

Intent:

"If you talk to a man in a language he understands, that goes to his head. If you talk to him in his own language, that goes to his heart."

Nelson Mandela

"La lengua no tiene hueso, pero corta lo más grueso." (Spanish proverb) Words are more powerful than weapons.

"No dejes para mañana lo que puedas hacer hoy." (Spanish proverb) Don't leave for tomorrow that which you can do today.

Here at Altrincham College we provide all students with the opportunity to learn another language. We teach that language learning is a liberation from insularity and provides an opening to other cultures. Our high-quality languages education and curriculum offer will foster pupils' curiosity and deepen their understanding of the world. The teaching will enable young people to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It will also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching will provide the foundation for learning further languages, equipping pupils to potentially study and work in other countries.

We expose our pupils to a broad and ambitious Languages curriculum, which is rich in skills and knowledge, develops self-efficacy, kindles curiosity and promotes diversity and tolerance of other cultures. Our Languages curriculum at KS3 will give pupils the opportunity to:

- Use language skills, receptively and productively, for communication in the real world, for practical purposes, for their immediate needs, interests and beyond and to express and justify opinions
- Develop their confidence and autonomy to access new and unfamiliar language through the use of decoding skills brought about by the explicit teaching of phonics and sound patterns
- Work towards becoming a fluent and spontaneous speaker of the foreign language
- Learn within a coherent and progressive framework
- Explore the breadth and depth of the national curriculum in languages
- Foster enjoyment and independence through the teaching of new skills across a wide range of contexts
- Become aware of the advantages that learning a language can both in their personal and working lives
- Build on their understanding of the importance of British values, including democracy, the rule of law, individual liberty, tolerance and respect
- Improve their spiritual, social, moral and cultural understanding
- Develop their character, including resilience, confidence and independence, so that they contribute positively to the life of the school, their local community and the wider environment

By the end of Key Stage 3, a successful linguist will be confident in the receptive skills of listening and reading and the productive skills of speaking, writing and translation. This will enable them to listen for detail, infer meaning, tackle larger texts, speak spontaneously and translate accurately and convey meaning. The most successful linguists will be able to apply existing knowledge to new situations and produce language creatively. Grammar is the foundation of all language learning and our KS3 topics expose students to the necessary structures and vocabulary needed to be a competent linguist. These topics allow students to develop their understanding in order to further succeed at GCSE level and beyond.

Altrincham College has a diverse student population and in addition to our two timetabled languages, we encourage and support students to take GCSE qualifications in their home languages. The languages department encourages our vibrant school community in raising their global awareness and cultural knowledge by allowing them to interact with people from a wide variety of backgrounds. Our up to date resources contain current cultural references and students are encouraged to research further. This not only enables them to understand what it is to be a global citizen but also improves their literacy in the English language. Students are taught about how employers value languages, as they are increasingly important to make sure we can compete in the global market. Because of this, languages are increasingly becoming a requirement for many graduate schemes. Languages are a passport to the world and we can offer various routes by which to travel.

Implementation:

As a team of experienced language specialists, we implement the curriculum through the delivery of high-quality lessons, placing learning and outcomes and the forefront of planning. The department plan highly ambitious and aspirational schemes of learning in collaboration, building our students' linguistic and cultural knowledge, understanding and skills explicitly and progressively. Schemes of learning and resources are regularly reviewed and evaluated to rigorously ensure the implementation of the MFL curriculum has maximum impact on the development of all students' knowledge and skills.

We also promote the use of Active learn an online interactive programmes where students have access to activities and grammar which directly consolidates the language we are learning in lessons at any time. Learners can track their own progress through the interactive, self-marking question banks. Students can access this at home to increase their confidence as well as using it to support homework tasks and consolidating understanding from lessons. The results of any completed tasks are automatically recorded to track progress and highlight areas for development. Students are also provided with a vocabulary booklet for each half term which allows them to 'master' the vocabulary being taught in lessons. Students are assessed on vocabulary on a regular basis.

