



SPANISH curriculum overview

Curriculum intent:

In the Languages department, our vision is to develop language learners who are passionate linguists with a strong awareness of the culture of French, German and Spanish speaking countries. Pupils will have a sound understanding of language and grammar and will be able to apply it in new contexts; gaining lifelong linguistic skills that will support their education and career prospects. Our curriculum, which is both grammatical and thematic in approach, ensures learners will receive an education that is rich in cultural references and transferable language skills. Pupils will gain experience and hone the four main skills (reading, writing, speaking and listening) and will have a sound understanding of customs and traditions in Spanish speaking countries. For years 7 and 8 continuing with a different approach set out by the National Centre for Excellence for Language Pedagogy, and our curriculum is driven by the need to focus on three main bodies of knowledge and provide ample meaningful practice. The bodies of knowledge are phonics, vocabulary and grammar. Progress will be reviewed and the curriculum in years 9-11 amended accordingly.

Autumn Term

Spring Term

Summer term

Year 7	<p>Context</p> <p>Describing places and location.</p> <p>Saying what someone is like at the moment.</p> <p>Saying what someone is like in general.</p> <p>Saying what people have.</p> <p>Saying what people do</p> <p>Grammar</p> <p>Essential verbs</p> <p>ESTAR (to be, being) - location and mood, SER (to be, being) - general characteristics</p> <p>TENER (to have, having) (1st, 2nd, 3rd persons singular)</p> <p>Indefinite articles, singular and plural nouns</p> <p>Adjectives - gender and agreement</p> <p>Yes/no questions with raised intonation</p> <p>-AR verbs in the present (1st, 2nd, 3rd persons singular)</p> <p>Phonics</p>	<p>Context</p> <p>Saying what people do and don't do.</p> <p>Numbers (1 to 12) and talking about more than one thing</p> <p>Saying what there is around you and describing it</p> <p>Talking about the location of things</p> <p>Describing a place</p> <p>Giving and wanting (festive season and family)</p> <p>Grammar</p> <p>Using 'no' to make a verb negative</p> <p>HAY (vs 'TIENE')</p> <p>son [SER], adjective (number, agreement with -s in relation to the verb)</p> <p>Singular definite articles - el & la</p> <p>Plural definite articles - los & las</p> <p>DAR (to give, giving) - doy, das, da (plus noun)</p> <p>Modal verb QUERER (to want, wanting)</p>	<p>Context</p> <p>Describing family</p> <p>Describing some natural wonders of the Spanish-speaking world</p> <p>Asking and answering questions</p> <p>Grammar</p> <p>Adjective agreement (-o, -a, number)</p> <p>tenemos, tienen [TENER]</p> <p>Adjective position</p> <p>WH questions</p> <p>HACER (to do, make) (1st, 2nd and 3rd persons singular)</p> <p>Revision of Phonics</p>	<p>Context</p> <p>Talking about what you do with others (rural life)</p> <p>Talking about what people <i>can</i> do</p> <p>Contrasting what people <i>must, can</i> and <i>want</i> to do</p> <p>Places and locations</p> <p>Saying what people are like today vs in general</p> <p>Grammar</p> <p>AR verbs (1st person plural, -amos)</p> <p>Modal verb PODER (can, to be able to) + infinitive (positive/negative statements, yes/no questions)</p> <p>Modal verb DEBER (must, to have to) + infinitive</p> <p>estamos, están [ESTAR]</p> <p>de + el → del vs de la</p> <p>somos, son [SER]</p> <p>Phonics</p>	<p>Context</p> <p>Describing activities (travel)</p> <p>Describing what people do</p> <p>Describing what people do (technology)</p> <p>Looking at a longer text (Un hombre sin cabeza)</p> <p>Grammar</p> <p>-AR verbs (3rd person plural -an)</p> <p>-ER and -IR verbs (infinitive and 1st, 2nd, 3rd persons singular)</p> <p>es [SER] in infinitive sentences</p> <p>-ER and -IR verbs (present - 3rd person plural)</p> <p>WH- questions</p> <p>Phonics</p>	<p>Context</p> <p>Revision of topics of the year</p> <p>Working with a challenging authentic text (La Playa)</p> <p>Describing people and possession</p> <p>Describing when and where people go</p> <p>Future Plans</p> <p>End of Year assessment</p> <p>Grammar</p> <p>mi vs mis; tu vs tus; es/son, está/están, tiene/tienen, -ar/-er/-ir verbs 3rd person sing. vs plural revisit question words</p> <p>IR (to go, going) - voy / vas / va / a (present); al vs a la</p> <p>IR + infinitive</p>
