



Springwood High School Spanish Curriculum

Our Vision:

To encourage students' interest and enthusiasm for other cultures, to enhance communication skills both in their own language and in the target language, to widen students' horizons and open the possibility of living or working abroad in the future, to cultivate students' sense of global citizenship.

Exam boards: Edexcel GCSE and Edexcel A level

Brief overview of topics, themes, skills or key questions for each term:

Key Stage 3

Why are we teaching a knowledge-rich curriculum; how is it different?

We feel strongly that knowledge is taught to be remembered, not encountered. Therefore, we have incorporated research into cognitive science in the development of our curriculum, in order to ensure that are students leave Key Stage 3 knowing more and remembering more. Our knowledge- rich curriculum builds towards a deeper understanding of the target language by focusing on the core building blocks that underpin language-learning; phonics, vocabulary and grammar. These components are carefully and deliberately sequenced and routinely revisited and recycled throughout Key Stage 3. As a result, students become more proficient in their use of the target language, making clearer links between each piece of knowledge learnt, and are better able to manipulate the target language in a variety of contexts and for a variety of purposes.

Why are we teaching this content, in this order?

The content we teach allows students to speak, write, understand and respond to the target language in a range of contexts and for a variety of purposes. Our choice of topics reflects the varied interests of our students and many of our topics teach practical language, useful to real-life scenarios. As our students progress through the course, they have the opportunity to move on from discussing their own personal tastes and habits to considering wider issues, such as caring for the environment and children's rights. Our course also creates opportunities for students to develop cultural understanding of the target language country through the study of sport, music, food and festivals. These topics provide an excellent foundation for study at GCSE level and beyond.

The way we have chosen to sequence our content ensures a clear, logical progression in the complexity of grammar and phonics and range of vocabulary studied. For example, in Y7 students build proficiency in their understanding of the present tense and use of opinions before progressing



Springwood High School Spanish Curriculum

to the use of further tenses in subsequent years. The spiral design of our Key Stage 3 curriculum also allows us to regularly re-visit grammar points and vocabulary in new contexts and in increasing depth. Students apply their developing knowledge of grammar, phonics and vocabulary through four key skills (listening, speaking, reading and writing) and tasks increase in complexity as the course progresses to reflect students' growing proficiency in the language.

How does our curriculum match the ambition of the National Curriculum?

Our curriculum fully matches the ambitions of the National Curriculum, providing students with the necessary skills, knowledge and opportunities to communicate in the target language in a wide range of contexts and for a variety of purposes. Our course develops linguistic competence through the progressive study of phonics, grammar and vocabulary and students also have regular opportunities to develop intercultural understanding through exploration of the target language country and culture. In lessons, students routinely practise speaking and writing in order to develop fluency and accuracy. They also work with a variety of spoken and written texts, including authentic texts, in order to develop receptive listening and reading skills. By providing a solid foundation of transferable skills and knowledge necessary for success in languages, our curriculum fully equips students for future language study at GCSE and beyond.

How does the curriculum build on that from Key Stage 2?

Whether or not students arrive in Year 7 with prior experience of the language they will study, our curriculum builds on key language skills developed at primary school such as; recognising cognates, memory techniques, pattern recognition and reading for gist. We also continue to foster students' curiosity for other cultures.

By the end of Key Stage 3, what key knowledge should pupils need to remember and be able to apply in this subject

By the end of Key Stage 3, students will have a secure understanding of the phonetic system of the language they study, allowing them to successfully understand and produce the target language with increasing automaticity and fluency. Students are introduced to key sounds at the very beginning of their language studies, and new vocabulary is introduced with robust pronunciation practice. In order to support students, this skill is practised extensively through speaking and listening activities, including dictation and reading aloud.

