

Springwood High School Spanish Curriculum Plan

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 & 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 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

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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.

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 practised alongside familiar vocabulary in all four skills (listening, speaking, reading and writing) in order to ensure proficiency.

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Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	Introductions - Introducing yourself and giving basic information - Writing and translation on basic information. - Role play	Family - Describing yourself and others - Talking about your family and pets - Basic picture descriptions - Role play, introductions and basic information - Writing and translation on family and self.	Free time - Talking about hobbies. - Learning how to use the present tense - Reading, listening, writing and translation assessed.	School life - Describing your school. - Giving opinions on school subjects and justifying them. - Writing, translation and general conversation on school life.	Home and region - Describing your house and where you live. - Talking about future plans. - Reading, listening, writing and translation assessed.	Tourism - Learning about tourist attractions in Barcelona. - Project - Using the near future tense to plan a trip. - Picture description, describing a house. - Writing and translation describing home and area.
8	Holidays - Talking about a past holiday - Using the preterite tense - Writing and translation on holidays	Free time and technology - Talking about film, TV and musical preferences - Talking about using technology - Describing a picture using the present tense - Writing and translation on free time	Food - Describing mealtimes - Learning about mealtimes in Spain - Ordering at a restaurant - Role plays - Reading, listening, writing and translation assessed.	Arranging to go out - Planning a party - Invitations and excuses - Role plays - Writing and translation on healthy lifestyle.	Going out/Local area - Daily routine and clothes - Saying what you can do in your area. - Reading, listening, writing and translation assessed.	Local area - Directions - Talking about future plans - Film project - Writing and translation on summer camp.

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9	<p>All about me</p> <ul style="list-style-type: none"> - Talking about likes and dislikes - Saying what you do in your free time - Planning a future birthday - Writing, translation and general conversation on free time and likes/dislikes 	<p>World of work</p> <ul style="list-style-type: none"> - Talking about jobs and work accommodation - Practising the present and preterite tense. - Reading, listening, writing and translation assessed. 	<p>Healthy lifestyle</p> <ul style="list-style-type: none"> - Discussing healthy lifestyle and diet. - Talking about illness and ailments. - Writing and translation on healthy lifestyle. 	<p>The wider world</p> <ul style="list-style-type: none"> - Talking caring for the environment - Discussing children's rights - Picture description 	<p>A visit to Madrid</p> <ul style="list-style-type: none"> - Describing a visit to a Spanish city in the past - Learning about Madrid. - Reading, listening, writing and translation assessed. 	<p>Visit to Madrid and key skills/revision</p> <ul style="list-style-type: none"> - Role plays - buying souvenirs - Writing and translation on a tourist visit - Revision and key writing, reading, listening and speaking skills.
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Key Stage 4

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
10	<p>Free time and holidays</p> <ul style="list-style-type: none"> - Talking about how you spend your summer - Describing a past holiday - Describing holiday problems - Role play booking a hotel room 	<p>School life</p> <ul style="list-style-type: none"> - Description of school - Giving opinions and justifying them - - Talking about school rules - Talking about extra-curricular activities - Writing and translation about a future school trip 	<p>Family and technology</p> <ul style="list-style-type: none"> - Describing family members - Talking about family relationships - Talking about how you use technology - Writing, reading, listening and translation formally assessed. 	<p>Hobbies and free time</p> <ul style="list-style-type: none"> - Talking about what you do in your free time - Looking at sport in different tenses - Describing preferences for TV and film - Arranging to go out - Role play at the cinema 	<p>Hobbies and free time</p> <ul style="list-style-type: none"> - Taking about role models - Discussing different types of entertainment <p>Home town and region</p> <ul style="list-style-type: none"> - Describing where you live and what you can do there. 	<p>Home town and region</p> <ul style="list-style-type: none"> - Talking about future plans - Describing a past visit to a city - Talking about shopping preferences - Role play – buying souvenirs Writing, reading, listening and

