

Curriculum Intent – Spanish

The purpose of our curriculum	<p>Through the study of Spanish, we aim for pupils to understand, appreciate and value language learning as well as other countries and cultures.</p> <p>The curriculum for Spanish is designed to ensure that all pupils:</p> <ul style="list-style-type: none"> (a) Understand and respond to spoken and written language from a variety of authentic sources. (b) Develop confidence when speaking the language, displaying fluency and spontaneity and finding ways of communicating effectively, including through discussion and asking questions whilst continually improving the accuracy of their pronunciation and intonation. (c) Write and translate at varying lengths, for different purposes, using a variety of grammatical structures. (d) Discover and develop an appreciation of a range of texts in the target language as well as exploring the differences and similarities between Spanish and English.
How does the curriculum demonstrate progress?	<p>Pupils' progress is achieved through the following core principles:</p> <ul style="list-style-type: none"> To develop pupils' awareness of grammatical rules and patterns. To enable pupils to acquire the essential skills of memorising vocabulary, analysing texts and understanding implicit language. To develop the skills and attitudes required for further study of languages. To encourage pupils to achieve high standards in a safe, enjoyable and stimulating environment in which all pupils are valued. <p>Through teacher modelling, effective questioning and scaffolding, pupils gain confidence in using key grammatical structures and developing their writing skills. We build on this further with a wide range of tenses and vocabulary, as pupils advance through the Key Stage. As pupils progress through the year and into subsequent years, they should be able to understand and produce language that is more detailed.</p> <p>The Spanish curriculum also aims to create confident and inspired linguists who are able to give descriptions, information and opinions in a variety of contexts and topics. In the first year, pupils develop key skills and learn key vocabulary and grammatical rules and structures.</p>
Curriculum	<p>KS3-Pupils have 2 lessons a fortnight. We focus on grammar points and vocabulary, which are useful in a range of topics as well as at GCSE. For the current Year 9 cohort, our priority in the first term is building pupils' confidence, ability and the passion for language learning. For these reasons, we follow a scheme of work based on the Viva 3 Pre-GCSE Spanish course in order to build a strong foundation for students wishing to progress to KS4. We are making every effort to make up for lost ground through COVID and strengthen pupils' knowledge and confidence.</p> <p>KS4 – Key Stage 4 Schemes of Work for Spanish are based on the AQA 2016 specification and syllabus. This is a two year course. The schemes of work aim to reflect pupils' progression throughout the five years of language learning. Themes, topics and individual lessons reflect the learning journey pupils make across the academic year. There is a clear link and transition between all themes and topics in order to ensure sequencing and natural progression in pupils' learning and language acquisition.</p>

Curriculum Intent – Spanish

	Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
What will be taught?	7 Viva 1	Module 1 Mi vida Spanish pronunciation Personality Brothers/sisters Dates and numbers Pets and colours Reading + Translation assessment.	Module 2 Mi Tiempo Libre Hobbies Weather + activities Sports Favourite things Listening + Speaking assessment.	Module 3 Mi insti School subjects Opinions on subjects Describing school Break-time activities Reading + Writing assessment.	Module 4 Mi familia y mis amigos Describing family Hair + eye colour Describing looks of others – 3 rd person Describing house / flat Listening + Speaking assessment.	Module 5 Mi ciudad Describing town / village Telling time Ordering in a café Future tense – what going to do Reading + Translation assessment.	Book completed, so extra practice and development of topics, tenses and grammar covered, to be done, prior to EoY exam. End of Year Assessment – all skills.
	8 Viva 2	Module 1 Mis vacaciones Past holiday + activities Opinion of holiday Reading + Translation assessment.	Module 2 Todo sobre mi vida Saying what you use your phone for What music you like Giving opinions Talking about TV What you did yesterday + opinions Listening + Speaking assessment.	Module 3 A comer Saying what food you like Wider range of opinions Describing mealtimes Ordering a meal Discussing what to buy for a party Describing a party Reading + Writing assessment.	Module 4 Que hacemos? Arranging to go out Making excuses Discussing getting ready to go out Talking about clothes Talking about sporting events Listening + Speaking assessment.	Module 5 Operacion Verano Describing a holiday home Describing holiday activities Asking for directions Talking about summer camps Reading + Translation assessment.	Book completed, so extra practice and development of topics, tenses and grammar covered, to be done, prior to EoY exam. End of Year Assessment – all skills.
	9 Viva 3	Module 1 Somos asi Talking about things you like Talking about your week Discussing films + opinions Birthday celebrations	Module 2 Orientate Saying what you have to do at work Saying what job you would like What you did at work yesterday	Module 3 En forma Talking about diet Talking about an active lifestyle Daily routine Talking about ailments Talking about getting fit	Module 4 Jovenes en accion Talking about children's lives Talking about children's rights Talking about journeys to school	Module 5 Una Aventura en Madrid Meeting + greeting people Describing a day trip Discussing buying souvenirs	Book completed, so extra practice and development of topics, tenses and grammar covered, to be done, prior to EoY exam.

