



Modern Foreign Languages Curriculum Map

Intent:

The curriculum has been designed to empower children with virtues that enable them to excel academically and spiritually inspiring them to serve humanity selflessly (Nishkam), with an abundance of love, compassion and forgiveness. The curriculum aims to support students to learn about peace, forgiveness, love and faith in the Divine through their academic subjects, faith practice and personal development.

Our curriculum is constructed around our vision to ensure we remain:

Faith-inspired: learning from the wisdom of religion

Our students explore the divine context of humanity and wonder of all creation. They not only learn about, but also learn from, the wisdom of religions and in so doing explore the infinite human potential to do good unconditionally. We support students to develop aspects of their own religious, spiritual or human identities. They learn about serenity through prayer and humility in service and in so doing, they deepen their own respective faith, and respect the common purpose of all religious traditions, as well as respecting the beliefs of those with no faith tradition. They explore the unique divinity of the individual, and our common humanity.

Virtues-led: nurturing compassionate, responsible human beings

We believe that the fostering of human virtues forms the foundation of all goodness. Our curricula are carefully enriched to allow experiences where our students, teachers and parents alike learn to grow through a conscious focus on virtues. Our virtues-led education approach helps to provide guidance to enable students to understand their choices in order to help lead better lives. Our students become self-reflective and flourish; they are able to build strong, meaningful relationships and understand their responsibilities to the global family and all creation, founded in faith. Students learn to experience faith through lived out through righteous living in thought, action and deed.

Aspiring for Excellence: in all that we do.

Our students and staff alike aim to become the best human beings they can possibly be, in all aspects of spiritual, social, intellectual and physical life. We foster a school culture which inspires optimism and confidence, hope and determination for all to achieve their best possible. This is accomplished through a rich and challenging curriculum, along with excellent teaching to nurture awe and wonder. Students gain a breadth and depth of knowledge and a love of learning to achieve their full potential.

The curriculum at Nishkam School West London has been carefully crafted to be broad, balanced and stimulating, giving every Nishkam student the opportunity to be knowledgeable, multi-skilled, highly literate, highly numerate, creative, expressive, compassionate and

confident people. Knowledge-rich, skills based and Faith-inspired, the Curriculum at Nishkam School West London is delivered through three **Golden Threads** that are unique to our ethos and virtues:

1	Love and forgiveness vs. Enmity and Hate
2	Peace and Collaboration vs. Conflict and War
3	Trust in God

Every composite of our curriculum is constructed of components that have each of these threads at their core. These elements can be clearly identified in our subject-based curriculum maps and Schemes of Learning documents.

The MFL curriculum provides students with the tools to learn a new language, through which they can express their own faiths and those of others. Students are introduced to the religious festivals of the Spanish-speaking world, and provided with the linguistic tools they need to learn to speak about their own religions. By default, learning about other peoples and cultures gives our students a more profound understanding of who we are as a human collective, which deepens their sense of humility and aids them in their own quest for religious wisdom. The Nishkam virtues seep into every aspect of our MFL Curriculum. Throughout KS2, KS3 and KS4, students are presented with topics that aim to nurture the more individual/personal virtues (contemplation, for example, when learning to talk about their present selves in Year 7), the interpersonal (respect, for example, when learning about relationships, marriage and partnerships), and the virtues that will help set our students up for their futures as global citizens (self-discipline, for example, when learning about jobs and future ambitions). Finally, this all manifests as a highly academic MFL curriculum, as we encourage our students to aspire for academic excellence, leaving Year 11 with a secure linguistic, grammatical and practical understanding of the language that will enable them to continue learning. Our curriculum intent is ultimately to inspire an awe in students for the wonders of language and cultural identity across the globe.

Implementation:

Our Modern Foreign Languages curriculum has been designed to progressively develop skills in Spanish.

In the Primary phase, our Spanish lessons follow the Primary Languages Network scheme. The curriculum offers a carefully planned sequence of lessons, ensuring progressive coverage of the skills required by the national curriculum. The various themes covered in the curriculum introduce the culture of Spanish-speaking countries and communities. It aims to foster children's curiosity and help deepen their understanding of the world. A linear curriculum has been chosen to allow opportunity for students to gradually build on their skills. The curriculum enables students to express their ideas and thoughts in Spanish and provides opportunities to interact and communicate with others both in speech and in writing.

