

KS4 MFL Spain, Spanish and its culture

In this unit students will develop their knowledge and understanding of another language and culture. Students will develop an interest in learning another language. Students will develop their awareness of cultural differences in other countries and a greater understanding of cultural practices in this country. Students will develop their speaking and listening skills and gain a better understanding of the English language and its grammar system.

Students will know and understand how to ask and answer basic questions; use correct pronunciation and intonation; memorise words; interpret meaning; understand some basic grammar; work in pairs and groups, and communicate in the other language; look at life in another culture.

Reasoning - Students will predict and extract information from a range of sources.

Evaluation - Students will express their own views and preferences against agreed criteria to evaluate their own work and the work of others.

Empathy - Writing, reading and listening to others will help students to understand what others might be thinking or feeling in a particular situation.

Social skills - When working collaboratively, students will listen to and respect other people's ideas. They will undertake a variety of roles in group contexts.

Communication - Students will develop their ability to discuss as they work collaboratively in paired, group and whole-class contexts. They will communicate outcomes orally, in writing and through ICT when appropriate.

Unit Learning Objectives:

Students should use **speaking and listening skills** to participate in group discussions and deliver individual presentations, to discuss issues and to use role play / hot seating to explore issues and language.

Students should use **reading skills** to identify how writers communicate in a different language.

Students should use **writing skills** to create and shape their own texts, to write texts in a foreign language, to organise information to communicate in a foreign language and to develop understanding of spelling, punctuation and grammar.

RRS Articles: *This unit of work is linked to **Articles 29** of the UN Convention on the Rights of the Child. Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment*

Cross curricular links:

Geography - Exploring and identifying regions and countries throughout the world

PSHCE- Developing understanding of different cultures, of similarities and differences between people

Drama - Role play and hot seating activities

ICT - Researching information, drafting, editing and presenting written work.

Keywords - See Flow of Learning (feminine words are in a red font & masculine words are in a blue font to help learn the gender of the nouns)

Language specific characters: Á É Í Ñ Ó Ú á é í ñ ó ú é i

Wks	Focus	Main activities	Key vocabulary
Wks 1-3	<p>Where is Spain? Who speaks Spanish?</p> <p>Students focus on Spain and other Spanish speaking countries e.g. Argentina, Mexico, Peru, Colombia, Venezuela, Chile, Ecuador, Bolivia, Guatemala, Cuba, Dominican Republic, Honduras, Paraguay, Uruguay, Panama, Costa Rica, Nicaragua, El Salvador, Equatorial Guinea, Andorra, Belize, Gibraltar, USA</p>	<p>Students explore what languages people speak in the world other than English</p> <p>Students explore how to greet and say goodbye in Spanish</p> <p>Students discuss why these countries speak Spanish</p> <p>Students locate Spain on a map and discuss how they would travel there. Note that questions start and end with a question mark, the first one 'upside down' ¿ ?</p> <p>Active learning - students move across globe/classroom to different countries, move in way reflecting method of transport</p> <p>Identify similarities with English - capital letters for names</p> <p>Identify differences with English and Spanish - á é í ñ</p> <p>Note adjectives generally come after the noun like Spanish <i>la costa blanca</i> - the white coast,</p>	<p>iHola! iBuenos días, iBuenas tardes! iBuenas noches! iAdiós! iHasta luego!, iHasta pronto! iHasta mañana!</p> <p>el globo terráqueo, el mundo, la tierra, el mapa ¿Cuántos continentes hay? Hay cinco continentes: Europa, Asia, África, América et l'Oceanía. ¿Puedes encontrar los países? España es un país en Europa las montañas -los Pirineos el transporte - viajar en avión en tren, en barco, en automóvil, en bicicleta, en autobús, a pie</p>
Wks 4-5	<p>Getting around in Spain.</p> <p>Students focus on different cities and regions in Spain</p> <p>Students focus on different places and shops</p> <p>Students focus on learning directions</p>	<p>Locate different cities in Spain</p> <p>Identify places, buildings, shops etc in a city, town, village</p> <p>Active learning - follow directions to find the different places/shops</p> <p>Explore objects from different shops - students identify which shop they find them in.</p>	<p>el norte, el sur, el este, el oeste</p> <p>Madrid es la capitale de España Andalucía, Cataluña, el País Vasco la Costa brava, la Costa Blanca, la Costa del Sol la ciudad e.g. Barcelona, Sevilla, Granada, Valencia el pueblo, el centro, la carretera, la autopista el Mercado, un banco, un centro commercial, un parquet, la piscine, la biblioteca, la farmacia ¿Donde se encuentra la estación de autobuses? Está en frente del cine , circa de Está al lado de correos, detrás de, delante de Gire a la derecha, a la izquierda Siga todo recto</p>