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Year 8	<p>Context</p> <p>Review of Y7 topics</p> <p>Describing when and where people go</p> <p>Talking about future plans</p> <p>Travel (past & present)</p> <p>Comparing past experiences</p> <p>people and places</p> <p>news and media, parties</p> <p>Describing what people do (at home)</p> <p>Asking what people can and must do</p> <p>Grammar AR/IR/ER verbs in present tense</p> <p>The verb IR in present tense</p> <p>The near future tense voy + infinitive</p> <p>Past tense (preterite) – ar verbs in 1st and 2nd person singular</p> <p>SER for traits and ESTAR for state</p>	<p>Describing events in the past and present (at school)</p> <p>Describing events in the past and present (free time activities)</p> <p>Describing how people feel in the present (feelings and emotions)</p> <p>Describing where people go and why</p> <p>Grammar</p> <p>Past tense (preterite) –er and –ir verbs in 1st and 2nd person singular</p> <p>Prenominal adjectives</p> <p>Revisit TENER</p> <p>QUERER and DAR in 1st and 3rd person plural</p> <p>IR in 3rd person plural</p> <p>Para + infinitive</p> <p>Phonics</p>	<ul style="list-style-type: none"> • Describing what people do (technology and social networks) • Describing what different people did in the past • Describing friendships and relationships • Talking about daily life <p>Grammar</p> <ul style="list-style-type: none"> • Present tense AR/ER/IR verbs • Past tense (preterite) –ar verbs in 3rd person singular • Past tense (preterite) –er and –ir verbs in 3rd person singular • Personal ‘a’ • Reflexive ‘me’ and ‘te’ • Revisit possessive adjectives ‘mi’, ‘tu’ 	<ul style="list-style-type: none"> • Describing a series of events (Narration) • Describing friendships and relationships • Giving opinions about something <p>Grammar</p> <ul style="list-style-type: none"> • word order • Direct object pronouns ‘lo’, ‘la’ • Indirect object pronouns (me, te, le) • Gustar-type verbs • Reflexive verbs • Possessive pronouns 	<ul style="list-style-type: none"> • Describing people’s intentions • Describing different people’s possessions • Comparing things • Describing the weather at different times • Comparing where people go and went • Looking at an authentic Spanish text Ayaymamá <p>Grammar</p> <ul style="list-style-type: none"> • Revisit SER (es, son), adjective agreement, para + infinitive • Possessive adjectives ‘su’ and ‘nuestro’ • Comparatives ‘más’ and ‘menos’ • Adjectives with comparative meaning • Demonstratives ‘este’ and ‘esta’ • HACER in past (preterite) in singular persons • IR in past (preterite) in singular persons • Regular AR/ER/IR verbs 	<ul style="list-style-type: none"> • Asking questions about what people did • Asking questions about what people do • Describing what is happening now • Comparing future plans <p>Grammar</p> <ul style="list-style-type: none"> • Revisit regular (-ar, -er, -ir verbs) in singular persons in past • Revisit regular (-ar, -er, -ir verbs) in plural persons in past and present • present continuous with –ar verbs • present continuous with –ir/-er verbs • revisit future plans with IR
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	<p>English and Spanish question formation</p> <p>Present-tense –er verbs in 1st person plural</p> <p>Present tense –ir verbs in 1st person plural</p> <p>HACER in 1st and 3rd person plural</p> <p>Subject pronouns</p> <p>Present simple for ongoing/unfinished actions</p> <p>Phonics</p>					