At the heart of the Spanish curriculum is the desire to expose students to authentic Spanish, so the sequence of lessons offer regular opportunities to listen to native speakers. In Lower KS2, students acquire basic skills and understanding of Spanish with a strong emphasis

placed on developing their Speaking and Listening skills. These will be embedded and further developed in Upper KS2, alongside Reading and Writing, gradually progressing onto more complex language concepts and greater learner autonomy. Throughout our Spanish scheme of learning, we intend to inspire students to develop a love of languages and to expand their horizons to other countries, cultures and people. We aim to help students grow into curious, confident and reflective language learners and to provide them with a foundation that will equip them for further language studies in the secondary phase.

In the Secondary phase, the curriculum throughout KS3 & KS4 is based around four key elements: vocabulary, grammar, phonics and skills. The vocabulary taught at the beginning of KS3 is focuses on the individual, aiming to encourage personal contemplation in Nishkam students, as they begin learning Spanish in the context of considering who they are, what they like doing, and what is in their immediate surroundings (their family, for example). By the end of KS4, students have acquired vocabulary to be applied in more conceptual and less tangible contexts, such as social issues like climate change, and problems in society. The acquisition of topics is ordered in a way that supports this build-up of vocabulary from personal to conceptual. The acquisition of grammar from KS3 to KS4 also supports this acquisition of vocabulary.

As the topics become more conceptual, students are provided with the more complex grammatical tools they will need to present hypothetical ideas, such as the conditional tense and the subjunctive modes, allowing them to develop their sense of creativity. To ensure the acquisition of grammatical skills becomes habitual and efficient, from the start of Key Stage 3 students are introduced to the entire list of verb forms each time a new verb is introduced and this continues throughout KS3 and KS4. Phonics plays a key role in our KS3 curriculum, and over the course of KS3 and KS4, students' skills are developed from simple starting points to ensure that by the time students are talking about the more complex topics, they are confident enough to identify the steps they need to take to close their individual learning gaps.

Curriculum Overview

Key Stage 2

Autumn 1 (Half term 1)

Year 3	Year 4	Year 5	Year 6
<p>Topic: Getting started Greetings/farewells; Ask and answer question: name/ feelings; Explore numbers 0-11; Explore 6 colours</p>	<p>Topics: Welcome to school; super learners Recall personal information: questions and answers; Recall 0-11 and some classroom instructions; Say and read numbers 10-20; Recall days and months; Names of areas /rooms in school; Classroom item nouns; Culture: School in Spain</p>	<p>Topics: Talking about Us Recall personal information questions and answers; Introduce myself; Introduce another person; Talk about feelings- use of verb "estar" with feelings; Opinions and reasons; School subjects; Likes and dislikes</p>	<p>Topics: Revisiting me; Telling the time; Everyday Life Recall personal information questions and answers; Revisit and extend "talk" about myself and my feelings, emotions and physical descriptions; Recall and revisit 0-60; Question to ask the time; O'clock times in Spanish; Simple daily routine sentences; Story: Daily life of a super hero Culture: Daily life</p>
<p>Grammar: Intonation when asking a question</p>	<p>Grammar: Masculine and feminine singular nouns</p>	<p>Grammar: Conjunctions Extended sentences Verbs of opinion – 1st/2nd person singular Begin to explore 3rd person singular Use of verb to be - estar -with feelings</p>	<p>Grammar: Conjunctions; Extended sentences; Verbs of opinion – 1st/2nd person singular; Time phrases – for o'clock time;</p>