During Years 10 and 11 we offer students either Higher (grade 4-9) or Foundation (grade 1-5) tiers in order to provide appropriate challenge and high success rates for all our students. Decisions on which paper students are entered for are based on open dialogue and are constantly reviewed to ensure we meet the best interests of every child. We follow the AQA GCSE course which provides a broad, coherent, satisfying and worthwhile course of study. We believe it encourages students to develop confidence and to have a positive attitude towards Language learning, recognising the importance of the subject in their own lives and the role it plays in society. It should also provide a strong linguistic foundation for students who go on to study a language at a higher level post-16.

Students will be able to:

- Confidently understand and respond to spoken and written language from a variety of authentic sources
- Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- Write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- Begin to discover and develop an appreciation of a range of writing in the language studied.

Literacy within Languages as a discipline

The goal of using literacy skills in Spanish is to foster a deeper conceptual understanding of the Spanish language. The subject specific literacy demands placed upon students in Spanish include:

The development of literacy skills in Languages is integral to a students' success. The subject specific literacy demands include:

- Vocabulary acquisition – Specific to the language being learnt
- Specificity of grammar terminology relating only to the language being learnt (preterite tense)

- Understanding and application metalanguage which is transferable across languages (tenses, perfect tense, superlative adjectives, etc)
- Using cognates/near cognates to decipher meaning of vocabulary (grande/interesante)
- In order to ensure students are equipped with the specific disciplinary literacy knowledge pertinent to the language being taught, students will be given a 'rubric' containing the key terminology and focus for each unit of work and this should be refereed to throughout the half term in order to regularly review the specific language and grammar being taught. Staff will use meta language with students from the start of KS3 in order to develop students' application and understanding of grammar and grammatical terminology. Command words are usually in the target language.

In order to ensure students are equipped with the specific disciplinary literacy knowledge pertinent to Spanish, the implementation of the intended curriculum sees teachers of Spanish ensuring a shared pedagogy.

Long Term Departmental Planning Overview			Subject:	Spanish			
Year	Curriculum Title	HT1 topics	HT2 topics	HT3 topics	HT4 topics	HT5 topics	HT6 topics
7		<p>Mi Vida</p> <p>1 ¿Cómo te llamas? Getting used to Spanish pronunciation Introducing yourself</p> <p>2 ¿Qué tipo de persona eres? Talking about your personality Using adjectives that end in -o/-a</p> <p>3 ¿Tienes hermanos? Talking about age, brothers and sisters, using the verb tener (to have)</p> <p>4 ¿Cuándo es tu cumpleaños?</p>	<p>Mi tiempo libre</p> <p>1 ¿Qué te gusta hacer? Saying what you like to do Giving opinions using me gusta + infinitive</p> <p>2 ¿Cantas karaoke? Saying what you do in your spare time using -ar verbs in the present tense</p> <p>3 ¿Qué haces cuando llueve? Talking about the weather Using cuando (when)</p> <p>4 ¿Qué deportes haces? Saying what sports you do</p>	<p>Mi Insti</p> <p>1 ¿Qué estudias? Saying what subjects you study Using -ar verbs to say what 'we' do</p> <p>2 ¿Te gustan las ciencias? Giving opinions about school subjects Using me gusta(n) + el/la/los/las</p> <p>3 ¿Qué hay en tu insti? Describing your school Using the words for 'a', 'some' and 'the'</p> <p>4 Durante el recreo Talking about break time Using -er and -ir verbs</p>	<p>Mi familia y mis amigos</p> <p>1 ¿Cuántas personas hay en tu familia? Describing your family Using possessive adjectives</p> <p>2 ¿De qué color tienes los ojos? Describing your hair and eye colour Using the verbs ser and tener</p> <p>3 ¿Cómo es? Saying what other people look like Using verbs in the third person</p> <p>4 ¿Cómo es tu casa o tu piso? Describing where you live Using the verb estar (to be)</p>	<p>Mi ciudad</p> <p>1 ¿Qué hay en tu ciudad? Describing your town or village Using 'a', 'some' and 'many' in Spanish</p> <p>2 ¿Qué haces en la ciudad? Telling the time Using the verb ir (to go)</p> <p>3 En la cafetería Ordering in a café Using the verb querer (to want)</p> <p>4 ¿Qué vas a hacer? Saying what you are going to do at the weekend</p>	<p>Repaso – Given the different lengths of each half term, the topics will be taught and assessed over the full academic year. During half term 6 we will consolidate HT 1-5 and complete assessments across all four skills and covering the topics, vocabulary and grammar taught throughout the year.</p>

