

## Curriculum Overview: Spanish

### Intent

We aim to enable pupils to express ideas and opinions in Spanish and to communicate in real-life situations. Our curriculum enables pupils to understand written and spoken Spanish. Pupils develop skills to help them gain meaning from unfamiliar language. It allows pupils to produce language through writing and speaking. Pupils learn to describe their own background and culture and learn about others'. Pupils develop subject mastery and creativity through applying complex linguistic structures to add detail and variety to their speaking and writing. Our curriculum teaches pupils the language of a language; the technical grammatical terminology that will help them to understand the construction of Spanish, as well as other languages.

### Feedback and Assessment

Each year group will receive feedback on an assessed piece of work once per half term, in which they will be given a strength and a target by their teacher. They will redraft or correct their work, incorporating the target that they have been set. Formative assessment is incorporated into every lesson via peer-assessment, self-assessment and plenaries.

### Key Stage 3

	Intent	Topic	Feedback and Assessment
Year 7	Our aim for Y7 is to get the pupils speaking in Spanish with confidence. Huge emphasis is placed on phonics and on speaking out loud to enable this. A variety of pair work speaking activities are incorporated into lessons to accustom the pupils to speaking in Spanish with one another. The pupils learn common verbs in Spanish to enable them to create sentences to talk about themselves and others. They learn to conjugate the present tense in different forms to enable them to do this.	<b>Autumn 1</b> Describing places and location. Saying what someone is like at the moment; what someone is like in general; what people have; what people do.	Translation (grammar and vocabulary)
		<b>Autumn 2</b> Saying what people do and don't do; numbers 1-12; talking about more than one thing; saying what there is around you and describing it; talking about the location of things; describing a place; giving and wanting (festive season and family)	Reading
		<b>Spring 1</b> Describing family and natural wonders of the Spanish-speaking world. Asking and answering questions. Talking about what you do with others (rural life)	Vocabulary, grammar and translation
		<b>Spring 2</b> Talking about what people <i>can</i> do; contrasting what people <i>must</i> , <i>can</i> and <i>want</i> to do; places and locations; saying what people are like today vs in general	Grammar and translation
		<b>Summer 1</b> Describing activities (travel) and what people do (technology)	Phonics, vocabulary and grammar
		<b>Summer 2</b> Describing people and possessions; when and where people go and future plans	Phonics, vocabulary and grammar
Year 8	The Y8 curriculum enables pupils to build on their communication from Y7 by using forms of the past tense; they will be able to recognise this in written and aural stimuli and be able to apply it to their own speaking and writing. They will be able to distinguish between the past and present tenses and switch from one to the other within a conversation, as we do when our everyday interactions with others. They will recycle vocabulary from Y7, whilst building on it by encountering more complex topics, such as the environment and media.	<b>Autumn 1</b> Describing events in the past and present (travel); comparing past experiences; talking about people and places now versus in general; comparing what you and we do (news and media); describing what different people do at home; asking what people can and must do in class; describing what you and we do at parties and celebrations	Translation
		<b>Autumn 2</b> Describing events in the past and present at school and for free time activities; how people feel in the present; where people go and why; learning about a South American country	Grammar and reading
		<b>Spring 1</b> Describing what people do (technology and social networks); events in the past and present (travel); events in the past and present (environment); saying what you do for others; talking about daily life and routines	Grammar and translation
		<b>Spring 2</b> Describing a series of events; talking about giving and receiving; giving opinions about school	Reading: vocabulary, grammar and translation
		<b>Summer 1</b> Describing people's intentions and possessions; the weather; comparing where people go and went	Sounds, vocabulary and grammar
		<b>Summer 2</b> Learning about a famous Spanish speaking person; describing what is happening now; traditions in Spanish-speaking countries and comparing future plans	Sounds, vocabulary and grammar
Year 9	The Y9 curriculum builds on topics studied in Years 7 and 8. Pupils will explore and be able to discuss advantages and disadvantages relating to familial relationships, the area where they live and their studies. They will be able to order tickets and discuss their free time. They will be able to order food in a restaurant and describe the customs	<b>Autumn 1</b> Relationships with Family and Friends	Writing (40 words)
		<b>Autumn 2</b> My Area	Translation (grammar and vocabulary)
		<b>Spring 1</b> My Studies	Listening
		<b>Spring 2</b> Free Time	Reading
		<b>Summer 1</b> Eating Out	Writing (90 words: focus on past and future)
		<b>Summer 2</b> Customs and Festivals	Reading

## Curriculum Overview: Spanish

	and festivals of the Spanish-speaking world.		
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### Key Stage 4