			1st /2nd person singular questions and answers about daily routine
<p>Skills: Speak confidently; Identify key sounds; Ask question with intonation; Read some familiar target language words; Copywrite familiar target language words</p>	<p>Skills: Speak confidently (words, phrases, sentences); Identify key sounds and silent letters. Memory skills to aid; comprehension; Identify language patterns; Ask question with correct intonation; Read some familiar and unfamiliar target language words; Write familiar target language words from memory</p>	<p>Skills: Speak confidently (words, phrases, sentences); Identify key sounds and silent letters; Memory skills to aid comprehension; Identify language patterns; Identify word roots across languages; Develop reading aloud skills; Develop comprehension skills and strategies; Develop speaking and writing skills; Continue to develop word reference tools skills; Ways to explore sentence structure; Write simple extended sentences using a model.</p>	<p>Skills: Speak confidently (words, phrases, sentences); Identify key sounds and silent letters; Memory skills to aid comprehension; Identify language patterns; Continue to develop word reference tools skills; Practise new language with a partner; Ask and answer questions with accurate sentence form and intonation; Write simple extended sentences using a model.</p>
Autumn 2 (Half term 2)			
Year 3	Year 4	Year 5	Year 6
<p>Topics: Calendar and Celebrations Colours; Commands in class; Days of week; Months of year; Culture: Christmas</p>	<p>Topics: My local area, your local area Revisit /extend colours; Revisit/extend classroom commands; Commands of movement and direction; Places in town/shops nouns; Ask and answer question "Where is ...?"; Poem: Bonfire Night; Culture: shops and a typical town in Spain; Culture: Christmas</p>	<p>Topics: Time in the city Recall familiar places in town/shops nouns; Places and nouns for places in a city; Simple directions around town/city; Buying an entrance ticket; Buying an item and asking the price; Numbers 0-100 and euros; Shopping roleplay; Festive jumper nouns</p>	<p>Topics: Time in the city House and home nouns; Adjectives to describe the house; Prepositions of place; Story: A spooky house Culture: Mondrian's house and furniture Culture: houses in Spain Culture: castles in Spain Culture: a festive elf on the shelf lesson (for Christmas) Boardgame: escape from the castle</p>
<p>Grammar: Intonation when asking a question</p>	<p>Grammar: Classify masculine and feminine singular nouns.</p>	<p>Grammar: Write simple present tense descriptive sentences using nouns and adjectives.</p>	<p>Grammar: Consolidate: adjectives of colour and size- agreement and position with nouns; Consolidate – singular and plural nouns; Prepositions of place</p>
<p>Skills: Speak confidently; Identify key sounds; Ask question with intonation; Take risks/positive attitude; Listen attentively; Make educated guesses; Make links with other languages.</p>	<p>Skills: Speak confidently (words, phrases, sentences); Identify key sounds/silent letters; Take risks/positive attitude; Listen attentively; Make educated guesses; Recall previously learnt language</p>	<p>Skills: Speak confidently (words, phrases, sentences); Listen attentively; Make educated guesses; Recall previously learnt language; Practise language with a friend; Games to aid memory; Use bilingual dictionaries to check spelling and meanings</p>	<p>Skills: Speak confidently (words, phrases, sentences); Listen attentively; Make educated guesses; Recall previously learnt language; Practise language with a friend; Games to aid memory; Use bilingual dictionaries to check spelling and meaning</p>

Spring 1 (Half term 3)

Year 3	Year 4	Year 5	Year 6
<p>Topics: Animals I like and don't like Animals (pets) nouns; What is it?; My favourite animal is ...; Story: Animals I see when I walk to school.</p>	<p>Topics: Family tree and faces Culture: Epiphany in Spain; Family member nouns; Recall personal information; Parts of the face nouns; Simple sentences to describe a face; Create an alien face</p>	<p>Topics: Healthy eating and going to the Market Recall nouns for fruit and vegetables; Extend knowledge of fruits and vegetables; Culture: explore fruits and vegetables grown in Spain; Likes, dislikes and preferences; Recall numbers 0-100; Weights and quantities; At the market roleplays; Recipe instructions; Culture: fruit salad</p>	<p>Topics: Investigating sports Sports nouns; Cognates and semi cognates; Likes, dislikes and preferences; Opinions about sports; Culture: handball in Spain</p>
<p>Grammar: Identify a noun; Aware of plural nouns; Nouns using indefinite article "a" (un/una).</p>	<p>Grammar: Practise masculine and feminine nouns; singular and plural; Explore plural nouns with adjectives in Spanish; Practise/use first person singular of verbs to have and to be (ser); Practise asking a question.</p>	<p>Grammar: Consolidate understanding of masculine and feminine nouns, singular and plural; Commands; Practise question words and forming a question in Spanish</p>	<p>Grammar: Identify cognates and semi-cognates; Use of jugar and hacer with sports; Regular present tense conjugation of verb: jugar; Sentences to express likes, dislikes preference with conjunctions and opinions</p>
<p>Skills: Speak confidently (words and phrases); Imitate pronunciation; Ask a question accurately; Listen attentively; Actions to aid memory; Make links with English and home languages; Practise with a friend; Write simple sentences using a model</p>	<p>Skills: Speak confidently (words, phrases and sentences); Explore how to use a bilingual dictionary Imitate pronunciation; Make educated guesses using context; Actions and games to aid memory; Recall and use previously learnt language; Take risks and learn from mistakes; Understand basic grammar; Identify sounds and silent letters; Practise with a friend; Write simple sentences using a model</p>	<p>Skills: Speak confidently (words, phrases and sentences); Explore how to use a bilingual dictionary; Imitate pronunciation; Make educated guesses using context; Actions and games to aid memory; Recall and use previously learnt language; Take risks and learn from mistakes; Identify sounds and silent letters; Practise with a friend; Write simple sentences using a model.</p>	<p>Skills: Speak confidently (words, phrases and sentences); Explore how to use a bilingual dictionary; Imitate pronunciation; Make educated guesses using context; Actions and games to aid memory; Recall and use previously learnt language; Take risks and learn from mistakes; Make links between English/home languages and Spanish; Practise with a friend; Write simple sentences using a model.</p>