Wks 6-8	A Taste of Spain Students focus on identifying Spanish food and expressing their likes/ dislikes.	Explore Spanish foods Practise expressing preferences using verb gustar Role play requesting food using ¿Qué le gustaria? Me gustaria..... Role play running and eating in a cafe...	tomar beber comer el desayuno, la comida, la cena Me gusta... el pescado, la carne, el queso, el chocolate, los pasteles el zumo de naranja, el agua con gas, el agua sin gas yo odio / yo preferiero
Wks 9-10	Fun & festivals in Spain Students focus on different sports / pastimes and learn about Spanish festivals and celebrations	Explore different leisure / activities typical of Spain using the verbs jugar and hacer Active learning - act out different sports etc and students guess which sport Explore different Spanish festivals or sporting events.	Juego al fútbol, al baloncesto, al rugby, al tennis, al ping-pong Hago kayak, gimnasia, natacion, equitacion La Navidad, la fiesta de Nochebuena El dia de Reyes El dia de Todos los Santos El dia de los Santos inocentes la corrida, el traje de luces el toro el matador
Wks 11-12	Famous Spanish Artists Students learn about famous Spanish artists and their paintings.	Students learn - masculine and feminine forms Review that adjectives generally come after the noun and can change depending on the gender of the noun and whether it is singular or plural Students learn about famous Spanish painters and sculptors e.g. Pablo Picasson, Joan Miró Students learn parts of the face and create their own Miró paintings	amarillo amarilla rojo roja, negro negra, blanco blanca naranja, rosa, azul, verde, marrón el rostro, los ojos, las orejas, la nariz, la boca

	<u>OUP 4-6</u>	<u>OUP 7-8</u>	<u>OU Step 1</u>	<u>OU Step 2</u>	<u>OU Step 3</u>	<u>OU Step 4</u>
Key learning: MFL - Spanish - Intercultural Understanding						
<p><u>Subject specific knowledge</u></p> <p>Intercultural Understanding</p> <p>How to compare and contrast language and culture of other countries.</p>	<p><u>Students know</u> that food, music and culture can be different.</p>	<p><u>Students know</u> that different languages are spoken around the world.</p>	<p><u>Students know</u> what English and some other languages sound and look like e.g Arabic</p> <p><u>Students know</u> that people speak different languages linked to their cultural heritage e.g. Cantonese, Portuguese, Urdu etc</p> <p><u>Students know</u> some people who speak specific languages.</p>	<p><u>Students know</u> some festivals and celebrations from their own culture.</p> <p><u>Students know</u> the names or key elements of festivals and celebrations in Spain or another Spanish speaking country / region.</p> <p><u>Students know</u> the name, shape or flag of Spain or other Spanish speaking countries / regions.</p>	<p><u>Students know</u> some symbols, objects and products associated with their own culture.</p> <p><u>Students know</u> some symbols, objects and products associated with Spain/ Spanish speaking countries.</p>	<p><u>Students know</u> some facts about schooling in some Spanish speaking countries/ regions e.g. no RE in primary school</p> <p><u>Students know</u> some influences and role models for children in England and some Spanish speaking countries/ regions e.g. TV programmes, media personalities.</p> <p><u>Students know</u> some cultural stereotypes about England and Spain/ Spanish speaking countries.</p> <p><u>Students know</u> aspects of another culture.</p>
<p><u>Subject specific skills</u></p> <p>Intercultural Understanding</p> <p>How to compare and contrast language and culture of other countries.</p>	<p><u>Students are able to</u> show interest in sampling some food from another culture e.g chorizo</p> <p><u>Students are able to</u> interest in listening to the music of another culture.</p> <p><u>Students are able to</u> listen to other pupils or teachers using languages other than English.</p> <p><u>Students are able to</u> listen to extracts from texts written in languages other than English.</p>	<p><u>Students are able to</u> show an interest in the food of another culture.</p> <p><u>Students are able to</u> show an interest in the music of another culture.</p> <p><u>Students are able to</u> show an interest in languages.</p> <p><u>Students are able to</u> show an interest in different cultures.</p>	<p><u>Students are able to</u> identify countries where English is spoken.</p> <p><u>Students are able to</u> identify countries where Spanish is spoken.</p> <p><u>Students are able to</u> identify countries where their home language is spoken.</p> <p><u>Students are able to</u> describe customs and practices at home and in Spain / Spanish speaking countries.</p>	<p><u>Students are able to</u> identify Spain or other Spanish speaking countries / regions on a globe map.</p> <p><u>Students are able to</u> describe and compare elements of everyday life in England and in Spain or another Spanish speaking country / region.</p> <p><u>Students are able to</u> compare traditional stories and practices of England and Spain or another Spanish speaking country / region.</p> <p><u>Students are able to</u> identify ways of</p>	<p><u>Students are able to</u> identify and discuss aspects of everyday life from the perspective of someone from Spain or another Spanish speaking country / region.</p> <p><u>Students are able to</u> describe similarities and differences between England, Spain and other countries.</p> <p><u>describe</u> similarities and differences between cultures and practices in England, Spain and other countries.</p> <p><u>Students are able to</u> compare symbols, objects</p>	<p><u>Students are able to</u> discuss similarities and differences in schooling in England and some Spanish speaking countries/ regions.</p> <p><u>Students are able to</u> compare and contrast influences and role models for children in England and some Spanish speaking countries/ regions.</p> <p><u>Students are able to</u> recognise similarities and differences between cultures and practices in England and some Spanish speaking countries/ regions.</p>

