comparisons to explain preferences. Combine frequency with time expressions. Students might be able to use contrasting weather scenarios. Students can use verbs in different persons to describe what others do.	Confusing me gusta with me gustan. Not using the infinitive when giving opinions. Using an adjective that does not match the noun in gender or number. Confusing weather expressions with verbs. Mixing up jugar and hacer	Me gusta/ me gustan Tiempo libre Deportes Hacer Jugar Cuando Porque Es son	
Module 3 My school	<ul style="list-style-type: none"> <li>I can say what school subjects I study on different days</li> <li>I can say which is my favourite day and give reasons why</li> <li>I can give opinions using adjectives accurately</li> <li>I can describe my school and the things we have</li> <li>I can talk about what I do during my break time</li> <li>I can use sequencers</li> </ul>	Listening Reading Speaking Writing Translation	Students should not only list the subjects they study, but also describe the schedule in more detail. Students should use comparatives to express their likes or dislikes. Students can compare different areas of the school and explain their preferences.	Students may incorrectly place adjectives or phrases in the wrong order. Students might misuse sequencers or time expressions, resulting in confusion about the sequence of events. Students might confuse the verb "estudiar" (to study) with "aprender" (to learn)	Asignatura Favorito Por la mañana/tarde Recreo Hay Instituto Estudiar Aprender	
Module 4 My family and friends	<ul style="list-style-type: none"> <li>I can describe my family using possessive adjectives</li> <li>I can describe my hair and eyes colour using 'ser' and 'tener'</li> <li>I can say what other people look like using third person.</li> <li>I can describe where I live using 'estar'</li> </ul>	Listening Reading Speaking Writing Translation	Students can express relationships in more complex ways and expand on family descriptions. Students understand the distinction between describing inherent traits and physical attributes. Students should demonstrate an understanding of <i>estar</i> for temporary locations or conditions.	Students might forget to adjust possessive adjectives for gender and number. Students may mix up "ser" and "tener". <i>Students may confuse third-person singular/plural.</i>	Mi/ familia Tiene Es Está El pelo Los ojos Mi cumpleaños es	
Module 5 My city	<ul style="list-style-type: none"> <li>I can describe my town using 'some' and 'many'</li> <li>I can tell the time in Spanish</li> <li>I can order something in a café using 'quiero'</li> <li>I can use the near future tense and say what I am going to do this weekend.</li> </ul>	Listening Reading Speaking Writing Translation	Students should use 'algunos/as' (some) and 'muchos/as' (many) correctly, agreeing in gender and number. Students should use 'y' (past) and 'menos' (to) correctly for minutes. They should be able to ask for specific modifications. Students should expand on their plans, using conjunctions (y, pero, porque) to link sentences.	Confusing "algunos" and "muchos". Forgetting that 'es' is only used for 1 o'clock. <i>Incorrect article usage.</i> Forgetting to conjugate "ir" properly. Using the incorrect time phrase.	Algunos Muchos Hay Voy Ir Fin de semana	

**The Big Picture:** The intent of this year of study is to develop students' understanding of and confidence in different time frames and tenses in Spanish. Students will practise and refine their ability to describe past, present and future events on a range of topics. Students will be able to confidently use verbs in both present (I,we,he,she), past and future tenses on a range of relevant topics.

**Year Group:**  
**8 Spanish**

### Intent

- Describing places, objects and natural phenomena (describing location, size, appearance, weather etc.)
- Describing routine behavior in the present (talking about what one usually does, indicating time, expressing a purpose, etc.)
- Comparing and contrasting (expressing likes and dislikes, supporting an opinion, explaining preferences, comparing people and things)
- Making arrangements (making suggestions, inviting, accepting, refusing, etc.)
- Making plans for the future (indicating time, making predictions, hypothesizing, discussing probability, wishes, etc.)

### Implementation

- Pupils will receive 2 hours of Spanish per week and will study four areas of communicative functions.
- Pupils will learn phrases or chunks with a long-term aim of internalizing the patterns in the TL. Listening and reading activities (receptive skills) will be used to introduce and constantly model new language patterns. Speaking and writing activities will consolidate and strengthen these new structures with a view to pupils being able to speak and write with greater spontaneity and confidence (productive skills).
- The modules in Y8 are built with the Powerful knowledge at the forefront of decision making – they are well sequenced and the level of challenge is heightened.
- TLAC strategies are at the heart of our implementation – cold calling, everybody writes, turn and talk and the use of whiteboards feature regularly throughout our delivery.
- Independent learning is often literacy/retrieval based with knowledge organisers used to support student retrieval.
- Expected and greater depth statements are clearly shared with students; alongside regular opportunities for students to demonstrate their understanding – module checks (I can statements) occur throughout the academic year.