Spring 2 (Half term 4)

Year 3	Year 4	Year 5	Year 6
<p>Topics: Carnival Time Revisit numbers 0-11; Revisit colours; Ask and answer "How old are you?"; Read and write dates in Spanish; Participate in a simple dialogue (name, feelings, age); Culture: Carnival; Culture: Easter</p>	<p>Topics: Face and body parts Revisit face part nouns; Body parts nouns; Movement commands; Use of "I have" with physical descriptions in Spanish; Generate simple sentence descriptions, adjective and nouns, to describe an alien</p>	<p>Topics: Clothes, colours and fancy dress Clothes nouns; Verb: to wear in Spanish; Adjectives of size and colour; A fancy dress outfit – nouns and adjectives; Sports kit nouns</p>	<p>Topics: At the funfair; Favourite things; Tradition Funfair ride nouns; Likes, dislikes, preferences Opinions and adjectives for rides; Cognates and semi-cognates; Descriptions of a theme park; Favourite things (with familiar language from previous topics); Culture: theme park in Spain Culture: feria de abril</p>

<p>Grammar: Intonation when asking a question; Forming a question in Spanish; Forming the date in Spanish</p>	<p>Grammar: Practise Spanish verbs as commands; Explore use of plural nouns; Explore use of singular nouns; Practise using colours as adjectives with nouns in Spanish</p>	<p>Grammar: Consolidate understanding of masc/fem nouns in Spanish; Consolidate position and agreement of familiar adjectives with nouns in Spanish; Question words; Present tense conjugation of the verb "to wear" in Spanish (llevar)</p>	<p>Grammar: Identifying cognates/semi cognates; Consolidate use of adjectives with nouns in Spanish; Conjunctions to extend sentences</p>
<p>Skills: Speak confidently (words and phrases); Actions to aid memory; Recall and use prior learning; Ask a question accurately; Listen attentively; Positive attitude; Take risks; Imitate pronunciation; Make links with English and home languages</p>	<p>Skills: Speak confidently (words and phrases); Imitate the pronunciation of sounds; Use a bilingual dictionary to check spellings or look up new words; Make educated guesses of context; Actions/games to aid memory; Recall and use prior learning; Positive attitude; Take risks and learn from mistakes; Imitate pronunciation</p>	<p>Skills: Speak confidently (words and phrases); Identify key sounds and silent letters; Use a bilingual dictionary to check spellings or look up new words; Actions/games to aid memory; Recall and use prior learning; Take risks and learn from mistakes</p>	<p>Skills: Speak confidently (words and phrases); Identify key sounds and silent letters; Use a bilingual dictionary to check spellings or look up new words; Actions/games to aid memory; Recall and use prior learning; Take risks and learn from mistakes; Positive attitude to language</p>

Summer 1 (Half term 5)