	Intent	Topic	Feedback and Assessment
Year 10	The Y10 curriculum aims to enable pupils to talk about their lifestyle over a range of topics. It also aims for them to consider their education and ambitions after GCSEs, and to compare studying at university and other paths.	<b>Autumn 1</b> Life at School	Writing (40 words)
		<b>Autumn 2</b> Travel and Tourism	Writing (90 words: focus on past and future)
		<b>Spring 1</b> Education Post-16	Reading
		<b>Spring 2</b> Healthy and Unhealthy Living	Listening
		<b>Summer 1</b> Marriage and Partnership	Writing (150 words: focus on extended writing)
Year 11	The Y11 curriculum focuses on social and global issues, which is taught last due to the complexity of the topics. The topics aim to empower pupils with knowledge to become global citizens of the future. It prepares the pupils for the challenges of A Level study.	<b>Summer 2</b> Technology in Everyday Life	Listening, reading and writing past papers
		<b>Autumn 1</b> Environment	Writing task
		<b>Autumn 2</b> Charity and Voluntary Work	Listening, reading and writing past papers
		<b>Spring 1</b> Homelessness and Poverty	Speaking past paper
		<b>Spring 2</b> Jobs and Careers	Listening, reading and writing past papers

### Key Stage 5

#### Curriculum Intent

Our course offers students a sensory journey through the countries of the Spanish-speaking world and broadens their political, cultural and socioeconomic knowledge of the Hispanic world. Students broaden their cultural capital through experiencing the sights, the tastes, the culture and the conflicts that permeate the vast range of countries bonded through a common language without relying on long-haul holidays. Students develop a broad variety of skills which equip them for university study and for the world of work. Students learn to identify key information from both written and aural stimuli. They learn how to translate texts from Spanish into English so that it sounds natural to a native English speaker. They learn to translate texts from English into Spanish, through which they develop their knowledge of technical vocabulary, application of grammar, precision and a careful eye for detail. Our course teaches students to summarise written and aural stimuli in their own words, and to discuss and debate a vast range of issues in relation to the Hispanic world. The course will allow students to access literature and theatre from the Hispanic world, giving them a flavour of the culture, history and traditions that infuse each page.

#### Assessment and Feedback

We aim to replicate the final exam as much as possible through our assessments, to accustom the students to the style and with the technique required. Students regularly complete written summaries, literary essays and speaking cards throughout the course, all of which are marked using exam mark schemes. Regular live feedback is given in class. Students complete full exam papers when doing pre-public exams and we apply the relevant mark scheme to give both teacher and student a precise picture of their attainment in each skill. At the end of Year 12, students complete the AS paper so that they have completed a whole exam.

#### Year 12

<b>Autumn 1: El ciberespacio</b>		
La influencia de internet	Las redes sociales: beneficios y peligros	Los móviles inteligentes en nuestra sociedad
<b>Autumn 2: Los valores tradicionales y modernos</b>		
Los cambios en la familia	Actitudes hacia el matrimonio y el divorcio	La influencia de la Iglesia Católica
<b>Spring 1: La igualdad de los sexos</b>		
La mujer en el mercado laboral	El machismo y el feminismo	Los derechos LGBTQ+
<b>Spring 2: La influencia de los ídolos</b>		
Cantantes y músicos	Estrellas de televisión y cine	Modelos
<b>Summer 1 La identidad regional en España</b>		
Tradiciones y costumbres	La gastronomía	Las lenguas
<b>Summer 2: El patrimonio cultural</b>		
Arte y arquitectura	El patrimonio musical y su diversidad	Sitios turísticos y civilizaciones prehistóricas

*La casa de Bernarda Alba* and *Como agua para chocolate*, the set literary texts, are taught weekly so that students don't forget them over time. Students regularly complete literary essays, which are marked using exam mark schemes. Students also complete summaries, which are also marked using exam mark schemes.

## Curriculum Overview: Spanish

### Year 13

<b>Autumn 1</b> <b>La inmigración</b> Los beneficios y los aspectos negativos La inmigración en el mundo hispánico Los indocumentados – problemas
<b>Autumn 2</b> <b>El racismo</b> Las actitudes racistas y xenófobas Las medidas contra el racismo La legislación anti-racista <b>La integración</b> La convivencia de culturas La educación
<b>Spring 1</b> <b>La integración</b> Las religiones <b>Jóvenes de hoy, ciudadanos del mañana</b> Activismo o apatía Su sociedad ideal El paro juvenil
<b>Spring 2</b> <b>Monarquías y dictaduras</b> La dictadura de Franco La evolución de la monarquía en España Dictadores latinoamericanos
<b>Summer 1: Movimientos populares</b> El poder de los sindicatos Ejemplos de protestas sociales Las manifestaciones y las huelgas

*La casa de Bernarda Alba* and *Como agua para chocolate* continue to be taught weekly so that students don't forget them over time.

### Feedback and Assessment

Year 13s complete three pre-public exams during the year, which are marked using exam mark schemes. Students regularly complete literary essays, which are marked using exam mark schemes. Students also complete summaries, which are also marked using exam mark schemes.