Curriculum Intent – Spanish

	Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Listening + Speaking assessment.	Describing your job + opinions Reading + Translation assessment.	Listening + Writing assessment.	Environmental issues Reading + Speaking assessment.	Discussing the final day of a visit Listening + Translation assessment.	End of Year Assessment – all skills.
	10 GCSE Spanish	Theme 1 (1) Family + Friends: Describing yourself + others + relationships. (2) Free time: TV, music + film + opinions. Last weekend. Sports you enjoy. Food + drink. **Theme 2 – Healthy + Unhealthy living: fits in more logically with this topic. Eating and exercise habits. Reading + Translation assessment.	Theme 1 (1) Technology: Social media pros + cons. (2) Customs + Festivals: Communicating online. Talking about celebrations, including those in France. Discussing festivals. MOCK EXAM.	Theme 2 (1) Home + Where I live: Describing home + chores. Describing local area + what to do. (2) Environment + Poverty/homelessness: Environmental issues + actions. Social issues + inequality. Listening + Writing assessment.	Theme 2 (1) Charity + Voluntary Work: Describing charity work + talking about volunteering. (2) Holidays + Travel: Holiday preferences. Describing a holiday, including activities – past tense. Reading + Speaking assessment.	Theme 3 – part 1 (1) School subjects + Life at school: Subjects + opinions. Describing the school day. Comparing Spanish + British schools. School rules + uniform. Listening + Translation assessment.	Intensive recall / revision of all topics covered so far. Summer Exam – all skills.
	11 GCSE Spanish	Free Time Activities Music Cinema/TV Food/Eating Out Sport	Health/Unhealthy living Festivals in Hispanic Countries Regions of Spain	Local/National/ International/ Global areas of interest The environment Poverty/Homelessness	Course Recap (Re-teach any key topic areas/address misconceptions)	Exam Preparation Past Papers/Exam technique	Exam Preparation Past Papers/Exam technique

Curriculum Intent – Spanish

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What key concepts /core skills / themes are covered each half term?	7	<p>Nouns – definite + indefinite article Adjectival agreements Tener (to have) Ser (to be)</p> <p>Identifying grammatical rules and patterns. Connectives</p> <p>Writing skills – adding variety</p> <p>Connectives, intensifiers + time frequencies.</p>	<p>Verbs of opinion – ‘me gusta’ + infinitive</p> <p>AR verbs in present tense</p> <p>Using ‘cuando’ (when) + weather</p> <p>Hacer + jugar with sports</p> <p>Reading skills – understanding more challenging texts Speaking skills, including question words. Conversation.</p> <p>Connectives, intensifiers + time frequencies.</p>	<p>AR verbs to say what ‘we’ do.</p> <p>‘Me gusta’ in plural</p> <p>Saying ‘a’ ‘some’ and ‘the’.</p> <p>ER and IR verbs in present tense</p> <p>Listening skills – using prediction as a strategy, key language. Extracting salient points. Writing skills – longer text about school. Proof-reading.</p> <p>Connectives, intensifiers + time frequencies.</p>	<p>Possessive adjectives</p> <p>Consolidation of Ser + Tener</p> <p>Using Estar</p> <p>Revision of adjectival agreements with new adjectives</p> <p>Reading skills – cultural text about Cadiz. Looking up new words in dictionary.</p> <p>Speaking skills – creating a video about self. Giving a presentation.</p> <p>Connectives, intensifiers + time frequencies.</p>	<p>Ir (to go)</p> <p>Querer (to want)</p> <p>Near future structure</p> <p>Listening skills – listening for detail</p> <p>Writing skills – blog about town and activities. Using 2 tenses together</p> <p>Connectives, intensifiers + time frequencies. Tense indicators.</p>	<p>Present tense of regular verbs and the 4 key irregular verbs</p> <p>Near future revision</p> <p>Introduce past tense – preterite, with regular verbs and IR.</p> <p>Opinions in past tense with ‘fue’.</p> <p>Listening, speaking, reading and writing skills.</p>
	8	<p>Preterite tense – Ir. Preterite tense – regular AR, ER and IR verbs. Opinion adjectives. Preterite of Ser.</p> <p>Connectives, intensifiers + past tense indicator.</p>	<p>Revising present tense. Using a range of opinions + consolidating Gustar, Encantar etc. Using the comparative. Using present + preterite together.</p> <p>Connectives, intensifiers, time</p>	<p>Using negatives. Using usted/ustedes Using the Near Future 3 tenses together</p> <p>Connectives, intensifiers, time frequencies + 3 tense indicators.</p>	<p>Me gustaria + infinitive Using querer + poder Saying ‘this/these’ More practice with 3 tenses together</p> <p>Connectives, intensifiers, time frequencies + 3 tense indicators.</p>	<p>Consolidation of comparative. Intro to superlative Using the imperative Further practice of 3 tenses.</p> <p>Connectives, intensifiers, time frequencies + 3 tense indicators.</p>	<p>Recap of all tenses, vocab and key grammar.</p>