		<p>Saying when your birthday is Using numbers and the alphabet</p> <p>5 ¿Tienes mascotas? Talking about your pets Making adjectives agree with nouns</p> <p>6 Cómo soy... Writing a text for a time capsule Adding variety to your writing</p> <p><u>Retrieval Focus</u> Weekly vocabulary tests from booklets- Mastery of vocabulary from the unit of work</p> <p><u>Cultural focus</u> Los animals – Endangered animals</p>	<p>Using hacer (to do) and jugar (to play)</p> <p>5 ¿Eres fanático? Reading about different hobbies Understanding more challenging texts</p> <p>6 ¿Qué haces en tu tiempo libre? Taking part in a longer conversation Using question words</p> <p><u>Retrieval Focus</u> Weekly vocabulary tests from booklets- Mastery of vocabulary from the unit of work</p> <p><u>Cultural focus</u> Navidad en España- Christmas in Spain</p>	<p>5 ¿Te gusta tu instituto? Understanding details about schools Using prediction as a listening strategy</p> <p>6 ¿Cómo es tu insti? Writing a longer text about your school Checking written work is accurate</p> <p><u>Retrieval Focus</u> Weekly vocabulary tests from booklets- Mastery of vocabulary from the unit of work</p> <p><u>Cultural focus</u> La educación – compare school to a school in Guatemala</p>	<p>5 El carnaval en familia Reading about the carnival in Cadiz Looking up new Spanish words in a dictionary</p> <p>6 Autorretrato Creating a video about yourself Planning and giving a presentation</p> <p><u>Retrieval Focus</u> Weekly vocabulary tests from booklets- Mastery of vocabulary from the unit of work</p> <p><u>Cultural focus</u> Las Menias- Describing a painting</p>	<p>Using the near future tense</p> <p>5 ¿Te gusta tu ciudad? Understanding people describing their town Listening for detail</p> <p>6 Mi vida en La Habana Writing a blog about your town and activities Using two tenses together</p> <p><u>Retrieval Focus</u> Weekly vocabulary tests from booklets- Mastery of vocabulary from the unit of work</p> <p><u>Cultural focus</u> Pasaporte fiesta – looking at fiestas in Spanish speaking countries</p>	
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8		<p>Mis vacaciones</p> <p>1 De vacaciones Talking about a past holiday Using the preterite of ir</p> <p>2 ¿Qué hiciste? Saying what you did on holiday Using the preterite of regular -ar verbs</p> <p>3 El último día Describing the last day on holiday Using the preterite of -er and -ir verbs</p> <p>4 ¿Cómo te fue? Saying what your holiday was like Using the preterite of ser</p> <p>5 El Verano pasado Giving a presentation about your holiday Making your sentences interesting</p> <p>Retrieval Focus Weekly vocabulary tests</p>	<p>Todo sobre mi vida</p> <p>1 Mi vida, mi móvil Saying what you use your phone for Revising the present tense</p> <p>2 ¿Qué tipo de música te gusta? Saying what type of music you like Giving a range of opinions</p> <p>3 Prefiero las comedias Talking about TV Using the comparative</p> <p>4 ¿Qué hiciste ayer? Saying what you did yesterday Using the present and the preterite</p> <p>5 Mi guía Understanding a TV guide Tackling an authentic text</p> <p>Retrieval Focus Weekly vocabulary tests from booklets- Mastery of vocabulary from the unit of work</p> <p>Cultural focus Tiene mucho talento – looking at Spanish singers</p>	<p>A comer</p> <p>1 ¿Qué te gusta comer? Saying what food you like Using a wider range of opinions</p> <p>2 ¿Qué desayunas? Describing mealtimes Using negatives</p> <p>3 En el restaurante Ordering a meal Using usted / ustedes</p> <p>4 ¿Qué vamos a comprar? Discussing what to buy for a party Using the near future</p> <p>5 ¡Fiesta! Giving an account of a party using three tenses together</p> <p>6 ¿Y tú? ¿Qué opinas? Using coping strategies when speaking Responding to what people say</p> <p>Retrieval Focus Weekly vocabulary tests from booklets- Mastery of vocabulary from the unit of work</p>	<p>¿Qué hacemos?