

CURRICULUM INTENT: SPANISH

Learning a foreign language is a necessary part of being a member of a multi-cultural society and it offers a worthwhile and attainable goal for many of our students that deepens their understanding of other cultures.

At NLGS, it is our intent to provide a high-quality languages education, which fosters children's curiosity. All pupils will be expected to achieve their full potential by encouraging high expectations and excellent standards in their foreign language. Lessons enable them to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and writing.

The study of a foreign language to GCSE level enables pupils to acquire practical skills, as well as a more formal knowledge of a language. Learning Spanish also provides the foundation for learning further languages and equipping them to study and work in other countries. Pupils may choose to further their knowledge and language skills by taking A level Spanish, since Spanish is the second most spoken language in the world, and it is the official language in over 22 countries.

CURRICULUM IMPLEMENTATION: SPANISH

	AUTUMN TERM		SPRING TERM		SUMMER TERM		TRIPS AND EVENTS
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Year 7 Knowledge	Unit 1 Introducing myself	Unit 2 My world	Unit 3 My hobbies	Unit 4 My house	Unit 5 My city	Unit 6 My school	Pen Pal letter exchange
	<ul style="list-style-type: none"> -Greeting people and introducing yourself. - Learning numbers 1–31. - Saying and understanding dates. - Talking about age and birthdays. - Learning colours. - Learning classroom items and language 	<ul style="list-style-type: none"> - Counting to 100 in Spanish -Describing families - Saying if you have any pets. -Describing hair and eyes, as well as other facial features. -Describing what you and others look like. -Describing personality traits. 	<ul style="list-style-type: none"> - Talking about hobbies. - Talking about sports. - Giving detailed opinions on sports. - Discussing weather. - Discussing types of music and giving opinions. 	<ul style="list-style-type: none"> - Talking about the area where you live. - Describing types of houses - Describing rooms in the house. - Describing your bedroom. - Describing your dream home. - Describing household tasks. 	<ul style="list-style-type: none"> - Talking about places in town. - Describing where you go in town. - Giving and understanding directions. - Discussing plans for the weekend. - Comparing rural and urban environments. - Describing how areas have changed over time. 	<ul style="list-style-type: none"> - Talking about school subjects. - Giving more detailed opinions about school subjects.- Describing a timetable in a Spanish School. 	

Year 7 Skills	<p>Literacy Identify verbs and link words Numeracy Learning numbers up to 3, dates and birthdays SMSC Understanding other cultures Subject Specific Skills Understand and produce the written and spoken word</p>	<p>Literacy How to learn vocabulary Numeracy Learning numbers up to 100 SMSC Being aware of different types of family structures Subject Specific Skills Understand the concept of gender and nouns</p>	<p>Literacy Identifying nouns, adjectives, verbs, adverbs Numeracy Working out percentages from marks SMSC Respecting others' tastes Subject Specific Skills Recognise cognates</p>	<p>Literacy Identifying prepositions Numeracy Working out percentages from marks SMSC Importance of helping at home Subject Specific Skills Understanding word order</p>	<p>Literacy Using comparatives Numeracy Working out percentages from marks SMSC The impact of city growth Subject Specific Skills Role play strategies</p>	<p>Literacy Convey meaning when translating Numeracy Telling the time in Spanish SMSC Understanding other cultures Subject Specific Skills Understand more challenging texts</p>	
Year 8 Knowledge	<p>Autumn 1 Unit 1 Diet and health</p> <ul style="list-style-type: none"> - Talking about what you eat and drink. - Giving opinions on food and drink. - Ordering food in a restaurant. - Discussing what makes a healthy diet. -Discussing what makes a healthy diet. -Saying what parts of the body are hurting. -Discussing health problems and treatments. 	<p>Autumn 2 Unit 2 Holidays</p> <ul style="list-style-type: none"> - Talking about transport and holiday travel. - Describing holiday activities. - Extending holiday descriptions. - Describing a past holiday. - Making complex travel descriptions. - Describing future holiday plans. 	<p>Spring 1 Unit 3 Free time activities</p> <ul style="list-style-type: none"> - Discussing the Internet and social media. -Discussing TV programmes. -Watching films at the cinema and at home. - Discussing musical tastes. - Discussing jobs and careers. 	<p>Spring 2 Unit 4 Clothes and fashion</p> <ul style="list-style-type: none"> - Describing what you wear. - Describing fashion in greater detail. - Talking about shopping on a shopping centre. - Dealing with problems when shopping. 	<p>Summer 1 Unit 5 Me and my world</p> <ul style="list-style-type: none"> - Describing morning routines. - Describing afternoon and evening routines. - Comparing routines. - Environmental issues 	<p>Summer 2 Unit 6 The Hispanic world</p> <ul style="list-style-type: none"> -Comparing Madrid vs Barcelona. - Discovering Mexico city. -Finding out about Peru. -Learning about life in Cuba. Cultural input: Learning about Central and South America. 	Pen Pal letter exchange

