



CURIOSITY

COMPASSION

COURAGE



## Curriculum Overview

Subject	Year 11 Spanish Modern Foreign Languages (MFL)
<p><b>Vision statement:</b></p>	<p>At Landau Forte our curriculum exists to ensure all students regardless of background and ability have the opportunity to unlock their potential. We are committed to students being challenged from their previous key stage learning experiences. Our broad and balanced curriculum is ambitious, coherently planned and sequenced, and will provide the platform for preparing students with the foundations for examination success.</p> <p>Our Curriculum Intent has been informed by a wide variety of researchers and is steeped in evidence-based research. Christine Counsell summarises the aspiration of our curriculum to empower all learners creating a pathway to success in university, their career and life:</p> <p><i>'A curriculum exists to change the pupil, to give the pupil new power. One acid test for a curriculum is whether it enables even lower attaining or disadvantaged pupils to clamber into the discourse and practices of educated people, so that they gain powers of the powerful.'</i></p> <p>As well as excellent academic success we aim to ensure our students leave us as polite and well-rounded young adults. Our new core values of Compassion, Courage and Curiosity are currently being embedded throughout our curriculum offer to ensure we continue to meet our social, emotional, spiritual and moral obligations.</p>
<p><b>MFL Curriculum intent:</b></p>	<p>Our curriculum is designed to foster linguistic competence and disciplinary literacy by immersing students in diverse languages and cultures. This approach broadens their perspectives and enhances their ability to communicate effectively in a global context. The route to deep learning and the development of expertise and mastery is to do fewer things in greater depth. This is achieved by focusing on rigorous academic standards, fostering a growth mindset, and encouraging students to reach advanced levels of language proficiency.</p> <p>Quality First Teaching (QFT) in Modern Foreign Languages (MFL) involves inclusive, high-quality instruction with clear objectives, engaging methods, active learning, differentiation, ongoing assessment, high expectations, and cultural integration. This ensures the use of the target language extensively and supports continuous teacher development. An eclectic and evidence-based MFL curriculum combines diverse, research-supported methods to cater to various learning styles, ensuring effective language acquisition and continuous refinement for enhanced student engagement and proficiency.</p> <p>Our curriculum fosters curiosity by exposing students to diverse cultures and languages, developing fluency through immersive, practical language use, and enabling effective communication. It is fluid, adapting to students' needs and incorporating contemporary resources and methodologies to ensure dynamic and engaging language learning experiences. By setting high expectations, our curriculum challenges students to achieve their full potential and inspires confidence, resilience, and a lifelong love of learning.</p> <p>Furthermore, our curriculum builds cultural capital by encouraging curiosity and compassion through exposure to diverse cultures and languages. It promotes courage in communication and practical language use, developing students' fluency and appreciation for global perspectives. By instilling moral obligations and values, our curriculum promotes understanding and respect for diverse cultures and languages, motivating students with a sense of global responsibility and ethical engagement.</p>



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## COMPASSION

## COURAGE



In conclusion, our curriculum aims to liberate students from insularity by cultivating linguistic competence and broadening their perspectives, equipping them with the skills to communicate effectively in a global context. This holistic approach ensures students are well-prepared for the challenges of the modern world, fostering their growth as confident, resilient, and ethically engaged global citizens.

Threshold concepts, defined as potentially powerful transformative points in the student's learning experience, are central to our curriculum. These 'jewels in the curriculum' identify key areas that need mastery and are mastered through repeated sequencing, allowing students to apply these concepts in different contexts. Sequencing threshold concepts over the journey of the curriculum helps students to make progress and incorporate new knowledge into their long-term memory by chunking material into meaningful schemata, stories, or concepts.

### **Grammar and Vocabulary:**

- **Understanding and using tenses:** Identify and use tenses or other structures that convey the present, past, and future. (TC1)
- **Manipulating key grammatical structures:** Use and manipulate a variety of key grammatical structures and patterns, including voices (active/passive) and moods (indicative, subjunctive, imperative), as appropriate. (TC2)
- **Developing a wide-ranging vocabulary:** Develop and use a wide-ranging and deepening vocabulary that extends beyond immediate needs and interests. This enables students to express and justify opinions and participate in discussions on broader issues. (TC3)
- **Applying accurate grammar, spelling, and punctuation:** Use accurate grammar, spelling, and punctuation in both written and spoken language to communicate effectively and coherently. (TC4)

Threshold  
Concepts  
(TCs) for  
MFL:

### **Linguistic Competency:**

- **Listening for information and appropriate response:** Listen to a variety of forms of spoken language to obtain information and respond appropriately. (TC5)
- **Accurate transcription:** Transcribe words and short sentences heard with increasing accuracy. (TC6)
- **Initiating and developing conversations:** Initiate and develop conversations, coping with unfamiliar language and unexpected responses, and using important social conventions such as formal modes of address. (TC7)
- **Expressing and developing ideas clearly:** Express and develop ideas clearly and with increasing accuracy, both orally and in writing. (TC8)
- **Speaking coherently and confidently:** Speak coherently and confidently, with increasingly accurate pronunciation and intonation. (TC9)
- **Reading and comprehending various materials:** Read and show comprehension of original and adapted materials from different sources, understanding the purpose, important ideas, and details, and providing accurate English translations of short, suitable material. (TC10)
- **Engaging with literary texts:** Read literary texts in the language, such as stories, songs, poems, and letters, to stimulate ideas, develop creative expression, and expand understanding of the language and culture. (TC11)
- **Writing prose and creative expression:** Write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language. (TC12)









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# COURAGE



<p><b>KS4 MFL Program of Study summary:</b></p>	<p>The <a href="#">KS4 MFL Program of Study</a> enables students to develop their ability and ambition to communicate with native speakers in speech and writing. The study of MFL at GCSE also broadens students' horizons and encourages them to step beyond familiar cultural boundaries and develop new ways of seeing the world. It is cumulative and progressive in both content and language and takes account of the matters, skills and processes specified in the National Curriculum for KS2 and KS3. It builds on the foundation of core grammar and vocabulary of KS3 by increasing the level of linguistic and cognitive demand.</p> <p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> <li>• develop their ability to communicate confidently and coherently with native speakers in speech and writing, conveying what they want to say with increasing accuracy</li> <li>• express and develop thoughts and ideas spontaneously and fluently</li> <li>• listen to and understand clearly articulated, standard speech at near normal speed</li> <li>• deepen their knowledge about how language works and enrich their vocabulary in order for them to increase their independent use and understanding of extended language in a wide range of contexts</li> <li>• acquire new knowledge, skills and ways of thinking through the ability to understand and respond to a rich range of authentic spoken and written material, adapted and abridged, as appropriate, including literary texts</li> <li>• develop awareness and understanding of the culture and identity of the countries and communities where the language is spoken</li> <li>• be encouraged to make appropriate links to other areas of the curriculum to enable bilingual and deeper learning, where the language may become a medium for constructing and applying knowledge</li> <li>• develop language learning skills both for immediate use and to prepare them for further language study and use in school, higher education or in employment</li> <li>• develop language strategies, including repair strategies</li> </ul>					
<p><b>Learner skills:</b></p>	<p>Critical thinking</p>  <p>CRITICAL THINKING</p>	<p>Organisation</p>  <p>ORGANISATION</p>	<p>Collaboration</p>  <p>COLLABORATION</p>	<p>Adaptability</p>  <p>ADAPTABILITY</p>	<p>Oracy</p>  <p>ORACY</p>	<p>Self-quizzing</p>  <p>SELF QUIZZING</p>
	<p>Term 1 Aug - Oct</p>	<p>Term 2 Nov - Dec</p>	<p>Term 3 Jan-Feb</p>	<p>Term 4 Mar-Apr</p>	<p>Term 5 Apr-May</p>	<p>Term 6 June</p>