</p> <p>1 ¿Te gustaría ir al cine? Arranging to go out using me gustaría + infinitive</p> <p>2 Lo siento, no puedo Making excuses Using querer and poder</p> <p>3 ¿Cómo te preparas? Discussing getting ready to go out Using reflexive verbs</p> <p>4 ¿Qué vas a llevar? Talking about clothes Saying ‘this/these’</p> <p>5 ¡Hoy partido! Talking about sporting events Using three tenses</p> <p>6 El baile de disfraces Describing a fancy dress outfit Using a bi-lingual dictionary</p> <p>Retrieval Focus Weekly vocabulary tests from booklets- Mastery of vocabulary from the unit of work</p> <p>Cultural focus Destile de moda- Fashion in Spain</p>	<p>Operación Verano</p> <p>1 ¿Qué casa prefieres? Describing a holiday home Discovering more about the comparative</p> <p>2 ¿Qué se puede hacer en ? Describing holiday activities Using the superlative</p> <p>3 ¿Dónde está? Asking for directions Using the imperative</p> <p>4 Campamentos de verano Talking about summer camps Learning more about using three tenses</p> <p>5 ¡Destinos! Describing a world trip. Tackling challenging listening tasks</p> <p>Retrieval Focus Weekly vocabulary tests from booklets- Mastery of</p>	<p>Repaso – Given the different lengths of each half term, the topics will be taught and assessed over the full academic year. During half term 6 we will consolidate HT 1-5 and complete assessments across all four skills and covering the topics, vocabulary and grammar taught throughout the year.</p>
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		from booklets- Mastery of vocabulary from the unit of work Cultural focus Pasaporte- looking at holidays in Spanish speaking countries		Cultural focus ¿Qué comemos? Looking at typical dishes in other countries		vocabulary from the unit of work Cultural focus Tourism- create brochures	
9		Somos así 1 Cosas que me molan Talking about things you like Using irregular verbs in the present tense 2 Mi semana Talking about your week Using regular verbs in the present tense 3 Cartelera de cine Talking about films Using the near future tense 4 Un cumpleaños muy especial Talking about a birthday Using the preterite tense 5 Los famosos	Orientate 1 Hotel Catástrofe Saying what you have to do at work Using tener que 2 ¿En qué te gustaría trabajar? Saying what job you would like to do, using correct adjective agreement 3 ¿Cómo va a ser tu futuro? Talking about your future More practice with the near future tense 4 ¿Cómo es un día típico? Describing your job More practice using three tenses 5 Writing skills: Mi diccionario y yo	En forma 1 ¿Llevas una dieta sana? Talking about diet Using direct object pronouns 2 ¡Preparados, listos, ya! Talking about an active lifestyle Using stem- changing verbs 3 ¿Cuál es tu rutina diaria? Talking about your daily routine Using reflexive verbs 4 ¡Muévete! Talking about getting fit Using se debe/no se debe 5 ¡Me duele todo! Talking about ailments Using me duele(n)	Jovenes en acción 1 Mis derechos Talking about children's rights Using the verb poder 2 El comercio justo Talking about fair trade Expressing your point of view 3 ¡Reciclamos! Talking about recycling Using se debería 4 Mi ciudad Talking about how a town has changed Using the imperfect tense 5 Writing skills: Queremos recaudar fondos Writing about fundraising Choosing the correct Spanish word	Una Aventura en Madrid 1 ¡Mucho gusto! Meeting and greeting people Using expressions with tener 2 La caza del tesoro Talking about a treasure hunt Using the superlative 3 En la tienda de recuerdos Discussing buying souvenirs Using the comparative 4 ¿Qué visitarás mañana? Saying what you will do Using the simple future tense	Repaso – Given the different lengths of each half term, the topics will be taught and assessed over the full academic year. During half term 6 we will consolidate HT 1-5. We will complete assessments across all four skills which cover the topics, vocabulary and grammar taught throughout the year.

