

Curriculum Intent

At Carnforth High School, we are passionate about languages and keen to impart the many benefits that foreign language learning can bring. As well as showcasing the way in which knowledge of a foreign language can open doors to careers using languages, we are building awareness of the many transferrable skills associated with language learning, that are valued by employers in all sectors.

Our curriculum is structured to help students of all abilities to progress and develop a passion for languages, through culturally engaging content and authentic resources. We deliver a captivating and inspirational course of study that enables students to manipulate and use Spanish effectively, independently and creatively, preparing them for future study and developing the skills they need to succeed in an increasingly global society.

Throughout Key Stage 3 and 4, our Modern Foreign Languages curriculum is designed to develop the ability to communicate confidently and coherently in Spanish, with tasks centred upon each of the four key skills, to build proficiency and spontaneity in the target language. Throughout the course, students develop awareness of the culture and identity of Hispanic communities and are encouraged to make appropriate links to other areas of the curriculum where appropriate, thereby applying knowledge and deepening understanding.

Implementation

Key Stage 3

At Key Stage 3, students are timetabled to study three hours of Spanish per fortnight.

The Year 7 course entitled 'All about me!', introduces students to the vocabulary needed to talk about themselves and others, describing their relationships with family and friends, talking about their pets and life at school. Students will develop their understanding of Spanish grammar to enable them to share their ideas and express their opinions. Students will learn the regular verb endings and some of the most common irregular verbs. Students will learn how to express themselves using the near-future and conditional tenses, thus referring to different time frames. Students will begin to form extended sentences, using opinion phrases, justifications and a range of adjectives and connectives. Phonics are embedded into the course and many opportunities are given to students to practise their pronunciation and productive skills in speaking. Hispanic cultural differences are shared throughout the course and the end of course project introduces students to some of the differences between schools in England and schools in Spain.

The Year 8 course builds upon the Year 7 course and is entitled 'My world.' Students will be taught the vocabulary to be able to describe where they live, their town, hobbies and food preferences. Directions and prepositions feature within the home and town topics, alongside a wide range of adjectives, enabling students to build detailed descriptions. The imperfect tense is introduced, alongside the present and immediate future tenses, enabling students to begin to use three different time frames. Students will also develop their knowledge of connectives and time phrases, as well as the use of passive voice and impersonal verbs. Phonics are explicitly taught and retrieved within the course to develop confidence when speaking and spelling. Hispanic culture is embedded into the course and is particularly prominent in the end of course project focused on Hispanic food.

The Year 9 course which is entitled 'The wider world', continues to build upon what has been learned in Year 7 and Year 8, so that students are able to develop and apply their knowledge to a variety of scenarios. Students are taught the necessary vocabulary to discuss technology and celebrity culture, the world of work and holidays. The preterit tense is introduced, as well as the subjunctive mood, thus extending the level of complexity in using a range of time frames and selecting the indicative and subjunctive moods, as necessary. Students develop their understanding of modal verbs and infinitive phrases, expanding their vocabulary and using variety of language in their expressions. Phonics are explicitly taught and retrieved throughout the course and there is a topic devoted to the benefit of foreign language learning in relation to the world of work. Hispanic culture is embedded throughout the course and the final Key Stage 3 project on festivals in Spain is always popular with students.

Key Stage 4

Students that choose to continue Spanish at GCSE, are timetabled five hours of Spanish per fortnight.

The Key Stage 4 Modern Foreign Languages curriculum builds upon the skills developed at Key stage 3 and is centred on the themes assessed in the GCSE Spanish Exams.

For the 2025 exams, the current AQA themes are:

- Theme 1: Identity and culture
- Theme 2: Current and future study and employment
- Theme 3: Local, national and global areas of interest

The updated AQA themes, for the 2026 exams:

- Theme 1: People and lifestyle
- Theme 2: Popular culture
- Theme 3: Communication and the world around us

Students will address each theme through the study of a range of topics, designed to deepen their understanding, develop their variety of language and give them the opportunity to demonstrate their knowledge and fluency in the target language.

Impact

Assessment

Students are assessed throughout the course via ongoing formative assessment, as well as structured summative assessment tasks. Students are given regular and detailed feedback, enabling them to reflect on their strengths and the steps needed to progress.

At GCSE, students are assessed through four separate exams focused on each of the key skills; Listening, Reading, Speaking and Writing. Students may be entered for the Foundation Tier exams, which enable them to attain Grades 1-5, or the Higher Tier exams which target Grades 3-9. Students will likely only be entered for the Higher Tier exams if they are expected to achieve above a Grade 5 in Spanish at GCSE.

Department

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