				travelling to Spain or other Spanish speaking countries / regions.	and products associated with their own culture with those of other countries.	<p><u>Students are able to discuss and challenge cultural stereotypes about England and Spain/ Spanish speaking countries.</u></p> <p><u>Students are able to present information about an aspect of another culture.</u></p>
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	<u>OU P Step 4-6</u>	<u>OU P Step 7-8</u>	<u>OU Step 1</u>	<u>OU Step 2</u>	<u>OU Step 3</u>	<u>OU Step 4</u>
Key learning: MFL - Spanish - Oracy / Speaking and Listening						
<p><u>Subject specific knowledge</u></p> <p>Oracy / speaking and listening.</p> <p>How to communicate ideas effectively.</p> <p>How to respond to others appropriately.</p>	<p><u>Students know</u> how to respond with support to activities and experiences in the Spanish.</p> <p><u>Students know</u> learned responses in activities and experiences in Spanish.</p>	<p><u>Students know</u> how to respond briefly to a simple command in Spanish.</p> <p><u>Students know</u> some key words and phrases in Spanish.</p>	<p><u>Students know</u> key words or phrases in Spanish.</p> <p><u>Students know</u> some Spanish phonemes that are the same or different to English.</p>	<p><u>Students know</u> how to respond appropriately to specific commands and questions in Spanish.</p> <p><u>Students know</u> whether a phoneme / sound in Spanish is the same as in English.</p>	<p><u>Students know</u> an increasing amount of familiar words in Spanish.</p> <p><u>Students know</u> a set of sentences/ phrases on a familiar topic</p>	<p><u>Students know</u> a wide range of words in Spanish.</p> <p><u>Students know</u> short phrases and sentences in Spanish.</p>
<p><u>Subject specific skills</u></p> <p>Oracy / speaking and listening.</p> <p>How to communicate ideas effectively.</p>	<p><u>Students are able to</u> follow the sequence of a familiar routine in Spanish.</p> <p><u>Students are able to</u> respond appropriately with support to activities and experiences in Spanish.</p> <p><u>Students are able to</u> begin to communicate intentionally using eye contact, gesture or action in sessions using Spanish.</p>	<p><u>Students are able to</u> attempt to repeat some sounds heard in Spanish.</p> <p><u>Students are able to</u> carry out simple actions when prompted in the Spanish and supported with sign and gestures.</p> <p><u>Students are able to</u> respond to others in a group setting in Spanish.</p>	<p><u>Students are able to</u> repeat key words or phrases in Spanish.</p> <p><u>Students are able to</u> use signs, symbols or gesture to answer questions in Spanish.</p> <p><u>Students are able to</u> use words, simple phrases or short sentences to answer questions in Spanish.</p> <p><u>Students are able to</u> use words, simple phrases or</p>	<p><u>Students are able to</u> learn and say two or more sentences / phrases in Spanish.</p> <p><u>Students are able to</u> identify a range of phonemes / sounds used in Spanish.</p> <p><u>Students are able to</u> take part in simple role play in Spanish.</p>	<p><u>Students are able to</u> use tone and gesture to support communication in Spanish.</p> <p><u>Students are able to</u> use Spanish to communicate agreement or disagreement to statements on familiar topics.</p> <p><u>Students are able to</u> use Spanish to communicate preferences in discussions on familiar topics.</p>	<p><u>Students are able to</u> use knowledge of familiar words to identify key information in passages that contain unfamiliar language.</p> <p><u>Students are able to</u> memorise a short text in Spanish.</p> <p><u>Students are able to</u> plan and participate in a role play on a familiar topic.</p>