Curriculum Intent – Spanish

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			frequencies + tense indicators.				
	9	Gustar + nouns in present tense. Regular present tense verbs. Ir in the present tense. Near future tense. Connectives, intensifiers, time frequencies + tense indicators.	Tener que + infinitive. Me gustaria + infinitive. Adjectival agreements. Preterite tense – regular verbs. Present + preterite together. Connectives, intensifiers, time frequencies + tense indicators.	Negatives. Stem-changing verbs. Reflexive verbs. Se debe / no se debe Connectives, intensifiers, time frequencies + tense indicators.	3 rd person of verbs. Verb poder. Using the comparative. Using ‘we’. Connectives, intensifiers, time frequencies + tense indicators.	Expressions with Tener. Superlative. Preterite of irregular verbs. Using Tu and Usted. Using 3 tenses together. Connectives, intensifiers, time frequencies + tense indicators.	Recap of all 3 tenses, key grammar and vocab. End of Year Assessment – all skills.
	10	Infinitives. Present tense Ser + Tener. Regular verbs. Gustar + Encantar. Possesive adjectives. Adjectival agreements + positions. Immediate future. Forming regular adverbs. Hacer + Jugar in present. Using negative words. Me gustaria. Connectives, negatives, time frequencies and intensifiers. Tense indicators.	Comparisons with mas / menos que. Perfect tense of regular verbs. Por + para. Estar + present continuous. Regular preterite tense. Ser + Ir in preterite. Recognise irregular verbs in imperfect. Connectives, negatives, time frequencies and intensifiers. Tense indicators.	Using Hay, Ser + Estar. Prepositions. Puedo + Se puede. Demonstrative adjectives + pronouns. Using ‘me preocupa(n)’. Using ‘if’ sentences. Algo + alguien. Reflexive constructions like se debe, se puede + infinitive. Connectives, negatives, time frequencies and intensifiers. Tense indicators.	Me gustaria. Discussing weather. Expressions of sequence. Compass points. Preterite recap. Imperfect. Connectives, negatives, time frequencies and intensifiers. Tense indicators.	Revising comparatives + superlatives. Using intensifiers and quantifiers. Revising se debe, tener que. Connectives, negatives, time frequencies and intensifiers. Tense indicators.	Recall and consolidation of all grammar, vocab and tenses covered. Connectives, negatives, time frequencies and intensifiers. Tense indicators.

