



## Oasis Media City Subject Curriculum Plan



	<i>Careers</i>	New technology – discuss the future of jobs	What jobs do parents/family members do?	Job/chores around the house	What job can you do with each subject?	What jobs do family members do?	Different shops and the job linked to them. Eg – Bakery = Baker
	<b>Assessment Type:</b>	<b>Reading</b>	<b>Writing</b>	<b>Listening</b>	<b>Speaking</b>	<b>Reading</b>	<b>Writing</b>
<b>8</b>	<b>Key knowledge:</b>	<b>Mi Tiempo Libre</b>	<b>La Comida</b>	<b>Películas y tele</b>	<b>Las Vacaciones</b>	<b>La Tecnología</b>	<b>La Salud</b>
	<i>Key Terminology:</i>	<ul style="list-style-type: none"> <li>- Free time activities</li> <li>- Sports</li> <li>- Hobbies</li> </ul>	<ul style="list-style-type: none"> <li>- Food</li> <li>- Drinks</li> <li>- Meals</li> <li>- Mealtimes</li> <li>- Tapas</li> </ul>	<ul style="list-style-type: none"> <li>- Films</li> <li>- T.V</li> <li>- Descriptions</li> </ul>	<ul style="list-style-type: none"> <li>- Holidays</li> <li>- Holiday activities</li> <li>- Places to stay</li> <li>- Types of holiday</li> <li>- Past holiday</li> <li>- Ideal holiday</li> </ul>	<ul style="list-style-type: none"> <li>- Mobile technology</li> <li>- Types of device</li> <li>- Social media</li> </ul>	<ul style="list-style-type: none"> <li>- Healthy living</li> <li>- Drugs, Alcohol, smoking</li> <li>- Parts of body</li> <li>- Illnesses</li> </ul>
	<i>Grammar:</i>	Jugar vs Practicar Opinions Justifications	Gender + number Opinions Justifications Comparative language	Gender +number Opinions Justifications Comparative language	Verb IR Past tense Conditional tense	Key verbs Opinions Justifications Gender +number	Opinions Justifications Comparative language Imperfect tense
	<i>Link to context/Character:</i>	Use Salford sports clubs in discussion and the sports our students play.	Take students to a tapas bar in Manchester.	Talk about the coronation street and the UKs + Spain's love of soaps.	Think of Salford as a Holiday destination, what would we have to offer? Compare this to parts of Spain.	Ask the students about their social media habits and engage them by using this as a vehicle for planning the lessons.	Talk about the social problems within Salford and the UK and show the same in Spain and across the world.
	<i>British Values</i>	<b>Mutual respect</b> <b>Individual liberty</b> Rule of law Democracy <b>Tolerance</b>	<b>Mutual respect</b> <b>Individual liberty</b> Rule of law Democracy <b>Tolerance</b>	<b>Mutual respect</b> <b>Individual liberty</b> Rule of law Democracy <b>Tolerance</b>	<b>Mutual respect</b> <b>Individual liberty</b> Rule of law Democracy <b>Tolerance</b>	<b>Mutual respect</b> <b>Individual liberty</b> <b>Rule of law</b> Democracy <b>Tolerance</b>	<b>Mutual respect</b> <b>Individual liberty</b> <b>Rule of law</b> Democracy <b>Tolerance</b>
	<i>Careers</i>	Careers in sport by looking at key sportspeople who make a living in	Being a Chef, running a restaurant (invite someone in)	Famous Spanish Actors/actresses	The seasonal jobs economy.	Jobs of the future	Jobs in social work and medicine (Hospital settings)





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		Democracy <b>Tolerance</b>	Democracy <b>Tolerance</b>	Democracy <b>Tolerance</b>	Democracy <b>Tolerance</b>	Democracy <b>Tolerance</b>	Democracy <b>Tolerance</b>
	<i>Careers</i>	What job can you do with each subject?	Jobs of the future and in the media – IT industry.	Being a Chef, running a restaurant (invite someone in)	Jobs in social work and medicine (Hospital settings)	Look into careers in social care, medicine, psychology, and careers in helping others.	Careers in travel and tourism as well as music and dance.
	<i>Assessment Type:</i>	Reading and listening	Reading and Writing	Listening and speaking	Reading and Listening	Speaking and Writing	Reading, Writing, Speaking, Listening
<b>11</b>	<b>Key knowledge:</b>	<b>Las Vacaciones</b>	<b>Los trabajos</b>	<b>El medioambiente</b>	<b>Problemas Sociales</b>	<b>Repasar</b>	<b>////////EXAMS////////</b>
	<i>Key Terminology:</i>	<ul style="list-style-type: none"> <li>- Holidays</li> <li>- Holiday activities</li> <li>- Places to stay</li> <li>- Types of holiday</li> <li>- Past holiday</li> <li>- Ideal holiday</li> </ul>	Types of job - Ideal job - Part time job - Work experience	Environmental problems Eg – global warming, greenhouse effect etc...) Renewable energy	Anti-social behaviour -Substance abuse - Poverty -Racism and inequality - Homelessness	All topics to be revised through PIXL and revision books. This to be lead by 2 lessons for each topic.	
	<i>Grammar:</i>	Verb IR Past tense Conditional tense	Opinions, adjectives, future, subjunctive, conditional, gender	Opinions, adjectives, future & imperfect. Comparing present and future.	Opinions, comparatives, verbs, justifications.		
	<i>Link to context/Character:</i>	Think of Salford as a Holiday destination, what would we have to offer? Compare this to parts of Spain.	The jobs that can be found around the area, especially in media and TV around the quays.	Talk about local environmental problems such as pollution in the quays and how some is filtered so people can do water sports, talk about the air	Link the problems to the locality with some information on Salford (get this from the council website)		

