

At The Lowry Academy, we aim to promote languages and believe that learning a foreign language is vital to our students to give them a wider breadth of experience, knowledge and understanding of the world that they would not otherwise receive and provide an opening to other cultures. A high-quality languages education should stimulate students' curiosity and deepen their understanding of the wider world taking them beyond their immediate local area and raising their aspirations.

We endeavour to teach new content in a creative and stimulating way to widen students' knowledge of the culture, history and literature of the new language. We hope that at the end of their language journey, students will have a love of languages that they will want to continue to develop.

Curriculum opportunities, cultural awareness and representation.

Year 7: Students are introduced to the Spanish speaking world. We reinforce the importance of language learning and provide an insight into different career opportunities. We endeavour to represent all students in our curriculum and when teaching *Mi familia*, we represent all types of families, and a range of nationalities are taught. Within *Mi instituto*, we teach subject names that are relevant to The Lowry Academy and reference the academy when describing our school. When teaching *Donde Vivo*, we include all types of residences and reference the local area.

Year 8: In *Mis vacaciones*, we cover a range of different holidays including staying in England. We expose students to the types of holidays that others may experience. Within *Mi vida*, we teach language to describe both healthy and unhealthy lifestyles. In *Mis estudios y el futuro* we teach vocabulary for different careers and jobs as well as future study such as university. We use this opportunity to reinforce careers linked to languages and explain to students how languages are taught at A-Level and beyond.

Year 9: In *Relaciones* we represent all types of families and family relationships. In *De costumbre*, we enhance students' awareness and understanding of celebrations in other cultures. Students talk about traditions that are celebrated in their own cultures as a point of comparison. In *Nuestro mundo*, students express what they should do to help the environment and improve their local area. They also talk about the rights and responsibilities they have as young people.

The following principles have informed the planning of the MFL curriculum.

Entitlement: Everyone has the right to learn the basics of another language and to explore the culture of the country or countries where it is spoken. Language learning at The Lowry Academy enables students to express their ideas and thoughts in another language and to understand and respond to its speakers. It provides opportunities to develop oracy skills and build confidence enabling communication for practical purposes and promoting new ways of thinking.

Coherence: Our curriculum is designed and sequenced so that knowledge of vocabulary and grammar builds sequentially. Linguistic competency deepens and expands at every step. At the end of KS3 we envisage that pupils will be knowledge rich and well prepared to access the KS4 curriculum. Vocabulary, grammar, and phonics are taught explicitly.

Mastery: Our curriculum is designed to provide a secure foundation in Spanish. We ensure that linguistic knowledge and its application in context are secure before progressing to the next step. Pupils revisit prior learning and apply it in an increasingly sophisticated manner through retrieval practice and this language is interleaved into reading and listening tasks. Lessons build on prior learning and provide sufficient opportunity for guided and independent practice.

Adaptability: The core linguistic competencies and essential vocabulary are the same in all contexts, but teachers adapt lessons and tailor specific content to meet the needs of their pupils and their locality.

Representation: Our curriculum presents Spanish as a global language, spoken by a diversity of people. In addition to developing students' linguistic capabilities, we endeavour to widen student's awareness of the world and other

cultures, challenge Eurocentric ideologies and stereotypes and aspire to provide all students with the tools to represent themselves communicatively. We support students' understanding of the different cultures so that they become more receptive of new experiences and celebrate diversity and difference by promoting European Day of Languages across the school. We reference home languages when teaching Spanish to develop a culture where multilingualism recognised and valued. All students at The Lowry Academy can take a GCSE in their home language where available.

Education with character: Our curriculum provides students with the opportunity to learn about others' cultures and beliefs and compare them with their own. At The Lowry Academy, we enhance this with our extra-curricular activities, visits to local universities and links with the local language learning community.

Roadmap of the MFL Curriculum


The roadmap diagram sets out the route that we expect pupils to take through our curriculum. The roadmap shows that the journey starts with the basics of the language including phonics, greetings and the language required to communicate in the classroom. There are four units every year with time embedded to revisit, consolidate, and extend the language learnt. In Years 8 and 9 there are also opportunities for interleaving prior language. All units are compulsory and build on previous knowledge; the focus is always progression in the three pillars of language learning: phonics, vocabulary, and grammar.