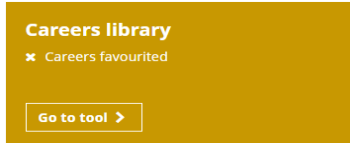


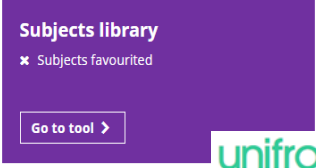
	<p>Talking about life as a celebrity</p> <p>Using three tenses together</p> <p>6 Listening skills: ¿Adónde fuiste?</p> <p>Understanding descriptions of days out</p> <p>Using the four Ws when listening</p> <p>Retrieval Focus</p> <p>Weekly vocabulary tests from booklets- Mastery of vocabulary from the unit of work</p> <p>Cultural focus</p> <p>Zona proyecto: Así soy yo</p> <p>Writing a rap</p> <p>Using rhyme and rhythm in Spanish</p>	<p>Checking for accuracy and looking up new words in a bi-lingual dictionary</p> <p>Using reference materials</p> <p>6 Reading skills: El día del trabajo</p> <p>Coping with authentic texts</p> <p>Skimming and scanning a text</p> <p>Retrieval Focus</p> <p>Weekly vocabulary tests from booklets- Mastery of vocabulary from the unit of work</p> <p>Cultural focus</p> <p>Zona proyecto: Un monólogo divertido</p> <p>Performing a funny monologue</p> <p>Using three tenses together</p>	<p>6 Speaking skills: Mi rutina diaria</p> <p>Developing a conversation about fitness and routine</p> <p>Using complex sentences</p> <p>Retrieval Focus</p> <p>Weekly vocabulary tests from booklets- Mastery of vocabulary from the unit of work</p> <p>Cultural focus</p> <p>Zona proyecto: Una rutina de baile</p> <p>Teaching a Spanish dance routine</p> <p>Revising the imperative</p>	<p>6 Reading skills: Solidarios</p> <p>Reading about world issues</p> <p>Working out meaning using common sense and context</p> <p>Retrieval focus</p> <p>Weekly vocabulary tests from booklets- Mastery of vocabulary from the unit of work</p> <p>Cultural focus</p> <p>Zona proyecto: Las historias que contamos</p> <p>Understanding a Peruvian folk tale</p> <p>Writing a story for young children</p>	<p>5 Speaking skills: Lo siento, no entiendo</p> <p>Making yourself understood</p> <p>Saying the right thing in different situations</p> <p>6 Reading skills: De paseo por Madrid</p> <p>Reading authentic texts about Madrid</p> <p>Accessing harder texts</p> <p>Retrieval focus</p> <p>Weekly vocabulary tests from booklets- Mastery of vocabulary from the unit of work</p> <p>Cultural focus</p> <p>Zona proyecto: Una caza del tesoro virtual</p> <p>Creating a virtual treasure hunt</p>	
10 – Higher tier	<p>Mi Gente</p> <p>Punto de partida 1</p> <p>Talking about socialising and family</p> <p>Using verbs in the present tense</p>	<p>Intereses e influencias</p> <p>Punto de partida 1</p> <p>Talking about free-time activities</p> <p>Using stem-changing verbs</p> <p>Punto de partida 2</p>	<p>De costumbre</p> <p>Punto de partida 1</p> <p>Describing mealtimes</p> <p>Talking about daily routine</p> <p>Punto de partida 2</p>	<p>Theme 1: Identity and Culture consolidation</p> <p>Theme 1, Topic 1: Me, my family and friends (Relationships with family and friends)</p> <p>Theme 1, Topic 2: Technology in</p>	<p>Ciudades</p> <p>Punto de partida 1</p> <p>Talking about the places in a town or city</p>	<p>¡Desconéctate!</p> <p>Punto de partida</p> <p>Discussing holiday activities and weather</p> <p>Revising the present tense of regular verbs</p>


