

## Curriculum summary Spanish

<b>Overall curriculum intent</b>	To develop students' understanding and appreciation of other cultures and languages, to build their communication skills and transferable language skills to support them in future employment, and to continue to improve outcomes at GCSE for all.
<b>Culture</b>	All years will focus on aspects of the culture of Spain and Spanish-speaking countries. We use authentic videos and texts. When possible, we take part in the annual National Languages Competition with other Essex schools.
<b>Skills</b>	All years will regularly cover the skills of listening, speaking and pronunciation, reading, writing and translation, with an additional focus on these skills in an exam context for years 9-11. Moreover, pronunciation, dictation and spelling will be at the core of our teaching for years 7-8 and 9, to reflect the changes of the New Specification.
<b>Assessment</b>	Years 7-10 will have a summative assessment at the end of the year. There will also be end of unit assessments and regular vocabulary and spelling tests. Year 11 will have mocks in November and March, with a speaking mock in January.
<b>Cumulative learning</b>	Lessons will link to prior recent learning, with regular revisiting of past material, for example, through vocabulary tests. Grammar is taught explicitly in lessons, and builds on each pupil's cumulative grammar knowledge.
<b>Sequenced learning</b>	Learning is sequenced as summarised below. Progress through the sequence may occasionally vary due to the needs of the class.

<b>Year 7</b>	<b>Autumn term</b>	<b>Spring term</b>	<b>Summer term</b>
Sets 1-3 study Spanish in addition to French and have three lessons per fortnight.	We use the Viva 1 text book course introducing the topics of greetings, numbers, birthdays, family, pets and Christmas. In terms of grammar, we cover the gender of nouns, words for 'the' and 'a' and plurals. We also look at adjective agreement, and the verbs 'ser' and 'tener', connectives and intensifiers. Phonics is another important aspect of learning a language and we focus on the pronunciation of new sounds and words.	We study free time activities and the weather. We learn how to give opinions, use the question word 'cuando', and regular -ar verbs, 'hacer' and 'jugar'. We look at the skills of reading and speaking. Pronunciation and intonation remain a focus in each lesson.	We learn how to describe our school and which subjects we like, with a focus on listening and writing. We learn about the pronoun 'we', -er and -ir verbs. We continue to focus on learning the sounds of Spanish as we learn vocabulary.

<b>Year 8</b>	<b>Autumn term</b>	<b>Spring term</b>	<b>Summer term</b>
Sets 1-3 study Spanish as well as French and have two lessons a fortnight. At the end of Year 8, pupils who have studied both languages will be asked to express their preferred language to study to GCSE. Progress will be taken into account and places will be subject to staff availability.	We use the Viva 2 text book and look at a past holiday, activities and opinions in the past. We learn the preterite tense and how to use it with the present and focus on speaking skills. Phonics remains a key aspect of learning throughout year 8 and most lessons will include speaking activities.	We look at technology, music and TV and extend our knowledge of the preterite tense. We also use comparatives, opinions and time phrases and focus especially on reading skills.	We talk about food and drink, eating in a restaurant, shopping and planning a party. We look at typical Spanish food and how this compares to other countries. In terms of grammar, we learn more about negatives, polite verb forms, the near future tense and using three tenses together.

<b>Year 9</b>	<b>Autumn term</b>	<b>Spring term</b>	<b>Summer term</b>
All students continue to study one language in year 9. We use the Pearson Edexcel Viva text books (Foundation and Higher Tier books). Each module includes links to prior learning, revision and exam skills.	We cover Module 1, holidays, and talk about holiday activities, past holidays and holiday disasters. We revise the present and preterite tenses and learn the imperfect tense. We practise booking a hotel room and polite forms of address.	Module 2 is the school topic including school rules and trips. In terms of grammar we study negatives, the near future, object pronouns and some study comparatives and superlatives.	Module 3 is about family and friends, including social networks, and describing relationships. We learn the present continuous tense, use para with infinitives and how to give detailed description.

<b>Year 10</b>	<b>Autumn term</b>	<b>Spring term</b>	<b>Summer term</b>
We continue to use the Viva text books for Foundation and Higher Tier as appropriate. All students who chose Spanish in Year 9 continue to study it to GCSE. Each module includes work on exam skills.	Continuing the theme of identity, Module 4 looks at free time activities, TV, sports and role models. We use the perfect and imperfect tenses, 'suelo' plus infinitive, and stem-changing verbs.	Module 5 covers my local area, describing my region, shopping, the geography of Spain, problems in my town and past visits. We practise asking questions, 'se puede(n)', the future tense, and some will	Module 6 looks at customs connected with meals, festivals, restaurants and music festivals. We look at the 'we' and 'they' verb forms, literary texts, the verb 'estar', reflexive verbs in the preterite tense, and some will learn about the passive.

		learn the conditional tense.	
--	--	------------------------------	--

<b>Year 11</b>	<b>Autumn term</b>	<b>Spring term</b>	<b>Summer term</b>
We continue to use the Viva text books for Foundation and Higher Tier as appropriate. Students with a home language which in which GCSE exams are offered are able to sit an additional GCSE in this language.	Module 7 future study and work, including jobs, work experience, using languages and taking a gap year. We discuss plans for the future and use several tenses together. Some will learn the subjunctive. Most of Module 8 (Global dimension and the environment) will also be covered before the mock exams. We practise 'se debería' and superlatives, and some will learn the pluperfect tense.	We begin this term with preparation for speaking mocks and these take place in January. Then we move onto topic, grammar and skills revision, with further mocks in March.	Speaking exams take place soon after Easter, followed by targeted revision for listening, reading and writing exams.