Year 8 Skills	Literacy Types of verbs Numeracy Recognise fractions SMSC Discussing healthy lifestyles Subject Specific Skills Use prediction as a listening strategy	Literacy Future tense Numeracy Working our percentages from marks SMSC Understanding other cultures Subject Specific Skills Reading for gist	Literacy Giving opinions Numeracy Working out percentages from marks SMSC Awareness of different types of jobs Subject Specific Skills Develop use of grammar	Literacy Use direct and indirect pronouns Numeracy Working our percentages from marks. SMSC Fast Fashion Subject Specific Skills Use different tenses in the same sentence	Literacy Using connectives to link our sentences	Literacy Using connectives to link our sentences Numeracy Working our percentages from marks SMSC Understanding other cultures Subject Specific Skills Listen for detail	
GCSE Examination Board: AQA							
Year 9 Knowledge (Theme1)	Autumn 1 Unit 1 Me, my family and friends	Autumn 2 Unit 2 Technology in everyday life	Spring 1 Unit 3 Free time activities	Spring 2 Unit 4 Customs and festivals	Summer 1 Revision & Practice	Summer 2 Revision & Practice	Pen Pal letter exchange
	1.0 KS3 recap 1.1F Talking about friends 1.1H Describing family relationships 1.2F Talking about future plans 1.2H Talking about relationships nowadays	2.1F Giving opinions – Talking about online messaging 2.1H Talking about the good and the bad of social media 2.2F Giving opinions about mobile technology 2.2H Talking about mobile technology use and overuse	3.1 Talking about your free time and plans for the weekend 3.2F Talking about special occasion meals 3.3F Extending what you can say about sport 3.3H Talking about sport in the world	4.1F Learning about local customs 4.1H Learning about Spanish customs 4.2F Learning about Latin American culture 4.2H Learning about Spanish culture Cultural input: La Semana Santa and other Spanish festivities	Revision & Practice of Units 1-4 Focus: Listening, Reading and Writing skills	Revision & Practice of Units 1-4 Focus: Speaking skills	

Year 9 Skills	Literacy Using comparatives Numeracy Working out percentages from marks SMSC Being aware of different types of family structures Subject Specific Skills Make deductions in reading and listening	Literacy Types of future Numeracy Working out grades from percentages SMSC Marriage and partnership Subject Specific Skills Reading for gist	Literacy Convey meaning when translating Numeracy Working out grades from percentages SMSC Online risks Subject Specific Skills Give opposite views	Literacy Word families Numeracy Working out grades from percentages SMSC Benefits of doing sport Subject Specific Skills Listen for detail	Literacy Understanding how to make writings coherent and cohesive Numeracy Recognising percentages SMSC Understanding and respecting other cultures Subject Specific Skills Make deductions in reading and listening	Literacy Translation into English Numeracy Working out grades from percentages SMSC Learning to have a broader vision of the world Subject Specific Skills Use advanced language to impress	
Year 10 Knowledge (Theme 2)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
	Unit 5 City or town	Unit 6 Global Issues	Unit 7 Social Issues	Unit 7 Social Issues	Unit 8 Holidays	Unit 8 Holidays	
	5.1F Saying what your house is like 5.1H Describing your house and where it is 5.2F Talking about the amenities in your area 5.2H Discussing the advantages and disadvantages of living in the town and the country	6.1 F Talking about charities and voluntary work 6.1 H Learning more about charities and volunteering 6.2 F Talking about healthy and unhealthy lifestyles 6.2 H Discussing opinions related to healthy living	7.1F Talking about ways of protecting the environment 7.1H Understanding and discussing environmental problems	Mid-Year exams (2 weeks) 7.2F Los "sin techo" 7.2H Talking about helping the homeless and the needy	8.1F Talking about holiday accommodation 8.1H Talking about holiday activities	8.2F Understanding tourist leaflets and websites 8.2H Describing a region	Pen Pal letter exchange