How to respond to others appropriately.			short sentences to ask questions.		<p><u>Students are able to</u> use knowledge of familiar words to identify key information in phrases that contain unfamiliar language.</p> <p><u>Students are able to</u> present a set of sentences/ phrases on a familiar topic.</p>	<p><u>Students are able to</u> use simple familiar language to rephrase more complex sentences/ phrases.</p> <p><u>Students are able to</u> participate in simple conversations on familiar topics.</p>
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Key learning:MFL - Spanish - Reading						
<p><u>Subject specific knowledge</u></p> <p>Reading</p> <p>How to infer. How to understand how language is used. How to understand how structure is used How to compare.</p>	<p><u>Students know</u> what some key words in Spanish or another language look like.</p>	<p><u>Students know</u> some Spanish words that are similar to English.</p> <p><u>Students know</u> that some letters and accents are different to English e.g. ñ, á</p>	<p><u>Students know</u> a small range of Spanish words.</p> <p><u>Students know</u> to pronounce the v, as a b sound and the z a s or th sound.</p>	<p><u>Students know</u> a wider range of Spanish words found in a range of short texts.</p> <p><u>Students know</u> some common spelling patterns in Spanish e.g blanco, blanca, fojo, roja</p>	<p><u>Students know</u> how negative statements are formed in Spanish e.g. No me gusta...</p> <p><u>Students know</u> that the order of words in a sentence influences the meaning.</p>	<p><u>Students know</u> key words identify in a range of different text types in Spanish.</p>
<p><u>Subject specific skills</u></p> <p>Reading</p> <p>How to infer. How to understand how language is used. How to understand how structure is used</p>	<p><u>Students are able to</u> experience familiar words or phrases in Spanish.</p> <p><u>Students are able to</u> explore familiar words in Spanish, supported by pictures or symbols.</p>	<p><u>Students are able to</u> find a familiar word in a Spanish text.</p> <p><u>Students are able to</u> find a new word in a Spanish text.</p> <p><u>Students are able to</u> explore a dictionary with others.</p>	<p><u>Students are able to</u> pronounce accurately Spanish letters/ phonemes that are similar to English.</p> <p><u>Students are able to</u> attempt to pronounce letters/ phonemes in Spanish that are different to English.</p>	<p><u>Students are able to</u> match pictures/symbols to written phrases in Spanish.</p> <p><u>Students are able to</u> identify familiar Spanish words / headings in a range of short texts.</p>	<p><u>Students are able to</u> read short phrases and sentences in Spanish.</p> <p><u>Students are able to</u> read and answer questions in Spanish using simple words, symbols or pictures.</p> <p><u>Students are able to</u> use a bilingual</p>	<p><u>Students are able to</u> confirm if a statement about a written Spanish text is true or false.</p> <p><u>Students are able to</u> read a wide range of texts in Spanish.</p> <p><u>Students are able to</u> read and understand the main points of a</p>