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Year 9	<p>Contexts</p> <p>Discussing what you like and dislike using a variety of opinion phrases</p> <p>Discussing your week using regular verbs</p> <p>Focus on reading skills and understanding longer texts</p> <p>Being able to talk about your birthday and special celebrations</p> <p>Grammar</p> <p>Revising opinion phrases agreeing with nouns (gusta/gustan)</p> <p>Revising the present tense of regular verbs (ar,er,ir)</p> <p>Using the present tense</p> <p>Listening to identify the person of the verb</p> <p>Understanding questions words</p> <p>Using verbs of opinion to refer to different people</p> <p>Revising “ir” for near future tense</p>	<p>Contexts</p> <p>Saying what you did on holiday</p> <p>Describing where you stayed</p> <p>Working out the meaning of new words</p> <p>Booking accommodation and dealing with problems</p> <p>Grammar</p> <p>Using the preterite tense</p> <p>Using different structures to give opinions</p> <p>Using the imperfect tense</p> <p>Using verbs with usted</p> <p>Using questions to form answers</p>	<p>Contexts</p> <p>Giving an account of a holiday in the past</p> <p>Identifying positive and negative opinions</p> <p>Giving opinions about school subjects</p> <p>Describing school facilities</p> <p>Describing school uniform and the school day</p> <p>Grammar</p> <p>Using three tenses together</p> <p>Using adjectives</p>	<p>Contexts</p> <p>Talking about subjects and teachers</p> <p>Justifying opinions using a range of language</p> <p>Describing your school</p> <p>Comparing then and now</p> <p>Talking about school rules and problems</p> <p>Talking about plans for a school exchange</p> <p>Talking about activities and achievements</p> <p>Saying how long you have been doing something</p> <p>Grammar</p> <p>Using comparatives and superlatives</p> <p>Using negatives</p> <p>Using phrases followed by the infinitive</p> <p>Using the near future tense</p> <p>Asking and answering questions</p> <p>Using object pronouns</p>	<p>Contexts</p> <p>Talking about social networks</p> <p>Extending responses by referring to others</p> <p>Making arrangements</p> <p>Improvising dialogues</p> <p>Talking about reading preferences</p> <p>Using a range of connectives</p> <p>Describing people</p> <p>Understanding more detailed descriptions</p> <p>Talking about friends and family</p> <p>Grammar</p> <p>Using para with infinitives</p> <p>Using the present continuous</p> <p>Using ser and estar</p> <p>Using a range of relationship verbs</p> <p>Referring to the present and past</p>	<p>Revision and assessment</p>
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Year 10	<p>Contexts</p> <p>Talking about free-time activities</p> <p>Talking about TV programmes and films</p> <p>Talking about what you usually do</p> <p>Talking about sports</p> <p>Talking about what's trending</p> <p>Discussing different types of entertainment</p> <p>Grammar</p> <p>Using stem-changing verbs</p> <p>Using adjectives of nationality</p> <p>Using soler + infinitive</p> <p>Using the imperfect tense to say what you used to do</p> <p>Using the perfect tense</p> <p>Using algunos / ciertos / otros / muchos / demasiados / todos</p>	<p>Contexts</p> <p>Talking about who inspires you</p> <p>Talking about dates</p> <p>Talking about the places in a town or city</p> <p>Asking for and understanding directions</p> <p>Talking about shops</p> <p>Shopping for souvenirs</p> <p>Grammar</p> <p>Using a range of past tenses</p>	<p>Contexts</p> <p>Describing the features of a region</p> <p>Asking and responding to questions</p> <p>Planning what to do</p> <p>Understanding the geography of Spain</p> <p>Shopping for clothes and presents</p> <p>Talking about problems in a town</p> <p>Describing a visit in the past</p> <p>Grammar</p> <p>Using se puede and se pueden</p> <p>Using the future tense</p> <p>Using demonstrative adjectives</p> <p>Explaining preferences</p> <p>Using tan and tanto</p> <p>Using antonyms</p> <p>Using different tenses together</p> <p>Recognising and using idioms</p>	<p>Contexts</p> <p>Describing mealtimes</p> <p>Talking about daily routine</p> <p>Talking about illnesses and injuries</p> <p>Asking for help at the pharmacy</p> <p>Grammar</p> <p>Revision</p>	<p>Contexts</p> <p>Talking about typical foods</p> <p>Comparing different festivals</p> <p>Describing a special day</p> <p>Ordering in a restaurant</p> <p>Talking about a music festival</p> <p>Grammar</p> <p>Using the passive</p> <p>Spotting words which indicate an increase / decrease</p> <p>Avoiding the passive question words</p> <p>Using reflexive verbs in the preterite</p> <p>Using absolute superlatives</p> <p>Spotting irregular verb patterns in the preterite</p> <p>Saying 'before' / 'after' (doing)</p> <p>Using acabar de + infinitive</p>	Revision and Assessment