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# COMPASSION

# COURAGE



<b>The Big Question</b>	<b>Year 11: ¿Puedes hablarme de tus planes para el futuro, el medio ambiente, tu colegio, y tu familia?</b> <i>Can you tell me about your future plans, the environment, your school, and your family?</i>					
<b>Big picture questions:</b>	<b>Composite 1: ¿Cuáles son tus planes para el futuro?</b> <i>What are your plans for the future?</i>	<b>Composite 2: ¿Cómo puedo comunicar en España?</b> <i>How can I communicate in Spain?</i>	<b>Composite 3: ¿El medio ambiente está en peligro?</b> <i>Is the environment in danger?</i>	<b>Composite 4: ¿Cómo es tu colegio?</b> <i>What is your school like?</i>	<b>Composite 5: ¿Cómo son tu familia y tus relaciones?</b> <i>What are your family and friends like?</i>	<b>Composite 6: ¿Cómo repasar?</b> <i>How do I revise effectively?</i>
<b>Content (Linked to TCs):</b>	<p><b>¿Qué trabajos hay?</b> <i>What jobs are there?</i> (TC1-12)</p> <p><b>¿Tienes un trabajo a tiempo parcial?</b> <i>Do you have a part-time job?</i> (TC1-12)</p> <p><b>¿Cómo ayudas en casa? ¿Te pagan?</b> <i>How do you help at home? Do they pay you?</i> (TC1-12)</p> <p><b>¿Hiciste unas prácticas laborales?</b> <i>Did you do work experience?</i> (TC1-12)</p> <p><b>¿Qué trabajo harás en el futuro?</b> <i>What job will you do in the future?</i> (TC1-12)</p>	<p><b>¿Cómo es tu rutina diaria?</b> <i>What is your daily routine?</i> (TC1-12)</p> <p><b>¿Puedo reservar una habitación?</b> <i>Can I reserve a hotel room?</i> (TC1-12)</p> <p><b>¿Puedo reservar una mesa?</b> <i>Can I reserve a table?</i> (TC1-12)</p> <p><b>¿Puedo probar la ropa?</b> <i>Can I try on the clothes?</i> (TC1-12)</p> <p><b>¡Ay, me duele! ¿Me puedes ayudar?</b> <i>Ow, it hurts! Can you help me?</i> (TC1-12)</p>	<p><b>¿Cuáles son los medios ambientales más serios?</b> <i>What are the most serious environmental problems?</i> (TC1-12)</p> <p><b>¿Qué deberías hacer para mejorar el planeta?</b> <i>What should you do to help the planet?</i> (TC1-12)</p> <p><b>¿Cuáles son los problemas sociales más serios?</b> <i>What are the most serious social problems?</i> (TC1-12)</p>	<p><b>¿Qué estudias al colegio?</b> <i>What do you study at school?</i> (TC1-12)</p> <p><b>¿Qué piensas de tus profesores?</b> <i>What do you think of your teachers?</i> (TC1-12)</p> <p><b>¿Cómo es tu colegio?</b> <i>What is your school like?</i> (TC1-12)</p> <p><b>¿Cuáles son las reglas en tu colegio?</b> <i>What are the rules in your school?</i> (TC1-12)</p>	<p><b>¿Quién hay en tu familia?</b> <i>Who is in your family?</i> (TC1-12)</p> <p><b>¿Cómo eres físicamente y de carácter?</b> <i>What are your personality and features like?</i> (TC1-12)</p> <p><b>¿Te llevas bien con tu familia y tus amigos?</b> <i>Do you get on with your family and friends?</i> (TC1-12)</p>	<p><i>Preparation and conduct of the speaking exam in April/May.</i></p> <p><i>Followed by final preparation for the other exams</i></p> <p><i>Revision that responds to students' weaknesses in mock exams, exam practice and techniques</i></p>
<b>Vocabulary Instruction:</b>	Vocab list: <i>¿Cuáles son tus planes para el futuro?</i>	Vocab list: <i>¿Cómo puedo comunicar en España?</i>	Vocab list: <i>¿El medio ambiente está en peligro?</i>	Vocab list: <i>¿Cómo es tu colegio?</i>	Vocab list: <i>¿Cómo son tu familia y tus relaciones?</i>	Vocab list: <i>¿Cómo repasar?</i>
<b>Assessment:</b>	KLT 1: <i>¿Tienes un trabajo a tiempo parcial?</i>	PPE 1 + Mock Speaking Exam	KLT 2: <i>¿El medio ambiente está en peligro?</i>	PPE 2 + Mock Speaking Exam	KLT 3: <i>¿Cómo es tu colegio?</i> <i>External Speaking Exam</i>	External Exams



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<b>Sequencing:</b>	<p>Upon the return in Year 11, we study the world of work and students' future plans. Students will recap all of the key tenses and high-frequency language delivered in year 10, so that they are fully prepared for their first experience of the full suite of four exam papers. In Spring, we move on to the topics of global and social issues, such as the environment, poverty, homelessness and how our actions impact on the world around us. Students are again exposed to content which develops them as a global citizen and considers their personal impact on the world around them. The plan divides at this point; allowing students preparing for higher tier to explore complex grammatical structures with the content already delivered and foundation students to embed and master to key language to access grades 4 and 5. The remainder of Year 11 is personalised to each cohort and class on an annual basis, depending on mock results achieved and the learning needs of that cohort. We focus on examination skills and techniques in order for students to feel prepared and confident for their summer exams.</p>
<b>National Curriculum plus:</b>	<p>The MFL curriculum incorporates diverse cultural activities, such as festivals and virtual exchanges, and organizes immersion trips to deepen students' understanding of the language's countries. It teaches an extended range of vocabulary and complex grammatical structures, using authentic materials like literature and films. The curriculum integrates language learning with other subjects through cross-curricular projects and personalizes learning through differentiated instruction and independent projects. Technology is leveraged with apps and interactive software to enhance learning. Community engagement is fostered through language clubs, guest speakers, and workshops. The focus on communication includes real-life scenarios and debates, while ongoing formative assessments and peer and self-assessment develop critical thinking and self-reflection skills. By incorporating these elements, we can provide a richer, more engaging, and comprehensive language learning experience that goes beyond the standard requirements of the National Curriculum.</p>