Springwood High School Spanish Curriculum Plan

By the end of Year 9, students will have a developing understanding of key aspects of grammar underpinning the target language. Students will have been introduced to three tenses (present, past and future) and should be able to recognise and use them in their work with increasing accuracy and fluency. They will also be able to express justified opinions in the target language and should have an understanding of foundation grammatical principles, such as genders and adjectival agreement. Although students are encouraged to identify patterns in the target language, grammar is taught explicitly through carefully scaffolded activities and practiced alongside familiar vocabulary in all four skills (listening, speaking, reading and writing) in order to ensure proficiency.

Brief overview of topics, themes, skills or key questions for each term:

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	Introductions - Introducing yourself and giving basic information - Role play practice - Key grammar: The verbs <i>ser</i> and <i>tener</i> in the present tense. - Masculine and feminine nouns	Family - Describing yourself and others - Talking about your family and pets - Basic picture descriptions - Key grammar: Adjectival agreement. - Verbs <i>ser</i> and <i>tener</i> in the 3 rd person.	Free time - Talking about hobbies. - Describing the weather - Key grammar: The present tense with regular -AR verbs. - Opinions with infinitives.	School life - Describing your school. - Giving opinions on school subjects and justifying them. - Key grammar: The present tense with regular ER/IR verbs. - Opinions with nouns.	Home and region - Describing your house and where you live. - Talking about future plans. - Key grammar: The verb <i>ir</i> in the present tense. -The near future tense	Tourism - Learning about tourist attractions in Barcelona. - Project - planning a trip. - Picture description, describing a house. - Key grammar: The near future - The verbs <i>ser</i> and <i>estar</i> in the present tense.

Springwood High School Spanish Curriculum Plan

8	Holidays - Talking about a past holiday - Key grammar: The preterite (past) tense	Free time and technology - Talking about film, TV and musical preferences - Talking about using technology - Describing a picture. - Key grammar: Using the present and preterite. - The verb <i>preferer</i>.	Food - Describing mealtimes - Learning about mealtimes in Spain - Role plays - ordering at a restaurant - Key grammar: Giving and justifying opinions. - Using the present and preterite.	Outings - Planning a party - Invitations and excuses - Key grammar: The near future tense - The verbs <i>poder</i> and <i>querer</i> - Me gustaría + infinitive	Outings/Local area - Daily routine and clothes - Saying what you can do in your area. - Key grammar: Reflexive verbs - The near future - <i>Se puede</i> + infinitive	Local area - Directions - Talking about future plans - Film project - Writing on summer camp. - Key grammar: Using 3 tenses - The imperative
9	All about me - Talking about likes and dislikes - Saying what you do in your free time - Planning a future birthday -Key grammar: The present tense, regular verbs and <i>ser/ir</i>. - The near future - Opinions and reasons	World of work - Talking about jobs and work - Key grammar: Using the present and preterite tenses	Healthy lifestyle - Discussing healthy lifestyle and diet. - Talking about illness and ailments. - Key grammar: reflexive and stem-changing verbs. - <i>Se debe</i> +infinitive	The wider world - Talking about caring for the environment - Discussing children's rights - Picture description - Key grammar: Present tense verbs in the 3rd person. - The verb <i>poder</i>.	A visit to Madrid - Describing a visit to a Spanish city in the past - Learning about Madrid. - Key grammar: The preterite tense with irregular verbs	A visit to Madrid and key skills/revision - Role plays - buying souvenirs - Revision and key writing, reading, listening and speaking skills. - Key grammar: Using 3 tenses