Year 10 Skills	<p>Students are encouraged to develop their ability and ambition to communicate with native speakers in speech and writing. The study of Spanish should also broaden their horizons and encourage them to step beyond familiar cultural boundaries and develop new ways of seeing the world. Courses based on this specification should enable students to:</p> <ul style="list-style-type: none"> • develop their ability to communicate confidently and coherently with native speakers in speech and writing, conveying what they want to say with increasing accuracy • express and develop thoughts and ideas spontaneously and fluently • listen to and understand clearly articulated, standard speech at near normal speed • deepen their knowledge about how language works and enrich their vocabulary to increase their independent use and understanding of extended language in a range of contexts • acquire new knowledge, skills and ways of thinking through the ability to understand and respond to authentic spoken and written material, adapted and abridged, as appropriate, including literary texts • develop awareness and understanding of the culture and identity of the countries and communities where Spanish is spoken • make appropriate links to other areas of the curriculum to enable bilingual and deeper learning, where the language may become a medium for constructing and applying knowledge • develop language learning skills both for immediate use and prepare them for further language study in school, higher education or employment • develop language strategies, including repair strategies. <p>Assessment objectives (AOs) are set by Ofqual and are the same across all GCSE Spanish specifications and all exam boards. The exams will measure how students have achieved the following assessment objectives.</p> <ul style="list-style-type: none"> • AO1: Listening – understand and respond to different types of spoken language. • AO2: Speaking – communicate and interact effectively in speech. • AO3: Reading – understand and respond to different types of written language. • AO4: Writing – communicate in writing. 						
Year 11 Knowledge (Theme 3)	<p>Autumn 1</p> <p>Unit 9 My studies Unit 10 Life at school and college</p>	<p>Autumn 2</p> <p>Unit 11 Education post-16</p>	<p>Spring 1</p> <p>Unit 12 Jobs, career choices and ambitions</p>	<p>Spring 2</p> <p>Exam practice</p>	<p>Summer 1</p> <p>Exam Practice GCSEs start</p>	<p>Summer 2</p> <p>GCSE exams</p>	
	<p>9.1F Talking about your studies 9.1H Talking about your school 10.1F Talking about school rules and uniform 10.1H Talking about the good and the bad aspects of school</p>	<p>11F Discussing choices at 18: work or university? 11H Talking about the benefits of higher education</p> <p>-November Mocks (2 weeks)</p>	<p>12.1F Looking for and applying for jobs 12.1H Talking about the ideal job</p>	<p>February Mocks (2 weeks) Exam Practice</p>	<p>Exam Practice</p>	<p>N/A</p>	

<p>Year 11 Skills</p>	<p>Students are encouraged to develop their ability and ambition to communicate with native speakers in speech and writing. The study of Spanish should also broaden their horizons and encourage them to step beyond familiar cultural boundaries and develop new ways of seeing the world. Courses based on this specification should enable students to:</p> <ul style="list-style-type: none"> • develop their ability to communicate confidently and coherently with native speakers in speech and writing, conveying what they want to say with increasing accuracy • express and develop thoughts and ideas spontaneously and fluently • listen to and understand clearly articulated, standard speech at near normal speed • deepen their knowledge about how language works and enrich their vocabulary to increase their independent use and understanding of extended language in a range of contexts • acquire new knowledge, skills and ways of thinking through the ability to understand and respond to authentic spoken and written material, adapted and abridged, as appropriate, including literary texts • develop awareness and understanding of the culture and identity of the countries and communities where Spanish is spoken • make appropriate links to other areas of the curriculum to enable bilingual and deeper learning, where the language may become a medium for constructing and applying knowledge • develop language learning skills both for immediate use and prepare them for further language study in school, higher education or employment • develop language strategies, including repair strategies. <p>Assessment objectives (AOs) are set by Ofqual and are the same across all GCSE Spanish specifications and all exam boards. The exams will measure how students have achieved the following assessment objectives.</p> <ul style="list-style-type: none"> • AO1: Listening – understand and respond to different types of spoken language. • AO2: Speaking – communicate and interact effectively in speech. • AO3: Reading – understand and respond to different types of written language. • AO4: Writing – communicate in writing. 	
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IMPACT: Spanish

Formative and summative assessment are used during Spanish lessons to ensure progress over time. Data gathered is recorded with the help of tracking documentation to demonstrate both attainment and progress over time as well as to identify gaps in knowledge in order to inform the planning of future lessons and units. In Spanish, immediate feedback is provided to pupils to support them in developing their skills and knowledge within each lesson. When a pupil has not met the learning objective there is timely support, so they are able to continue the learning journey with their peers.

A full range of resources, including display materials, are used in order to increase the profile of languages across school. The learning environment is consistent with key Spanish vocabulary displayed, spoken and used by all learners. Whole-school and parental engagement improves by language-specific home learning tasks and opportunities suggested in lessons and overviews for wider learning. Impact can also be measured through key questioning skills built into lessons and child-led assessment.