#### KS3 Assessment Principles (how are you checking against Expected and Greater depth?)

- I can statements
- Regular progress checks throughout –retrieval activities, mini white boards, exit tickets and live marking used to assess this
- Information then added to internal tracker (\*internal tracker will be modified as and when gaps are addressed and rectified)

#### Prior Learning

- This year of study will build upon Y7 knowledge of grammar such as verbs, nouns etc. Furthermore, cultural appreciation and awareness will be built upon during cultural moments.

#### Future Learning Y9

- In Year 9 pupils will study further areas of communicative functions which build on those acquired in year 8. The detail of language that they can produce will increase to cover more verbs in more forms .

### Impact

- • By the end of the year pupils will be able to understand, ask questions and talk about where they went on holidays, their use of mobile phones, food preferences in great details using chunks of language and linguistics features accurately and confidently.
- In Year 9 pupils will study further areas of communicative functions which build on those acquired in year 7 and 8. As such further tenses and patterns will be taught thus enhancing the complexity with which pupils can express themselves in TL and embedding the four skills areas from an early stage so that they can better cope with the demands of the GCSE.

This is your <b>Powerful Knowledge</b>					
Content (topic/unit name/enquiry question)	<b>Substantive Knowledge</b> (Established facts - When this is learnt they are at <u>expected</u> standard	<b>Disciplinary Knowledge</b> (specialist and in-depth subject knowledge "thinking like a....."	<b>Key formative questions</b> (TLAC – cold calling/whiteboards/ AFL opportunities) What does <u>greater depth</u> look like?	<b>Misconceptions</b> (common errors to look out for but not teach)	<b>Key Vocabulary</b>
<b>Module 1</b> My holidays	<ul style="list-style-type: none"> <li>I can say where, how and who with I went on holiday</li> <li>I can say what activities I did during my holidays</li> <li>I can say how the holiday went, give opinions</li> <li>I can say things that I did not do</li> <li>I can use the preterite tense of regular and irregular verbs</li> </ul>	Listening Reading Speaking Writing Translation	Students use multiple tenses to describe holidays comprehensively Students incorporate cultural references into their descriptions Students use subordinating conjunctions and opinions to justify answers	Using incorrect verb endings, tenses Students might place the negative word incorrectly Students might confuse questions words leading to misinterpretations or incorrect responses.	Fui Viajar Alojamiento Actividades Pasado Fue
<b>Module 2 –</b> Everything about my life	<ul style="list-style-type: none"> <li>I can say what I use my phone for using the present tense</li> <li>I can use expressions of frequency to say how often I use it</li> <li>I can say what type of music I like and dislike</li> <li>I can say what type of tv programmes I like using comparatives</li> <li>I can say what I did yesterday using the preterite of hacer</li> <li>I can use time expressions</li> </ul>	Listening Reading Speaking Writing Translation	Students can discuss preferences and conditions incorporating future intentions Students use a varied frequency phrases and compare habits with others Compare music genres using superlatives Discuss preferences in the context of cultural trends.	Misunderstanding the preterite of hacer Confusion between present and preterite tense Errors in word order with frequency expressions Misusing comparatives Overusing gustar without additional complexity.	Hacer Comprar Frecuencia La musica de Programa de television Aunque El mejor
<b>Module 3</b> Let's eat!	<ul style="list-style-type: none"> <li>I can say what food I like and dislike eating</li> <li>I can say what I have for different meals</li> <li>I can order a meal in a restaurant</li> <li>I can say if I am hungry or thirsty</li> <li>I can describe dishes and ingredients</li> <li>I can give an account of a party using the near future tense</li> </ul>	Listening Reading Speaking Writing Translation	Students can explain why using reasons like taste, texture, or memories associated with the food Students can elaborate on typical meals in different settings or countries Students can compare dishes from different cultures or discuss food preparation methods.	Students might confuse similar-sounded words between English and Spanish Students might misunderstand the gender of food nouns and the use of definite and indefinite articles.	Desayuno Comida Cena Primer plato Segundo plato Bebida postre
<b>Module 4</b> What shall we do?	<ul style="list-style-type: none"> <li>I can ask somebody if they would like to go out</li> <li>I can say where and when to meet</li> <li>I can give positive and negative reactions</li> <li>I can use me gustaria + infinitive</li> <li>I can make excuses</li> <li>I can describe how I get ready and what I normally wear</li> <li>I can say what I am going to wear using adjective of colours</li> </ul>	Listening Reading Speaking Writing Translation	Students can introduce variations in their questions depending on the situation Students can add more specific detail about the time, location and purpose of the meeting Students can use expressions that reflect their emotions and preferences	Confusing the verbs ir and salir Students may overuse reflexive verbs Students may use 'a' instead of 'en' when talking about location Mistaken 'me' for 'te'	Salir Quedar Poder Ropa Preferir ponerse
<b>Module 5</b> Operation Summer	<ul style="list-style-type: none"> <li>I can describe a holiday home</li> <li>I can identify what I can do in a holiday location including activities</li> <li>I can ask for, and understand directions</li> <li>I can understand Summer Camp information</li> <li>I can communicate using three different tenses</li> </ul>	Listening Reading Speaking Writing Translation	Students can talk about the layout of a home, the atmosphere and how it compares to other types of accommodation Students can suggest activities to others Students can offer directions in clear, logical and concise way	Students might use 'ser' when describing temporary states or locations instead of using 'estar' Students might use the incorrect pronoun when using reflexive verbs Students may misuse imperatives when giving directions	Alojamiento Direcciones Excursiones Se puede Cerca de