Springwood High School Spanish Curriculum Plan

10	Media and Technology: - Music, cinema and film - Free time and leisure activities - Social media - Using the internet - Making arrangements Key grammar: - The present - Adjectival agreement - Comparatives and superlatives	-Travel and tourism: - Travel plans - Holidays - Accommodation - Learning about Hispanic countries/cities Key grammar: - The preterite - Ser and Estar	Relationships: - Friendships - Relationships with family and friends - Role models - Freedoms and understanding - Equality Key grammar: - Reflexive verbs - Soler + infinitive - The near future	Lifestyle and wellbeing - Physical and mental well-being - Food and drink - Sports and free-time activities Key grammar: - The simple future	Lifestyle and wellbeing - Body parts - Illnesses, aches and pains - Healthy lifestyle Studying and my future - school - School life in Spain - Describing the school day Key grammar: - The imperfect - The conditional	Studying and my future - school - Opinions on school subjects - School exchanges - Your ideal school Key grammar: - The conditional vs simple future
11	-My neighbourhood - Local area - Visiting a town - Cultural exchanges - Learning about Hispanic countries/cities Key grammar: - The imperfect - Use of three tenses	- My neighbourhood - Caring for the environment - Global citizenship - Helping in the community Key grammar: - The imperative - The passive - The subjunctive	World of work - Dream jobs - Future plans and aspirations Key grammar: - Future tenses	World of work - Languages and work - Careers - Future plans Key grammar: - Use of three tenses - The conditional	Revision - Exam practice - Exam techniques - Preparation for speaking exams	Revision - Exam practice - Exam techniques - Preparation for final exams
12	Changes in family structures - Different family models - Marriage and relationships - Threats to family life	The world of work - Gender equality in the workplace and women in the workplace. The impact of tourism	Music - Spanish guitar - The tango Media - Trash TV and TV addicts.	Media - The influence of social media Customs and traditions - Spanish/Hispanic gastronomy	Customs and traditions - Festivals - for religion or for fun? Immigration	Immigration - The challenges of immigration and integration in Spain - the impact of immigrants in schools and local communities

Springwood High School Spanish Curriculum Plan

	The world of work - Youth unemployment in Spain - Obstacles to finding work - Introduction to film study and context of the film <i>Volver</i> Translation practice. Revision of present tense and basic grammar points.	- Changes in tourism over the last 50 years - Benefits and disadvantages of tourism. - Consequences of tourism in Spain Music - The role/influence of singers - The role of musicians and singers Analysis of characters and themes in <i>Volver</i>	- The press – changes in the digital age. Analysis of techniques in <i>Volver</i> and scene analyses - Introduction to the novel <i>Como Agua para Chocolate</i> + context	- Spanish/Hispanic festivals Analysis of novel in class. Continue with essay-writing skills for film and novel	- the positive aspects of immigration in Spain - Immigration and the economy/world of work - Historic Muslim influences in Spain Analysis of novel in class. Continue with essay-writing skills for film and novel	- marginalisation and alienation of immigrants - Spain's political policies on immigration - The future of immigration in Spain Analysis of novel in class. Continue with essay-writing skills for film and novel
13	The Civil war and the rise of Franco - The Civil War and how Franco came to power - Spain divided The Franco dictatorship - Life under the Franco dictatorship	The Franco dictatorship The transition to democracy - Key moment in the transition to democracy - The role of Adolfo Suárez and King Juan Carlos I - The impact of the transition and	Units 1 and 2 extension - Spanish attitudes to same-sex marriage and gay rights - Spaniards' attitudes towards work - The challenges faced by Spain's tourism industry in the future - The impact of social media	Course revision Revision of themes in the novel and film.	Course revision Revision of author/director's techniques and general revision of novel and film.	Course revision and exams (including novel and film)

Springwood High School Spanish Curriculum Plan

		evolution of Spanish society	Revision of context and characters in the film and novel			
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Enrichment Activities:

Cross-curricular: Lessons regularly touch on topics covered in or related to other subjects, such as; climate change and alternative energy sources (Science), Information about Spain/Hispanoamerica and the impact of tourism (geography), knowledge of grammar and understanding inference in literary texts (English), Different Hispanic festivals and religious customs (RE), Healthy lifestyle, including diet (health and social care/food technology/PSHE), practising numbers and time (maths) etc.

Competitions: Year 7 spelling bee

Trips: Trips to Cambridge and UEA universities KS4 and KS5. KS3 trip to Spain