



Key content

Each half term will focus on a new GCSE unit.

Autumn 1: Theme 2: Local, national, international and global areas of interest - Topic 4: Travel and tourism

Students will study about holiday activities and preferences. They will look at using the formal register to book accommodation, and dealing with problems. Students will then study using a range of tenses to talk about holidays.

Autumn 2: Theme 3: Current and future study and employment - Topic 2: Life at school/college

Students will study the language needed for talking about school subjects and teachers; describing school facilities, school uniform and the school day. They will look at school rules and problems. Students will then explore the language needed to talk about school exchanges; activities and achievements.

Spring 1: Theme 1: Identity and culture - Topic 1: Me, my family and friends

Students will study relationships with family and friends. They will talk about social networks. They will then explore the vocabulary required for describing people, and talking about friends and family.

Spring 2: Theme 1 : Identity and culture - Topic 3: Free-time activities

Students will talk about sports. They will look at what's trending and different types of entertainment. Students will also talk about who inspires them.

Summer 1: Theme 2: Local, national, international and global areas of interest – Topic 1: Home, town, neighbourhood and region.

Students will study the features of a region. They will look at the geography of Spain, and will then study the language needed to talk about problems in a town.

Summer 2: Revision for end of year exam and grammar practice and consolidation

Students will spend 3 weeks revising the GCSE content they have learnt in preparation for their end of year exams and students will then consolidate grammatical rules and conjugating verbs in a range of tenses in the final weeks of the term.

Key assessment points

Students will complete one assessment at the end of each unit approximately one per half term.

The exams will measure how students have achieved the following assessment objectives:

- AO1: Listening – understand and respond to different types of spoken language.
- AO2: Speaking – communicate and interact effectively in speech (through role play, discussing a stimulus (photo) card and general conversation).
- AO3: Reading – understand and respond to different types of written language.
- AO4: Writing – communicate in writing. They will be required to complete three tasks:
 - a structured writing task in Spanish (approximately 40 words at foundation level and 90 words at higher level)
 - an open-ended writing task in Spanish (approximately 90 words at foundation level and 150 words at higher level).
 - a translation from Spanish to English (a minimum of 35 words at foundation level and 50 words at higher level).

Each skill will account for 25% of total GCSE marks.

Christian ethos

Within a Christian setting, pupils at St Mary Magdalene will understand multilingualism and the diverse nature of our global community and in considering this, develop a strong sense of social and moral responsibility. We will teach them about festivals and customs related to Spanish-speaking countries; many of these will be Christian traditions, or comparable with Christian traditions.

British values

The MFL department at St Mary Magdalene actively promotes the key values of tolerance, mutual respect, diversity and respect for people of all faiths and backgrounds. We do this by giving students an appreciation of the many and varied countries where Spanish is spoken and encouraging students to reflect on other cultures and ways of life, and embrace socio-cultural and economic differences and contexts.

During MFL lessons, we provide boundaries for students and we encourage them to make choices confidently and safely. We want students to develop respect for these boundaries outside the classroom, where pupils are taught to understand and exercise their rights and personal freedoms. Pupils are also given advice on how to behave safely, especially on MFL trips.

Students will have the opportunity to have their voices heard through suggestion boxes and Student Voice in MFL lessons. They will also discuss the similarities and differences between children's lives in developed and developing Spanish-speaking countries and reflect on the way these countries operate, drawing comparisons between these countries and the UK.