		<p>Punto de partida 2 Describing people Using adjectival agreements 1 Mis aplicaciones favoritas Talking about social networks Using para with infinitives 2 ¿Qué estás haciendo? Making arrangements, using the present continuous tense Improvising dialogues 3 Leer es un placer Talking about reading preferences Using a range of connectives Recognising similar ideas expressed differently 4. Retratos y relaciones Describing relationships Using ser and estar</p>	<p>Talking about TV programmes and films Using adjectives of nationality 1 ¿Qué sueles hacer? Talking about what you usually do Using suelo + infinitive Looking at context to identify missing words 2 ¡Fanático del deporte! Talking about sports Using the imperfect tense to say what you used to do Listening for different tenses 3 Temas del momento Talking about what's trending Using the perfect tense Listening for clues 4 En directo Discussing different types of entertainment Using algunos / otros / muchos / demasiados Agreeing and disagreeing</p>	<p>Talking about illnesses and injuries Asking for help at the pharmacy 1 Dietas del mundo Talking about typical foods Using me gusta / me gustaría (conditional tense) Using quantity expressions 2 ¡De fiesta! Comparing different festivals Using verbs in the 'we' and 'they' form Working out the meaning of new words 3 Un día especial Describing a special day Using reflexive verbs in the preterite Inferring meaning in a literary text 4 ¡A comer! Ordering in a restaurant Using estar to describe a temporary state Understanding adjectives ending in -ísimo</p>	<p>everyday life (Mobile technology) Topic 3: Free-time activities (Food and eating out) Theme 1, Topic 4: Customs and festivals in Spanish-speaking countries/communities Repaso – Given the different lengths of each half term, the topics will be taught and assessed over the first two terms. During half term 4 we will consolidate HT 1-3 and complete assessments across all four skills and covering the topics, vocabulary and grammar taught throughout the year.</p>	<p>Asking for and understanding directions Punto de partida 2 Talking about shops Shopping for souvenirs 1 ¿Cómo es tu zona? Describing the features of a region Using se puede and se pueden Asking and responding to questions 2 ¿Qué harás mañana? Planning what to do, using the future tense Using exclamations 3 De compras Shopping for clothes and presents Using demonstrative adjectives Explaining preferences 4 Los pros y los contras de la ciudad</p>	<p>1 ¿Cómo prefieres pasar las vacaciones? Talking about holiday preferences Revising the present tense of irregular verbs Using verbs of opinion to refer to different people 2 ¿Adónde fuiste? Talking about a past holiday Using the preterite tense Writing a longer text 3 ¡Destino Barcelona! Describing a trip to Barcelona Using two past tenses Giving opinions in the past 4 Quisiera reservar... Booking accommodation and dealing with problems Using verbs with usted Understanding higher numbers 5 Mis vacaciones desastrosas</p>
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		Understanding more detailed descriptions	5 Modelos a seguir Talking about who inspires you Using the he/she form of the perfect tense Translating a text into English	5 El festival de música Talking about a music festival Saying 'before' / 'after' (doing) Using acabar de + infinitive		Talking about problems in a town Using tan and tanto Using antonyms 5 ¡Destino Arequipa! Describing a visit in the past Using different tenses together Extending spoken answers	Giving an account of a holiday in the past Using three tenses together, identifying positive and negative opinions
10 – Foundation tier		Topics are the same, but the complexity of language taught, vocabulary exposure and resources used are differentiated for Foundation candidates					
11 – Higher tier		<u>Hacia un mundo mejor</u> Punto de partida 1 Describing types of houses Talking about the environment Punto de partida 2 Talking about healthy eating Discussing diet-related problems	<u>Theme 2:</u> <u>Local, national and international/global areas of interest</u> <u>Consolidation</u> Theme 2, Topic 1: Home, town, neighbourhood and region Theme 2, Topic 2: Social issues (Charity/Voluntary work,	<u>Mi vida en el insti</u> Punto de partida 1 Giving opinions about school subjects Comparing subjects and teachers Punto de partida 2 Describing school uniform and the school day Using adjectives 1 ¡Mi nuevo insti!	<u>¡A currar!</u> Punto de partida Talking about different jobs Discussing job preferences 1 ¿Qué haces para ganar dinero? Talking about how you earn money Using verbs followed by the infinitive Words with more than one meaning	<u>Theme 3 consolidation-</u> <u>Repaso:</u> Topics covered based on RAG analysis of the second mock.	