Year 3	Year 4	Year 5	Year 6
<p>Topics: Fruits; vegetables; hungry giant story Fruits and vegetable nouns; Numbers 0-11; Colours; I want; I would like ...; Please; Story: The hungry giant story, performance; Board game: The hungry giant</p>	<p>Topics: Feeling unwell; Jungle animals Recall body parts nouns; Explaining how something hurts; Ask the question "What is wrong?"; At the doctors' roleplay; Jungle animal nouns; Adjectives of colour and size to describe animal nouns; Story: Walking through the jungle; Poem: Jungle animal explorers</p>	<p>Topics: Out of this World Personal identity nouns; Questions and answers about ID Planets in Spanish; Adjectives to describe the planets; Recall familiar language from range of topics to create an imaginary planet Links between languages: etymology of planets</p>	<p>Topics: Café culture Snacks and drinks; Asking for snacks and drinks; Euros and recall of numbers 0-100; Roleplay: at the café/ in the hotel; Breakfast foods; Asking for and understanding a simple menu on an imaginary planet Culture: Tapas/Café culture in Spain; Traditional Spanish breakfast foods</p>
<p>Grammar: Polite requests; Singular and plural nouns</p>	<p>Grammar: Revisit intonation when asking a question; Using adjectives to describe a noun in Spanish</p>	<p>Grammar: Consolidate understanding of masc/fem nouns in Spanish; Consolidate position and agreement of familiar adjectives with nouns in Spanish; Question words; Use of verb "to be" in present tense descriptions; Conjunctions to extend sentences</p>	<p>Grammar: Consolidate understanding of how to use verbs to express likes and dislikes; Revisiting and extending polite requests and transactions; Opinions to express like/dislike</p>
<p>Skills: Speak confidently (words and phrases); Actions/games to aid memory; Recall and use prior learning Ask a question accurately; Listen attentively; Positive</p>	<p>Skills: Speak confidently (words and phrases); Actions/games to aid memory; Recall and use prior learning; Ask a question accurately; Listen attentively; Positive attitude; Take risks and learn from</p>	<p>Skills: Speak confidently (words and phrases); Actions/games to aid memory; Recall and use prior learning; Ask a question accurately; Listen attentively; Take risks and learn from mistakes; Make links with</p>	<p>Skills: Speak confidently (words and phrases); Actions/games to aid memory; Recall and use prior learning; Ask a question accurately; Listen attentively; Take risks</p>

attitude; Take risks; Imitate pronunciation; Make links with English and home languages; Write simple sentences using a model	mistakes; Make links with English and home languages	English and home languages; Write simple sentences using a model.	and learn from mistakes; Make links with English and home languages.
Summer 2 (Half term 6)			
Year 3	Year 4	Year 5	Year 6
<p>Topics: Going on a picnic; Aliens in Spain; Language Puzzle</p> <p>Food and drink for a picnic nouns; Story: going on a picnic; Culture: Map and places - in Spain; Where do you live?; I live in; Language Puzzle: using our language detective skills to explore another language.</p>	<p>Topics: The weather; Ice creams; Language Puzzle</p> <p>Weather statements; Weather question; Ice cream flavours; Buying an ice cream dialogues; Ice creams- I love, like, dislike; Culture: Map and places - in Spain and weather forecasts; Language Puzzle: using our language detective skills to explore another language.</p>	<p>Topics: At the seaside & Language Puzzle</p> <p>Beach bag item nouns; Sentence starters You can + verbs as infinitives about activities at the seaside; Conjunctions; Opinions and reasons Culture: Map and places - in Spain to go on holiday; Beach culture in Spain; Language Puzzle: using our language detective skills to explore another language.</p>	<p>Topics: Performance; Transition to KS3 (Read/hear all about it!); Language Puzzle</p> <p>Revisit and extend roleplay language to create a café sketch and performance; Nature nouns (nature trail/ scavenger hunt); Recall language from prior learning to generate individual read all about it documents- personal info/sports/foods/hobbies/ likes and dislikes; Language Puzzle: using our language detective skills to explore another language.</p>
<p>Grammar:</p> <p>Polite requests Singular and plural nouns; Asking a question accurately</p>	<p>Grammar:</p> <p>Can ask for an item politely; Asking a question accurately</p>	<p>Grammar:</p> <p>Consolidate position/agreement of adjectives with nouns in Spanish; Explore and understand sentence structure in Spanish: nouns, verbs, adjectives, personal pronouns; Conjunctions; Explore use of modal verb + infinitive for persuasive sentences</p>	<p>Grammar:</p> <p>Consolidate understanding of how to use verbs to express likes and dislikes; Revisiting and extending polite requests and transactions; Opinions to express like/dislike; Building sentences and short texts with present tense verbs/ nouns, adjectives and conjunctions</p>
<p>Skills:</p> <p>Speak confidently (words and phrases); Actions/games to aid memory; Recall and use prior learning; Ask a question accurately; Listen attentively; Positive attitude; Take risks; Imitate pronunciation; Make links with English and home languages; Write simple sentences using a model</p>	<p>Skills:</p> <p>Speak confidently (words and phrases); Actions/games to aid memory; Recall and use prior learning; Ask a question accurately; Listen attentively; Positive attitude; Take risks; Imitate pronunciation; Make links with English and home languages; Write simple sentences using a mode</p>	<p>Skills:</p> <p>Speak confidently (words and phrases); Actions/games to aid memory; Identify key sounds and silent letters; Take risks; Games and actions to aid memory; Use a bilingual dictionary to check spellings or look up new words; Write simple extended sentences using a model.</p>	<p>Skills:</p> <p>Speak confidently (words and phrases); Actions/games to aid memory; Identify key sounds and silent letters; Recall and use prior learning; Take risks; Games and actions to aid memory; Use a bilingual dictionary to check spellings or look up new words; Write simple extended sentences using a model.</p>