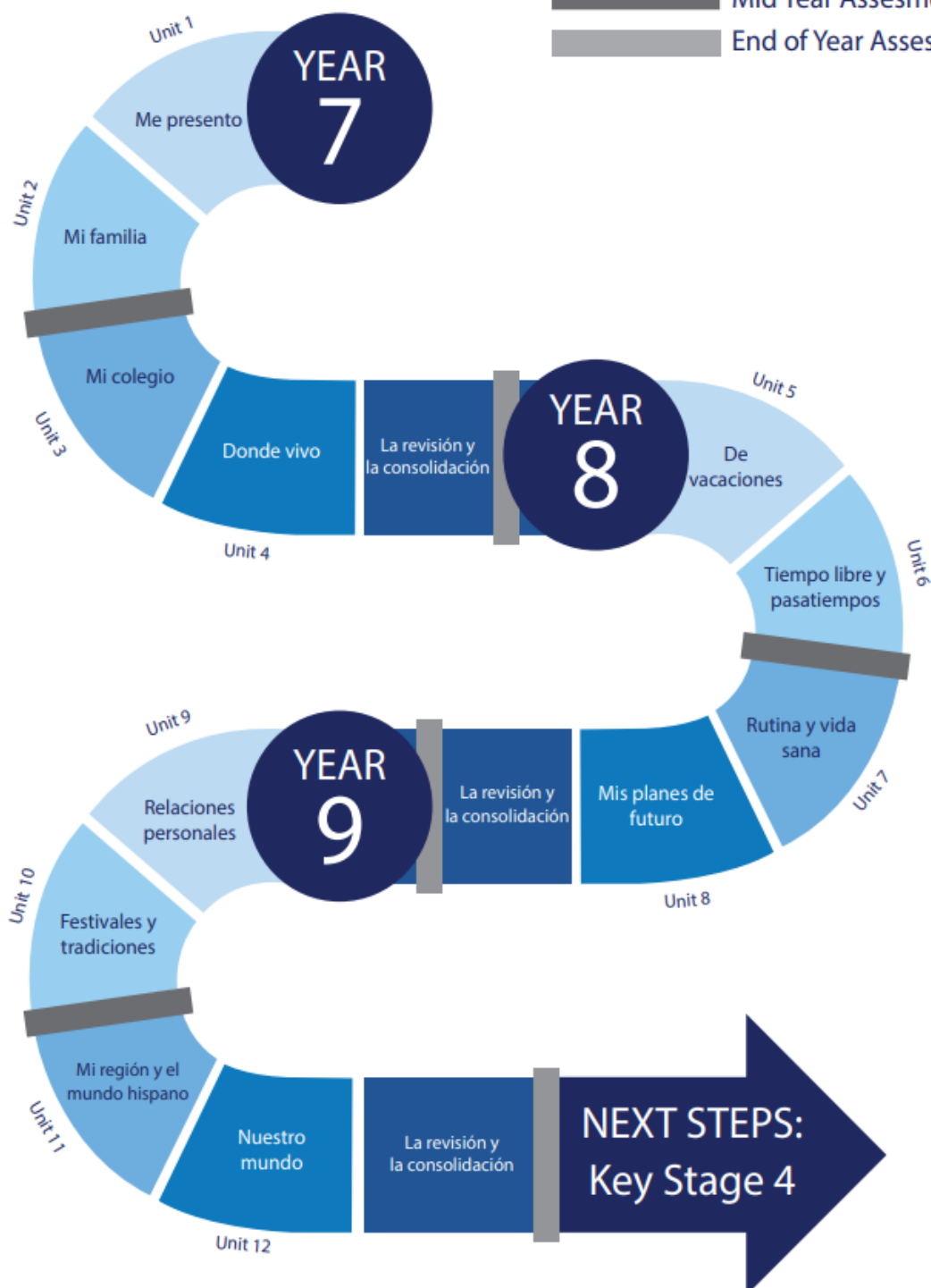


EL ESPAÑOL Key Stage 3

KEY:

 Mid Year Assessment

 End of Year Assessment



'Why This, Why Now?'

In our planning we have asked ourselves 'why this, why now?' Here we provide some examples of the curriculum choices we have made, and why the units have been placed in the order we have chosen:

In year 7 our curriculum aims at enthusing pupils with a love for the language and to firmly establish its basics (phonics, vocabulary and grammar) in their long-term memories. There is a special emphasis on developing the ability to express and justify opinions and to equip pupils with language learning strategies that will serve them well now and in the future.

- In **Year 7** after the basics of the languages (focusing heavily on sound-symbol correspondence and the context of the language in the world) we cover a unit on family which allows pupils to learn descriptions and adjectival agreements as well as introducing opinions with simple justifications. This also provides a consolidation and stretching opportunity to those who have learnt this language at Key Stage 2.

In year 8 our curriculum aims at developing pupils' linguistic competencies, extending their knowledge and proficiency in dealing with familiar and less familiar language. There is a special emphasis on developing the ability to narrate in the 3 time frames (grammar), consolidating phonics and increasing vocabulary knowledge, both high frequency transferable items and more specific, topic-base lexical items (both breadth and depth will be taught and assessed, including work on synonyms and antonyms).

- **Year 8** begins with a unit on Holidays which provides a very logical platform for introducing the hardest and most important grammar point to cover this year: the past time frame. This way pupils have the whole year to revisit and consolidate its use in different contexts. The last unit in Year 8, School and Future Plans allows revisiting and development of key language from Year 7: personality description, school subjects and expressing simple future wishes; phonics, vocabulary and grammar are revisited. In this unit Year 7 structures are extended by adding more ways to express future wishes and by focusing on third person descriptions rather than first person. New language such as professions is introduced.

In year 9 our Curriculum aims at inspiring our learners while consolidating and extending their language knowledge, with increasing numbers choosing to continue into GCSE. It includes cultural topics, a wide representation of the Spanish speaking world as well as consolidating practice on phonics, expanding vocabulary knowledge (breadth and depth) and increasing understanding and knowledge of key grammar.

- Units in **Year 9** have been chosen to maximise engagement from pupils who will not continue with the language into GCSE as well as those who will. The unit covers areas of knowledge familiar and interesting to young adolescents, such as environmental issues, festivals, and celebrations, giving cultural information about areas where the language is spoken. Year 9 content builds on and extends the language covered in Years 7 and 8, focusing on adding layers of complexity rather than introduce new linguistic competencies. In terms of vocabulary, our units help bridge the gap to Key Stage 4 by introducing some key GCSE topics such as environment or family relations.

Key Stage 3 to Key Stage 4:

The Key Stage 3 curriculum sets the foundation for Key Stage 4. Particular attention is paid to the three time frames with variation in the tenses (grammar) and every year we cover more sophisticated ways of expressing ourselves on a wide range of issues, expressing and justifying opinions with broader and deeper vocabulary knowledge. The units covered in our Year 9 curriculum act as a bridge between Key Stage 3 and Key Stage 4. We follow the AQA GCSE Spanish specification at KS4. [AQA](#) | [Languages](#) | [GCSE](#) | [Spanish](#)