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	<ul style="list-style-type: none"> - Writing and translation about a past holiday 			<ul style="list-style-type: none"> - Speaking task – describing a picture - Writing and translation on free time 	<ul style="list-style-type: none"> - Role play – at the tourist office - Pros and cons of living in the city - Thinking how your town could be improved - Writing and translation on local area 	translation formally assessed.
11	<p>World of work</p> <ul style="list-style-type: none"> - Talking about our dream job - Describing different types of job - Talking about Saturday work - Describing work experience - The importance of learning languages - Talking about future plans - Writing on the importance of languages - Writing and translation on work and future plans 	<p>World of work/Global dimension</p> <ul style="list-style-type: none"> - Preparing for an interview - Talking about what we do to help the environment - Discussing environmental/global problems - PPE exams 	<p>Global dimension</p> <ul style="list-style-type: none"> - Talking about health and health problems in young people - Talking about large-scale sporting events 	<p>Revisiting modules 1-2</p> <ul style="list-style-type: none"> - Exam practice - Exam techniques - Preparation for speaking exams - PPE 2 	<p>Revisiting modules 3-5</p> <ul style="list-style-type: none"> - Exam practice - Exam techniques - Preparation for speaking exams 	General revision and exam prep

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Key Stage 5

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
12	<p>Changes in family structures</p> <ul style="list-style-type: none"> - Different family models - Marriage and relationships - Threats to family life <p>The world of work</p> <ul style="list-style-type: none"> - Youth unemployment in Spain - Obstacles to finding work <p>- Introduction to film study and context of the film <i>Volver</i></p> <p>Translation practice. Revision of present tense and basic grammar points.</p>	<p>The world of work</p> <ul style="list-style-type: none"> - Gender equality in the workplace and women in the workplace. <p>The impact of tourism</p> <ul style="list-style-type: none"> - Changes in tourism over the last 50 years - Benefits and disadvantages of tourism. - Consequences of tourism in Spain <p>Music</p> <ul style="list-style-type: none"> - The role/influence of singers - The role of musicians and singers <p>Analysis of characters and themes in <i>Volver</i></p>	<p>Music</p> <ul style="list-style-type: none"> - Spanish guitar - The tango <p>Media</p> <ul style="list-style-type: none"> - Trash TV and TV addicts. - The press – changes in the digital age. <p>Analysis of techniques in <i>Volver</i> and scene analyses</p> <p>- Introduction to the novel <i>Como Agua para Chocolate</i> + context</p>	<p>Media</p> <ul style="list-style-type: none"> - The influence of social media <p>Customs and traditions</p> <ul style="list-style-type: none"> - Spanish/Hispanic gastronomy - Spanish/Hispanic festivals <p>Analysis of novel in class.</p> <p>Continue with essay-writing skills for film and novel</p>	<p>Customs and traditions</p> <ul style="list-style-type: none"> - Festivals - for religion or for fun? <p>Immigration</p> <ul style="list-style-type: none"> - the positive aspects of immigration in Spain - Immigration and the economy/world of work - Historic Muslim influences in Spain <p>Analysis of novel in class.</p> <p>Continue with essay-writing skills for film and novel</p>	<p>Immigration</p> <ul style="list-style-type: none"> - The challenges of immigration and integration in Spain - the impact of immigrants in schools and local communities - marginalisation and alienation of immigrants - Spain's political policies on immigration - The future of immigration in Spain <p>Analysis of novel in class.</p> <p>Continue with essay-writing skills for film and novel</p>

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13	<p>The Civil war and the rise of Franco - The Civil War and how Franco came to power - Spain divided</p> <p>The Franco dictatorship - Life under the Franco dictatorship</p>	<p>The Franco dictatorship</p> <p>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 evolution of Spanish society</p>	<p>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</p> <p>Revision of context and characters in the film and novel</p>	<p>Course revision</p> <p>Revision of themes in the novel and film.</p>	<p>Course revision</p> <p>Revision of author/director's techniques and general revision of novel and film.</p>	<p>Course revision and exams</p> <p>(including novel and film)</p>
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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.