Curriculum Intent – Spanish

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	11	Present Tense Review Positive & negative opinions Key irregular verbs Two tenses together	Review of the present/past/future tenses Adjectival agreements Writing sentence structure	Recommendations & obligations Conditional Tense Reflexive Verbs Opinion+subj.	This will have a flexible approach to the prevailing gaps in knowledge & common misconceptions students are displaying	Drilling of examination techniques across the key skills Past papers	Drilling of examination techniques across the key skills Past papers
Why is this important?	7	Basic pronunciation rules, assuming no previous knowledge. Learning rules on gender and adjectival agreements, so can recognise and use correctly with future vocab. Learning key irregular verbs Tener and Ser, to use throughout different topics.	Learning more verbs in present tense, to be able to talk about more topics. Topics follow on from introducing self and basic details.	Building on talking about self and family. Extending vocab and grammatical structures. Rules used with new language. Vital skills practised in listening- how to work out key points. Writing skills – using connectives, opinions and being accurate with agreements.	Consolidation of key verbs covered in previous modules. Spoken presentation helps pupils learn part of what required for GCSE oral exam. Dictionary skills vital throughout all years of language learning.	Use of 2 tenses, ready to learn a third tense, as needed in GCSE. Development of key skills, types of writing and details required in listening tasks.	Consolidation of the 5 modules covered. Including the past tense that hadn't been included in the book's 5 modules.
	8	Preterite tense enables discussion of the past + is needed at GCSE.	Present tense revision essential for all topics and skills. Opinion consolidation needed for all topics. Comparative makes work more complex. Pupils need to gain confidence mixing tenses + indicating their use.	Learning food + drink is useful for visits to Spain. Negatives add variety to work and need to be identified in R + L tasks. Using 3 tenses together is essential at GCSE to achieve 4+.	Discussing going out, with Q&A is a big part of the speaking exam. This is also useful for any visits to Spain. Knowing clothes in Spanish is also useful for a trip to Spain. Clothes and sports come up regularly in all skills.	Holiday activities is a big topic at GCSE, so being able to describe holidays is important. Asking directions and for information on holiday is practical for visits to Spain.	Recap of tenses can never be done enough. All vocab and grammar need consolidation.

Curriculum Intent – Spanish

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	9	Present tense requires regular revision, as it is used in all topics + skills. The Near Future is part of the essential 3 tenses required at GCSE.	Work is a major topic at GCSE. Revising adjectival rules and opinions is important to ensure accurate use across all skills. Practising using 2 tenses together is important for both the written and spoken skills.	This is good prep for the topic of Health at GCSE. Negatives make language more interesting. Being able to talk about ailments is useful should people go to Spain.	This unit is excellent preparation for the topics of Poverty and Homelessness at GCSE. Use of different persons in the 3 tenses will help pupils achieve grade 5 + at GCSE.	Meeting + greeting people is useful for visits to Spain. It is also good practice for GCSE role-plays. Putting all 3 tenses together will help pupils feel more confident in preparation for GCSE.	Recap of tenses can never be done enough. All vocab and grammar need consolidation.
	10	Embedding knowledge of vital verbs Ser + Tener. Future tense – all 3 tenses will be needed to achieve a grade 4 +. Adjectival rules needed for all topics.	Preterite tense is important for every topic and every skill. Imperfect tense adds variety to work and is required in a few of the topics.	Consolidation of adjectival positions + agreements, to be used across all topics. Si + present tense creates more complex structures, as required in the writing and speaking skills.	Further practice of the imperfect and preterite tenses helps embed correct endings. Preposition practice is important for a range of topics.	Use of the comparative is important to create more complex structures. These are vital to achieve higher grades. More retrieval of modal verbs will help pupils remember them accurately.	A detailed recap of tenses, grammatical structures and topic vocab is important so that pupils don't forget what they have learned during the year, but this also allows for the teacher to give extra help where needed.
	11	Students will have the opportunity to re-visit opinion phrases discussed during last year. It also allows students to learn more about one another by giving them the foundations to describe their unique likes/dislikes.	Gaps in knowledge identified in tense understanding from Autumn 1 assessment. These lessons have been re-sequenced as a result to address this as it is important these issues are dealt with prior to continuing the course	This topic is important as it contains a large amount of specialist vocabulary that is specific to the topic area. It has clear cross-curricular benefits as it gives students the platform to discuss the environment which is a	Using this time to address/re-teach key grammar/tense points and common misconceptions is an important part of the course as it gives students the opportunity to prepare properly for their GCSE exam	Using the final lessons prior to the exam to drill exam technique is important so that it can be fresh in students minds. Students will also have the opportunity to ensure they are fully comfortable with the structure of the exams across the 4 key skill areas.	Using the final lessons prior to the exam to drill exam technique is important so that it can be fresh in students minds. Students will also have the opportunity to ensure they are fully comfortable with the structure of the exams across the 4 key skill areas.

Curriculum Intent – Spanish

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				relevant and current area of interest.			
How will your curriculum demonstrate progression?	The curriculum is based around a steady progression of language understanding through the introduction of key vocabulary within each lesson alongside grammar/tense learning. As the course progresses and the students' language base diversifies, each student will have the opportunity to see and demonstrate progression from lesson to lesson through targeted tasks covering the 4 key skills (Listening/Reading/Writing + Translation/Speaking). Students will be assessed within these parameters in order to demonstrate a wider level of progression throughout the course.						