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	<p>Contexts</p> <p>Talking about how you earn money</p> <p>Talking about work experience</p> <p>Talking about the importance of learning languages</p> <p>Talking about languages and travel</p> <p>Applying for a summer job</p> <p>Grammar</p> <p>Using soler in the imperfect tense</p> <p>Using verbs in different forms</p> <p>Using the preterite and imperfect together</p> <p>Using alternatives to 'and'</p> <p>Using the present and the present continuous</p> <p>Using saber and conocer</p> <p>Using lo + adjective</p> <p>Using the 24-hour clock</p> <p>Using indirect object pronouns</p> <p>Writing a formal letter</p> <p>Discussing gap years</p> <p>Revising the conditional</p> <p>Using the 24-hour clock</p>	<p>Contexts</p> <p>Describing types of houses</p> <p>Talking about the environment</p> <p>Talking about healthy eating</p> <p>Discussing diet-related problems</p> <p>Considering global issues</p> <p>Grammar</p> <p>Using the superlative</p> <p>Listening for high numbers</p> <p>Using a variety of tenses</p>	<p>Contexts</p> <p>Talking about local actions</p> <p>Discussing healthy lifestyles</p> <p>Talking about international sporting events</p> <p>Talking about natural disasters</p> <p>Grammar</p> <p>Using the subjunctive in commands</p> <p>Understanding different tenses</p> <p>Using the pluperfect tense</p> <p>Explaining your point of view</p> <p>Using the imperfect continuous</p> <p>Using grammar knowledge in translation</p>	<p>Revision</p>	<p>Revision</p>	
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Contribution to students social, moral, spiritual, cultural, personal development & wellbeing				
Social	Moral	Spiritual	Cultural	Personal Development and Wellbeing
Día de la mujer	Pedro Almodóvar – LGBTQ History Month	Pupils learn vocabulary pertaining to a variety of religious festivals and places of worship	Celebrations and festivals covered year 9 Spanish	Healthy living
Global Warming			Samplng Spanish/Mexican Food	Telling the time
Sweatshops	Talking about relationships with people/ people you admire		Poetry – Antonio Machado/ Sergio González Rodríguez	Sport
Homelessness			Listen to a wide variety of Music from the Spanish speaking world	Free time
Community projects	Qualities of a good friend		Look at Spanish cinema	Using technology, screen time and online safety
Personal relationships			Explore Hispanic cultural traditions (Día de los Muertos, Navidad, la Tomatina, Caga Tío,)	Volunteering
Recycling			Spanish school vs UK school	Applying for jobs
			Pupils encouraged to listen to Spanish radio, podcasts and tv/film using online resources	Future projects after school
			Understand the Geography of Spain and Latin America	Spanish in the modern world – links to career paths and the importance of languages in a global market
			Cultural trip to Spain	Speaking in front of others

Careers / Gatsby benchmark links

Links to careers / jobs	Careers talk (possible contacts)	Career & labour market information	Workplace visit	Encounters with further / higher education
<p>Languages display in the department shows links to careers and further education. KS3- When discussing criteria links are made to soft skills needed for all industries. At parents' meetings in year 8 we discuss languages at KS4 and possible career relevance. KS4 – the topic of work and careers and the usefulness of languages is part of the curriculum</p>	<p>Video recording features interview with Stockport business leader explaining value of languages skills in the work place.</p>	<p>Regular research by staff are undertaken to explore the changes in the languages labour market and regularly inform pupils.</p>	<p>To be developed when restrictions lifted.</p>	<p>3 successful year 11 applications for the Cambridge University course which has regular sessions to develop language skills and encourage university languages applications. Presentation via video from languages graduate about the value of learning languages and the richness of experiences it brings. Trainee teachers from The MMU contribute enrich students' understanding of the career options for languages.</p>