**The Big Picture:** The intent of this year of study is to strengthen students' understanding of and confidence in using at least 3- time frames and tenses in Spanish. Students will be able to confidently use considerable number of verbs in both present, past and future tenses (I,we,he,she) on a range of relevant topics. Students will be able to deal with familiar and unfamiliar language to decipher general meaning as well as specific details.

**Year Group:**  
**9 Spanish**

### Intent

- Describing places, objects and natural phenomena in the present, future and past (describing how location, size, appearance, weather is, is going to be, and was etc. )
- Describing routine behavior and activities in the present, future and past (talking about where and what one did, does and is going to do indicating time, expressing a purpose etc.)
- Describing past events (setting the scene, sequencing, evaluating the consequences of actions and events, etc.)
- Comparing and contrasting (expressing likes and dislikes, supporting an opinion, explaining preferences, comparing people and things)
- Solving problems (describing the problem, providing solutions, discussing possible consequences, arguing for and against)

### Implementation

- Pupils will receive 2 hours of Spanish per week and will study four areas of communicative functions.
- Pupils will learn phrases or chunks with a long-term aim of internalizing the patterns in the TL. Listening and reading activities (receptive skills) will be used to introduce and constantly model new language patterns. Speaking and writing activities will consolidate and strengthen these new structures with a view to pupils being able to speak and write with greater spontaneity and confidence (productive skills).
- The modules in Y8 are built with the Powerful knowledge at the forefront of decision making – they are well sequenced, and the level of challenge is heightened.
- TLAC strategies are at the heart of our implementation – cold calling, everybody writes, turn and talk and the use of whiteboards feature regularly throughout our delivery.
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#### Prior Learning

- This year of study will build upon Y8 knowledge of grammar such as verbs, nouns etc. Furthermore, cultural appreciation and awareness will be built upon during cultural moments.

#### Future Learning Y10

- In Year 10 pupils will study further areas of communicative functions which build on those acquired in year 8. The detail of language that they can produce will increase to cover more verbs in more forms

### Impact

- Students will be able to use three tenses to describe past, present and future events in relevant topics in the past, present and future time periods.
- Students will be able to talk about the actions of themselves, groups and others by conjugating a wider range of verbs in the three-time frames of the past, present and future.
- Students will be able to express themselves in written and oral form to recount events, express opinions and debate ideas
- In Year 10 pupils will study further areas of communicative functions which build on those acquired in year 7, 8 and 9. As such further tenses and patterns will be taught thus enhancing the complexity with which pupils can express themselves in TL and embedding the four skills areas from an early stage so that they can better cope with the demands of the GCSE.