		<p>1 ¡Piensa globalmente...! Considering global issues Using the superlative listening for high numbers</p> <p>2 ¡Actúa localmente! Talking about local actions Using se debería Using synonyms</p> <p>3 ¡Vivir a tope! Discussing healthy lifestyles Understanding different tenses Giving extended reasons</p> <p>4 ¡El deporte nos une! Talking about international sporting events Using verbs in the third person plural Understanding equivalent expressions</p>	<p>Healthy/Unhealthy living</p> <p>Theme 2, Topic 3: Global issues (The environment)</p> <p>Theme 2, Topic 4: Travel and tourism</p> <p>Repaso – Given the different lengths of each half term, the topics will be taught and assessed over the first two terms. During half term 4 we will consolidate Theme 2 by conducting assessments across all four skills and covering the relevant topics, vocabulary and grammar</p>	<p>Describing your school Using negatives Distinguishing between the present and the imperfect</p> <p>2 ¡Está prohibido! Talking about school rules and problems Using phrases followed by the infinitive Tackling harder listening exercises</p> <p>3 ¡Destino Zaragoza! Talking about plans for a school exchange Using the near future tense Asking and answering questions</p> <p>4 Mis clubs y mis éxitos Talking about activities and achievements Understanding object pronouns Using three tenses together</p>	<p>2 Mis prácticas laborales Talking about work experience Using the preterite and imperfect together Extending your answers when speaking</p> <p>3 ¿Por qué aprender idiomas? Talking about languages and travel Using lo + adjective Using the 24-hour clock</p> <p>4 Solicitando un trabajo Applying for a summer job Revising the perfect tense Writing a formal letter</p> <p>5 El futuro Discussing plans for the future Using different ways to express future plans Using 'if' clauses</p>		
11 – Foundation tier		Topics are the same, but the complexity of language taught, vocabulary					

		exposure and resources used are differentiated for Foundation candidates					
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Careers / Gatsby benchmark links				
Links to careers / jobs	Careers talk (possible contacts)	Career & labour market information	Workplace visit	Encounter with further / higher education
<p>What will your future career be? Language skills can be used in almost any career, and particularly in businesses that trade internationally</p> <p>Possible careers after a Spanish degree: Jobs directly related to your degree include: Academic researcher Interpreter Political risk analyst Secondary school teacher Translator</p> <p>Jobs where Languages would be useful include: Broadcast journalist Detective Diplomatic service officer Education consultant English as a foreign language teacher International aid/development worker Logistics and distribution manager Marketing executive</p>	<p>Where can Languages take me? The video resources available on a link from this report are connected with the successful webinar hosted by British Council as part of the North-East Festival of Languages on 8th March 2022, in which almost 2000 children and young people from across the North East participated. https://expressyourselfne.com/2022/03/21/careers-videos/?s=03</p> <p>Subject discovery: Seven hundred reasons for learning languages Seven hundred reasons for studying languages: "I think languages just set you free. If you look at a map and you notice how small Britain is in relation to the rest of the world and you look at the size of Latin America with, goodness knows, twenty countries, and you think, you know, you can go out there when perhaps the person next door to you... is just going to be working here for the rest of their lives</p>	<p>Some modern language graduates work on a self-employed basis as interpreters or translators. However, many others are employed by companies who trade or offer services internationally, or to non-English speaking customers and suppliers.</p> <p>Language graduates are therefore employed by a wide variety of employers and sectors, including:</p> <ul style="list-style-type: none"> • Education • Civil service • Foreign Office • Finance, banking and accountancy firms • Government - local, central and agencies • Insurance companies • IT, business consultancy and 	<p>Search by keyword or subject search: Spanish/French/Languages</p>  <p>Careers library × Careers favoured Go to tool ></p> <p>Videos</p>  <p>Chinese Language Students Give a College Tour https://www.youtube.com/watch?v=9chp0CiwzZo</p>  <p>Beyond the Classroom: Spanish Lunch Tables</p>	 <p>Subjects library × Subjects favoured Go to tool ></p> <p>Technology, globalisation and ease of international travel are bringing more of the world within our reach. Below you will find links to advice from people who know the answer to the question "Why study languages?" Read about the powerful reasons why learning languages equips your students with the knowledge and skills to take full advantage of 21st Century opportunities and to encourage those who are not quite on board yet!</p>