Key Stage 3 & 4

Autumn 1 (Half term 1)				
Year 7	Year 8	Year 9	Year 10	Year 11
Topics: Alphabet; introductions; all about me; numbers (1-31) my siblings; my birthday; my pets; colours	Topics: Holiday activities, holiday experiences, holiday opinions, weather	Topics: Free time activities, cinema, birthday celebrations	Topics: AQA GCSE THEME 2 Travel & tourism	Topics: AQA GCSE THEME 1 Food & eating out; customs & festivals
Grammar: Key verbs in the present tense (including "to be"; "to have"); adjectival agreement; indefinite articles	Grammar: Regular preterit tense; using –gar and –car verbs in the preterit tense; key irregular verbs in the preterit (including "ser", "hacer", "estar")	Grammar: Verbs like "me gusta", regular present tense, irregular present tense, articles, regular preterit tense, more key irregular verbs in the preterit	Grammar: Complete present tense; complete preterit tense	Grammar: Ser + past participle structures; complete present tense; complete preterit tense; reflexive verbs
Skills: Writing short sentences; phonics; basic grammar & conversation	Skills: Writing a short text in three tenses; basic academic reading & listening skills; phonics; structured conversation	Skills: Writing texts using multiple tenses; academic reading & listening skills (including inference); more advanced conversation skills	Skills: Complete mixed listening, speaking, reading and writing skills	Skills: Complete listening, speaking, reading and writing skills
Autumn 2 (Half term 2)				
Year 7	Year 8	Year 9	Year 10	Year 11
Topics: Free time; weather; Christmas in Spain	Topics: Mobile technology; music; TV; free time activities; Christmas in Spain	Topics: Jobs; future jobs; aspirations; Christmas in Spain	Topics: AQA GCSE THEMES 2 & 3 Travel & tourism; my studies; life at school or college	Topics: AQA GCSE THEMES 1, 2 & 3 Education post-16; career choices, jobs & ambitions; marriage & partnership; global issues intro.
Grammar: Basic opinion verbs; present tense of "-ar" verbs; "cuando + present tense"	Grammar: Regular present tense; opinion verbs with the definite article; using the present and preterit tense together	Grammar: Tener que + infinitive ("to have to..."); immediate future tense; useful infinitive structures from the future timeframe	Grammar: Complete imperfect tense; complete immediate future tense; comparative & superlative with these tenses	Grammar: Complete imperfect tense; complete conditional, immediate future & simple future tenses; reflexive verbs; set phrases in the present subjunctive
Skills: Writing a short text using one tense; phonics	Skills: Writing an extended text in three tenses; basic academic reading & listening skills; phonics; structured conversation	Skills: Writing texts using multiple tenses; academic reading & listening skills; more advanced conversation skills	Skills: Complete listening, speaking, reading and writing skills	Skills: Complete listening, speaking, reading and writing skills SPEAKING GCSE MOCKS 1