How to compare.	<p><u>Students are able to</u> experience a familiar text with others in Spanish.</p> <p><u>Students are able to</u> explore a familiar text in Spanish, supported by pictures or symbols.</p>		<p><u>Students are able to</u> read aloud a familiar Spanish phrase or sentence.</p> <p><u>Students are able to</u> recognise and read simple Spanish words.</p> <p><u>Students are able to</u> recognise and read simple Spanish phrases.</p>	<p><u>Students are able to</u> read aloud familiar Spanish words.</p> <p><u>Students are able to</u> attempt to pronounce familiar Spanish words accurately.</p> <p><u>Students are able to</u> identify common spelling patterns in Spanish.</p>	dictionary to check the meaning of unfamiliar words.	<p>Spanish text on a familiar subject.</p> <p><u>Students are able to</u> read and understand some detail in a Spanish text.</p>
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	<u>OU P Step 4-6</u>	<u>OU P Step 7-8</u>	<u>OU Step 1</u>	<u>OU Step 2</u>	<u>OU Step 3</u>	<u>OU Step 4</u>
Key learning:MFL - Spanish - Writing						
<p><u>Subject specific knowledge</u></p> <p><u>Writing</u></p> <p>How to plan a text in Spanish. What good looks like: appropriate form, language and structure. How to edit. How to proof read.</p>	<p><u>Students know</u> some key words in Spanish or another language.</p>	<p><u>Students know</u> that a bilingual dictionary has entries listed English in one section and in another language in another section.</p> <p><u>Students know</u> that a bilingual dictionary has a section of key vocabulary and how to from the verbs.</p> <p><u>Students know</u> how to form some letters and accents particular to Spanish e.g. ñ, á</p>	<p><u>Students know</u> the grapheme that corresponds to some Spanish phonemes e.g. v and b, z and s or th</p> <p><u>Students know</u> how to write some single words in Spanish from memory.</p>	<p><u>Students know</u> how to write a range of words from memory</p>	<p><u>Students know</u> how to form a question by changing the order of words in a sentence.</p> <p><u>Students know</u> how to use a bilingual dictionary to check the spelling of familiar words.</p>	<p><u>Students know</u> how to form a simple sentence in the negative in Spanish.</p> <p><u>Students know</u> how to correctly use punctuation to convey meaning.</p> <p><u>Students know</u> how to use a bilingual dictionary to check the spelling of words and the conjugation of verbs in Spanish.</p>
<p><u>Subject specific skills</u></p> <p><u>Writing</u></p> <p>How to plan a text in Spanish.</p>	<p><u>Students are able to</u> experience familiar words or phrases in the Spanish.</p> <p><u>Students are able to</u> explore familiar words in Spanish, supported by pictures or symbols.</p>	<p><u>Students are able to</u> copy letters and accents particular to Spanish.</p> <p><u>Students are able to</u> copy the target language word that accompanies a picture/symbol.</p>	<p><u>Students are able to</u> match Spanish words to pictures / symbols.</p> <p><u>Students are able to</u> write the initial letter /grapheme for the starting phoneme of Spanish words.</p>	<p><u>Students are able to</u> match Spanish phrases to pictures / symbols.</p> <p><u>Students are able to</u> use familiar words to complete a short Spanish text eg filling in the missing words.</p>	<p><u>Students are able to</u> create a sentence in Spanish using single word cards.</p> <p><u>Students are able to</u> place words in the correct order in a sentence in Spanish.</p>	<p><u>Students are able to</u> form a simple sentence in the negative.</p> <p><u>Students are able to</u> correctly use punctuation to convey meaning in Spanish.</p>

<p>What good looks like: appropriate form, language and structure. How to edit. How to proof read.</p>	<p><u>Students are able to</u> experience with others a familiar text in Spanish.</p> <p><u>Students are able to</u> explore a familiar text in Spanish, supported by pictures or symbols.</p>	<p><u>Students are able to</u> match words in the target language.</p> <p><u>Students are able to</u> place pictures/symbols in the correct order.</p> <p><u>Students are able to</u> look for words in a bilingual dictionary.</p>	<p><u>Students are able to</u> begin to match Spanish phonemes to the corresponding grapheme.</p> <p><u>Students are able to</u> use a model to write simple, familiar words that use letters/ phonemes that are similar to English.</p> <p><u>Students are able to</u> use a model to write simple, familiar words that use letters/ phonemes that are particular to Spanish.</p>	<p><u>Students are able to</u> use a model to write short phrases with words with letters/ phonemes that are similar to English.</p> <p><u>Students are able to</u> use a model to write short phrases with some words that use letters/ phonemes that are particular to the target language.</p>	<p><u>Students are able to</u> change the order of words in a sentence to form a question.</p> <p><u>Students are able to</u> create a short text in Spanish using word and phrase cards.</p> <p><u>Students are able to</u> use a bilingual dictionary to check the spelling of familiar words.</p>	<p><u>Students are able to</u> use a model to create a short text in Spanish on a range of topics.</p> <p><u>Students are able to</u> use a bilingual dictionary to check how to write a phrase or sentence in Spanish.</p>
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Personal development

KS4 only

Problem solving-

Resolving ways to effectively communicate information in a different language

Communication skills-

Asking appropriate questions and listening to responses,

Self-belief-

Finding ways to get message across

Self-management-

Linked to independent research tasks selecting appropriate information and planning and drafting material.

Team Work-

Working together to understand and communicate in another language.

Suggested activities

See suggested flow of learning e.g. explore globes and maps, role play, charades

Online resources / Apps

<https://www.bbc.co.uk/languages/Spanish/>

<https://www.completeSpain.com/home/improve-your-Spanish-language-skills-with-21-free-resources-1-6963222>

Google maps

Duolingo, Gus Spanish

Evidencing Work

All task, planning and evidence sheets need to be levelled in accordance with the rubric, students need to self-assess and work needs to be put in student books/ folders with next steps identified
Audio and video performances need to be recorded and formatted within Book Creator.