<p> Patent examiner Private tutor Publishing rights manager Sales executive Tour manager </p> <p>Jobs that use Languages: articles to read:</p> <p> https://www.fluentu.com/blog/foreign-language-jobs/ </p>	<p>... it's just like liberation" (language undergraduate).</p> <p>Subject discovery: Fifty reasons you should learn a new language</p> <p>50 reasons you should learn a new language: learning a new language can help tremendously with your career prospects, your college education and experiences, travel, and personal enjoyment of the arts and culture.</p>	<p>operational research companies</p> <ul style="list-style-type: none"> • Market research and marketing companies • Medicine and health - including private pharmaceutical companies and the NHS • Petroleum and nuclear industries • publicly-funded research institutes • Charity work • Engineering • Media • Museums and libraries • Public administration • Teaching • Tourism • Transport and logistics. <p>What do modern language graduates do?</p> <p>Secondary education teaching professional is the top job held by graduates in employment in the UK.</p> <p>Graduate destinations for modern languages</p> <p>Business, HR and finance – 18%</p> <p>Marketing, PR and sales - 16.5%</p> <p>Retail, catering and customer service %14.4</p>	<p> https://www.youtube.com/watch?v=iOGBBB98MIY </p>  <p>Modern Language Majors Reflect on Studying Abroad</p> <p> https://www.youtube.com/watch?v=UUF7SUnTFHM </p>	<p> https://www.all-languages.org/research-practice/why-study-languages/ </p> <p>Search by keyword or subject search: Spanish/French/Languages</p> <p>Studying a Languages degree give you opportunity to live and study abroad:</p> <p>Many modern language degrees offer a year studying or working abroad. If you choose to undertake a work placement during this year, try to find one in a career that you're interested in and take the opportunity to develop skills specific to that job, as well as your proficiency in the language.</p> <p>Any time you can spend abroad perfecting your language skills will be helpful, and you may be able to find a temporary job that allows you to do this. Teaching English or working in the tourism sector can be good options.</p>
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	<p>Here are some benefits of learning Languages:</p> <p>Connect! One of the most rewarding aspects of the human experience is our ability to connect with others. Being able to communicate with someone in his or her language is an incredible gift. Bilinguals have the unique opportunity to communicate with a wider range of people in their personal and professional lives.</p> <p>Advance Your Career: Language skills can be a significant competitive advantage that sets you apart from your monolingual peers. They are among the top eight skills required of all occupations—no matter your sector or skill level—and the demand for bilingual professionals is rising exponentially. In fact, between 2010 and 2015, the number of U.S. job postings specifically geared toward bilingual candidates more than doubled</p> <p>Feed Your Brain: The many cognitive benefits of learning languages are undeniable. People who speak more than one language have improved memory, problem-solving and critical-thinking skills.</p> <p>Deepen Your Connection to Other Cultures: Language is the most direct connection to other cultures.</p> <p>See the World: Traveling as a speaker of the local language can revolutionize a trip abroad.</p>	<p>Clerical, secretarial and administrative 14.1 % Other 37%</p>		<p>If your aim is to move into translating or interpreting, you may want to carry out some work on a voluntary basis in order to build up a portfolio of experience. Experience in areas such as administration and IT will also be useful for many jobs that use language skills. Registering with a suitable employment agency can help you in your search for work. Search for placements and find out more about work experience and internships and self-employment.</p>
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	<p>Go to the Source: In a world of more than 6,000 spoken languages, we sometimes require translation.</p> <p>Become a Polyglot: Not only does learning a second language improve communication skills and multiply vocabulary in your first language—yes, really! but research shows that it makes picking up additional languages much easier.</p>			
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