Spring 1 (Half term 3)				
Year 7	Year 8	Year 9	Year 10	Year 11
Topics: My subjects; my school; days of the week; school activities; breaktime activities	Topics: Food & drink; eating habits; in the restaurant; at the market; parties	Topics: Healthy diet; keeping fit; daily routine; ailments; healthy living	Topics: AQA GCSE THEME 3 My studies; life at school or college	Topics: AQA GCSE THEME 2 Charity and voluntary work; healthy/unhealthy living; global/social issues
Grammar: "me gusta" in the plural; complete regular present tense; both definite and indefinite articles	Grammar: Verbs like "me gusta"; negative words; formal address; immediate future ("going to...") tense; using the present, preterit and immediate future tense together	Grammar: Direct object pronouns; radical-changing verbs; inc. "doler" (to hurt); reflexive verbs in the present tense "se debe" + infinitive ("one must...")	Grammar: "desde hace" + present / imperfect tense; direct object pronouns; infinitive structures from all timeframes	Grammar: Modal verbs; perfect tense; pluperfect tense; possessive adjectives & pronouns
Skills: Writing a short text using one tense; reading short paragraphs; phonics; basic grammar and conversation	Skills: Writing an extended text in three tenses; basic academic reading & listening skills; phonics; structured conversation	Skills: Writing texts using multiple tenses; academic reading & listening skills (including inference); more advanced conversation skills	Skills: Complete listening, speaking, reading and writing skills	Skills: Complete listening, speaking, reading and writing skills
Spring 2 (Half term 4)				
Year 7	Year 8	Year 9	Year 10	Year 11
Topics: Family; appearances; friends	Topics: Making plans; Easter in Spain	Topics: Human rights; fair trade; social injustice	Topics: AQA GCSE THEME 1 Technology; reading; free time activities	Topics: REVISION – Relationships with family & friends; free time; holidays; jobs, career choice & ambitions
Grammar: Introductions to reflexive verbs; word order for adjectives and nouns	Grammar: Me gustaría + infinitive ("I would like to..."); radical-changing verbs; tener que + infinitive ("to have to...")	Grammar: Regular imperfect tense; irregular imperfect tense	Grammar: Para + infinitive ("in order to..."); por + infinitive ("by..."); lo bueno/malo es ("the good/bad thing is...") in all tenses	Grammar: Present continuous; infinitive structures in all tense; all complete tenses
Skills: Writing a short text using one tense; reading short paragraphs; phonics; more extended conversation	Skills: Writing an extended text in three tenses; basic academic reading & listening skills; roleplay skills	Skills: Writing texts using multiple tenses; academic reading & listening skills (including inference); more advanced conversation skills	Skills: Complete listening, speaking, reading and writing skills	Skills: Complete listening, speaking, reading and writing skills SPEAKING GCSE MOCKS 2

Summer 1 (Half term 5)

Year 7	Year 8	Year 9	Year 10	Year 11
<p>Topics: My home; my city; plans for the weekend</p>	<p>Topics: Daily routine; clothes; shopping Holiday homes; holiday activities</p>	<p>Topics: <i>Introducing AQA GCSE THEME 2</i> Environment; problems in my local area</p>	<p>Topics: <i>AQA GCSE THEME 1</i> Free time; sports; entertainment; music; popular culture</p>	<p>Topics: REVISION – Technology; customs & festivals; social/global issues; jobs, career choice & ambitions</p>
<p>Grammar: Verbs of location in the present tense; the “mucho” rule; “to go” in the present tense; immediate future “going to” tense; extending sentences; giving directions</p>	<p>Grammar: Reflexive verbs in the present, preterit and future tense; demonstrative adjectives; comparative; se puede(n) + infinitive (“one can...”)</p>	<p>Grammar: Para + infinitive (“in order to...”); “se debería” + infinitive (“one should...”); conditional tense; using the present, imperfect & conditional tenses together</p>	<p>Grammar: Soler + infinitive (“to usually...”); using the preterit and imperfect tense together; perfect tense with regular and irregular past participles</p>	<p>Grammar: Productive and receptive grammatical skills are revised is embedded into revision lessons.</p>
<p>Skills: Extended writing; speaking; phonics; interpreting short spoken and written stimuli; describing a scene</p>	<p>Skills: Writing an extended text in three tenses; basic academic reading & listening skills; narrating a story</p>	<p>Skills: Writing texts using multiple tenses; academic reading & listening skills (including inference); more advanced conversation skills</p>	<p>Skills: Complete listening, speaking, reading and writing skills</p>	<p>Skills: Complete listening, reading and writing skills</p>

Summer 2 (Half term 6)

Year 7	Year 8	Year 9	Year 10
<p>Topics: In the café; ordering food; Hispanic festivals (The Day of the Dead) through the Coco film project</p>	<p>Topics: Holiday activities; directions; Summer camp; the Spanish-speaking world through film project</p>	<p>Topics: Spanish civil war, magical realism in Latin American cinema & film studies through the El Laberinto del Fauno film project</p>	<p>Topics: <i>AQA GCSE THEMES 1 & 2</i> My city; shopping; Latin American history through the ‘Los Diarios en Motocicleta’ film project</p>
<p>Grammar: Common radical-changing verbs</p>	<p>Grammar: Superlative; informal imperative; using the present, preterit and immediate future tense together; using a range of infinitive structures in each time frame covered</p>	<p>Grammar: Application and interpretation of all grammar acquired so far</p>	<p>Grammar: The passive “se”; simple future tense; conditional tense; using future tenses together</p>
<p>Skills: Extended writing using three tenses; describing a scene using short sentences; speaking; interpreting authentic stimuli; listening</p>	<p>Skills: Writing a short text in three tenses; more advanced academic reading & listening skills; interpreting authentic written and spoken stimuli</p>	<p>Skills: Writing texts using multiple tenses; academic reading & listening skills (including inference); more advanced conversation skills; interpreting authentic spoken and visual stimuli</p>	<p>Skills: Complete listening, speaking, reading and writing skills; interpreting authentic stimuli</p>