	Content (topic/unit name/enquiry question)	This is your <b>Powerful Knowledge</b>				
		<b>Substantive Knowledge</b> (Established facts - When this is learnt they are at <u>expected</u> standard	<b>Disciplinary Knowledge</b> (specialist and in-depth subject knowledge “thinking like a....”	<b>Key formative questions</b> (TLAC – cold calling/whiteboards/ AFL opportunities) What does <u>greater depth</u> look like?	<b>Misconceptions</b> (common errors to look out for but not teach)	<b>Key Vocabulary</b>
	<b>Module 1</b> The way we are	<ul style="list-style-type: none"> <li>I can say what things I like and I don't like</li> <li>I can say what activities I do in different days</li> <li>I can say how often I do things</li> <li>I can say what type of film it is and if I like it.</li> <li>I can use the present tense of regular and irregular verbs</li> <li>I can say when, and how I am going to celebrate my birthday.</li> </ul>	Listening Reading Speaking Writing Translation	Why do I like doing it? Students use adverbs of frequency to describe their routine including exceptions. Comparing two different films Using various verb subjects	Students might confuse similar-sounding verbs or activities (e.g., <i>jugar</i> vs. <i>hacer</i> ). Students might confuse present tense with the near future tense	Gustar Hacer Ir Frecuencia Película Cumpleaños
	<b>Module 2 – Focus</b>	<ul style="list-style-type: none"> <li>I can say what job I do</li> <li>I can say what I have to do in my job</li> <li>I can give opinions about my job</li> <li>I can say what type of person I am</li> <li>I can say what my ideal job would be</li> <li>I can say what I did yesterday in my job using past tense</li> </ul>	Listening Reading Speaking Writing Translation	Provide details about job responsibilities. Students present a well-rounded argument, discussing both positive and negative aspects of their job. Students provide examples to illustrate their traits.	Using incorrect terminology Provide clear definitions and examples of common job titles Students may confuse the use of <i>tener que</i> (to have to) with <i>deber</i> (should/must),	Trabajo Tengo que Responsabilidad Cualidades Trabajo ideal Me gustaria
	<b>Module 3 In shape</b>	<ul style="list-style-type: none"> <li>I can say whether I have a healthy diet</li> <li>I can say why I eat something and why I don't eat it</li> <li>I can say what sport I play or do and when</li> <li>I can talk about my daily routine</li> <li>I can use reflexive verbs in the present tense</li> <li>I can express illnesses</li> <li>I can say what I should do to improve my health.</li> </ul>	Listening Reading Speaking Writing Translation	Students can explain in detail the components of a healthy diet and compare it to their own eating habits. Students express healthy benefits, cultural preferences. Students give advice using <i>deber</i> (should) or <i>es importante</i> (it is important) and provide specific strategies, such as dietary changes or exercise plans, with justifications.	Confusing “saludable” with “sano” Some students might think the word <i>dieta</i> only refers to dieting for weight loss, rather than a general term for one's eating habits. Students may use <i>jugar</i> (to play) for all sports, even when <i>hacer</i> (to do) or <i>practicar</i> (to practice) is more appropriate	Saludable Deporte Jugar Hacer Enfermedad Mejorar
	<b>Module 4</b> Youth in Action	<ul style="list-style-type: none"> <li>I can describe where somebody is from</li> <li>I can describe my rights as a child</li> <li>I can give reasons for using different ways of transport.</li> <li>I can express how I will travel in the future.</li> <li>I can describe how to look after the environment</li> <li>I can say what I am going to do for charity.</li> </ul>	Listening Reading Speaking Writing Translation	Students provide additional cultural or geographic details about the location explain how these rights impact their daily lives explain their motivations and the expected impact on the community or specific group being helped.	Confusing the use of <i>ser</i> vs. <i>estar</i> when talking about origins Overusing the verb <i>usar</i> (to use) for different modes of transport instead of more appropriate verbs like <i>tomar</i> (to take), <i>ir en</i> (to go by), or <i>montar</i> (to ride).	Derecho Transporte Medio ambiente Reciclar Future Organizacion benefica
	<b>Module 5</b> An Adventure in Madrid	<ul style="list-style-type: none"> <li>I can meet and greet somebody</li> <li>I can identify the most popular things in Madrid</li> <li>I can describe a day trip in Madrid</li> <li>I can buy souvenirs</li> <li>I can communicate using three different tenses.</li> </ul>	Listening Reading Speaking Writing Translation	Students can greet appropriately for different contexts (formal vs. informal) Students provide details about their historical or cultural significance They use time markers and linking words to create coherence in their communication.	Assuming that attractions in Madrid are the same as in other parts of Spain Not realizing that there are specific verbs used for different shopping scenarios, such as <i>comprar</i> (to buy), <i>vender</i> (to sell), or <i>regatear</i> (to bargain)	Saludar Recuerdos Atraccion turistica Preterito Regatear Itinerario