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				pollution on Regent Road being the 2 <sup>nd</sup> highest in UK.	
<i>British Values</i>	<b>Mutual respect</b> <b>Individual liberty</b> Rule of law Democracy <b>Tolerance</b>				
<i>Careers</i>	The seasonal jobs economy.	We could maybe get a guest speaker in at this stage. (Spanish restaurant owner etc...)	Talk about careers in renewable energies and sciences.	Look into careers in social care, medicine, psychology, and careers in helping others.	
<i>Assessment Type:</i>	Reading and Listening	Speaking (Mock)	Reading and Writing	(Speaking Mock)	

# Oasis Media City Subject Curriculum Plan



**Subject:** MFL

**Head of Subject:** Mr J Harris

## **Key Questions:**

1. What is the overarching intent for your curriculum?

To teach a knowledge rich curriculum, steeped in knowledge of the main curriculum topics (GCSE). There is also a focus on grammar because of the extent that the new curriculum covers grammar rules.

2. How does this curriculum build student's knowledge of the world around them both locally and nationally?

Students will study topics with a global viewpoint and during lessons we will also discuss how these issues are translated for the Salford context. In units such as 'The environment' and 'Social problems', students will look at current and past issues and understand how these issues have played a part in similar issues in Salford.

3. How is this curriculum designed to engage students and develop a passion for the subject?

In year 7, 8 and 9 students will spend time studying the basics the language. This knowledge will then be carried over to years 10 and 11 where they will start to apply grammar and structure to the learning as well as a context. Students will also study the culture and history of the language they study through studying the Spanish civil war as well as the various Spanish festivals, looking at how culture and history has shaped the language. The knowledge they gain from this curriculum will be relevant to the world around them and will provide them with plenty of opportunities to debate and evaluate, in order to help them form their own ideas of what they believe in such areas such as Bullfighting.

4. How does this curriculum cater for the needs of our students?

It teaches the basics of the language, the culture and its history in order to help them develop an understanding of people that live in communities around them.(Especially non-English speaking communities) It helps them to develop their character in forming their own beliefs surrounding many as it investigates various social topics throughout as well as film and song.. As it includes current world affairs it will ensure they are educated on issues we currently face in the country such as; the issues of poverty and welfare, homelessness and charity.

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### 5. How is assessment used to improve learning?

Students will regularly answer GCSE exam style questions to introduce them to applying both grammar and knowledge. They will answer knowledge recall questions at the start of every lesson, to ease working memory stress. This will be particularly useful at KS3 where students will have only 2 lessons per week. Knowledge recall questions will be used to interleave between short term memory and long term memory.

### 6. What skills will students develop that can be used in other subject areas and beyond their school life?

Students will learn how to evaluate and analyse, they will learn how to debate and how to persuade others of their own opinion. They will practice their extended writing skills in answering GCSE style questions. Students will also improve listening and reading skills as well as Mathematical skills due to the mathematical way romance languages work. There will be a focus on developing the literacy of students through emphasising the importance of key words and encouraging the use of key words in written work.

### 7. How is learning planned to progressively develop pupil's knowledge and understanding over time?

Students will begin their Languages journey by studying the basic concepts of the language. The teachings of these concepts will then be applied to grammar study. Students will progress into year 9 to further develop their knowledge of similar concepts. Students will begin GCSE study at the end of year 9, beginning with the AQA thematic study which will further build on their knowledge from KS3. Knowledge recall tests will be used in lesson regularly in line with school policy to ensure information learned previously will be used in future lessons.

### 8. How is learning sequenced over time to ensure students retain knowledge and are more successful at recalling?

Throughout KS3, basic knowledge of the language will be interleaved throughout the curriculum. Knowledge organisers will be used to assess students at each assessment point. Topics covered in KS3 will be re-visited in KS4. The curriculum is a 5 year linear learning model so as to build on knowledge year by year. The curriculum is front loaded with GCSE topics beginning in year 7 so as to ready the students for KS4 study.

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9. How is this curriculum adapted to cater for the needs of students with different starting points?

For students who have little knowledge of modern languages before starting KS3, they will learn the basic knowledge needed for the language in year 7. This knowledge will then be built on throughout KS3. For those students who begin year 7 with more developed knowledge of languages, they will be challenged through knowledge recall tests, GCSE style exam questions and questioning in lesson; they will also be encouraged to include more than the minimum in their written work.

10. How will you ensure teachers have the relevant knowledge, expertise and practical skills to deliver your curriculum effectively?

Lessons will be easy to follow and in the notes of lessons I will include any extra relevant information that is needed to ensure lessons are taught effectively. Schemes of learning will be provided for each of the units which will help teachers adapt lessons effectively to suit their class. In schemes of learning there will be activity ideas included that teachers can use if they wish. I will meet with staff weekly in order to iron out any curriculum problems/planning issues. I will also conduct learning walks and book looks for evidence of student progress within the curriculum.