Year 6 to 7 Transition

Phonics is a predominant part of Primary teaching and learning, and of course one of the building blocks in the foundations of learning any language. We know our new students are accustomed to learning phonics from a young age so we introduce listening and speaking skills throughout KS2 which then progresses into Year 7 through the inclusion of phonics as a core part of our KS3 curriculum. This eases Year 6 students into the challenges of the KS3 Spanish curriculum, as it appropriately scaffolds listening and speaking skills into the recognition and production of separate sounds, a learning technique that our Primary students are confident using.

Through their time in KS2, Nishkam students will have practiced key skills learnt and developed a solid understanding of knowledge linked to Spanish which they will build upon during KS3. The transferring of these skills from KS2 to KS3 will help to establish underlying communication skills, which will enable them to build the base of learning for any language. By providing our students with the opportunity to learn about Spanish culture and language as they move through the school, they will develop the passion to continue building their language résumé, as their awe for learning about the different parts of the world increases.

To ensure consistency of approach, teaching of Spanish lessons in Year 5 and 6 are delivered by a native Spanish speaker and subject specialist who also works with students in the secondary phase.

Enrichment Opportunities:

Throughout each unit in KS2 students are given opportunities to deepen their understanding of the application of language skills to everyday life, through role play and interactions with native speakers. Students have opportunities to practice their listening skills in Spanish by engaging with songs and films in Spanish, which is a continuation of learning rhymes in Spanish. Students also gain a good understanding of the Spanish culture and the nuances that are synonymous with this for example regional dialects, informal and formal models of language and spoken language etiquette.

At the end of Year 7 and 8, students are given the opportunity to enrich their cultural, historical and practical skills through the inclusion of projects involving film and other authentic resources. Accompanying these are concrete and well-organised objectives which are achieved through watching clips, alongside completing planned activities in the projects we design. This fosters a keen interest in the different areas of the Spanish-speaking world in our students thus inspiring them for future learning. Authentic resources are a key element of the curriculum, giving students an opportunity to build on their understanding of history and culture, and acting as a crucial tool in the development of our students' language skills.

Students are also offered regular vocabulary interventions each week for Spanish to broaden their vocabulary in Year 10, and gain exposure to a different type of Spanish with a Columbian teacher, thus opening their eyes more to the Spanish-speaking world.

Impact:

Evidence of work will show the range of new concepts and vocabulary explored in lessons, links across the curriculum and work pitched to support and challenge a range of abilities and starting points. Formative assessment is an integral part of our approach to Teaching and Learning.

In the Primary phase, teachers use the progression overviews to assess student's progress, identify gaps and plan next steps.

In the Secondary phase, over the course of their study, we use weekly cumulative formative diagnostic assessments (in class or for homework) to ensure that students are consistently retrieving their knowledge of different components. This ensures all knowledge is retained and any gaps are identified. This informs teachers' planning so that these gaps are addressed promptly in lessons. Using this style of assessment, we will make use of the advantages of spaced practice as well as allowing students to be able to apply their knowledge to a wide variety of contexts.

Students will also sit a summative assessment every full term. This assessment will be cumulative and will assess not only what the students have learned over the previous term, but also their understanding of all relevant material previously taught. Staff are supported to mark these accurately and post-assessment moderation also takes place to ensure the validity of the data. All data is analysed centrally (not by teachers), and each Curriculum Leader is given a report outlining the areas of strength and weakness. Curriculum Leaders use this information to inform future planning, support with additional interventions and set changes.

Students in KS3 Spanish are given regular "Checkpoint tests". These are quick, teacher-marked tests which monitor the basic vocabulary, grammar and phonics retention in students' long-term memory. From Autumn 2 in Year 7, they also complete one piece of extended written work every half term through which teachers can assess the impact of student learning through their application of the key grammar points in their own contexts. Students in KS4 are given two extended pieces of written work every half term to monitor the same impact and alter Schemes of Learning where necessary to address learning gaps identified. Data for all the above is collected on the MFL tracker, where we can monitor individual student progress and act where necessary.