



## AIM AND PURPOSE

Our goal is to instil in our students a curiosity about the world and an appreciation of the power of languages to expand their horizons. We believe that language is one of the most fundamental tools we have as humans to express ourselves and to learn about the world we live in. We want our students to have an outward looking approach to the world as this creates opportunities (e.g. university / career) and also helps to foster empathy and a better understanding of different people and cultures.

## HOW DOES THE CURRICULUM INDUCT STUDENTS INTO THE DISCIPLINE OF THE SUBJECT?

Students are inducted into the discipline of the subject through rigorous teaching and a curriculum that teaches all four skills (listening, reading, speaking, and writing). We use sentence builders, particularly at KS3, to develop students' fluency. At KS4, we teach students to evaluate their written responses by giving both sides of the argument before reaching their conclusion. This skill-set then helps students at KS5 with their speaking skills, as they regularly have to debate in class and this skill sets them up for their exam but also for further study in the subject. At KS5 students also learn to how to critically analyse a film and a literary text - a skill-set that is essential for those wanting to extend their language learning beyond A Level.





### OVERVIEW

The Year 7 Spanish curriculum is designed to give students a grounding in the language so that they are able to have short conversations in the target language and to describe themselves and their interests. There is a big focus at Y7 on speaking Spanish and we teach phonics so that students develop an understanding of the different sounds. This enables students to sound authentic when they speak and also to develop their listening skills.

Term	Focus	Assessment
Aut 1	<b>Introduction</b> <ul style="list-style-type: none"> <li>Classroom instructions and requests</li> <li>Phonics/ pronunciation</li> <li>Talk about yourself (name, age, birthday etc.)</li> <li>What you like/dislike doing in your free time</li> </ul>	Writing task
Aut 2	<b>Family</b> <ul style="list-style-type: none"> <li>Talk about family members</li> <li>Appearance/descriptions</li> <li>Describe your personality and that of family members</li> <li>Describe pets you have and would like to have in the future</li> </ul>	Writing task
Spr 1	<b>School</b> <ul style="list-style-type: none"> <li>Give opinions of school subjects</li> <li>Describe your school and timetable</li> <li>Describe your teachers</li> <li>Describe what you do after school and break time (present tense)</li> </ul>	Mid Year exams: Reading Writing Listening
Spr 2	<b>Home and local area</b> <ul style="list-style-type: none"> <li>House, home and room – location and description</li> <li>Local area and description (places in town)</li> <li>Describe what you can do in your area</li> <li>Describe where you're doing to live in the future (future tense)</li> </ul>	Writing task
Sum 1	<b>Consolidation and revision of previous topics</b> <ul style="list-style-type: none"> <li>Introduction</li> <li>Family</li> <li>School</li> <li>Home and local area</li> </ul>	Speaking Exam
Sum2	<b>Assessment and consolidation</b> <ul style="list-style-type: none"> <li>Revision of prior learning in preparation for EoY assessments</li> <li>Review and consolidation</li> </ul>	UL Common assessments in Listening, Reading, and Writing.

### Home Learning:

- Weekly online vocabulary learning.
- Grammar based written tasks or reading tasks

### Useful resources:

- [www.quizlet.com](http://www.quizlet.com)
- [www.senecalearning.com](http://www.senecalearning.com)



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In Year 8 students will continue to develop their knowledge across the four skills (Reading, Writing, Listening, Speaking) and will be introduced to more challenging grammar points. For example, the year begins with students learning how to use the Past Tense. Over the course of the year, students will develop their grammar skills so they are regularly able to speak and write using two tenses.

Term	Focus	Assessment
Aut 1	<b>Holidays</b> <ul style="list-style-type: none"> <li>• Transport- opinions and reasons</li> <li>• Talk about usual holidays and preferred holidays.</li> <li>• Describe your ideal holiday.</li> <li>• Describe a past holiday, where you went and what you did.</li> </ul>	Writing task
Aut 2	<b>Going out and staying in</b> <ul style="list-style-type: none"> <li>• TV/ films/music</li> <li>• Past event- film/ concert</li> <li>• Book/film review</li> <li>• Plans for next weekend</li> </ul>	Writing task
Spr 1	<b>Routine and Health</b> <ul style="list-style-type: none"> <li>• Talk about daily routine and mealtimes- present and past</li> <li>• Eating habits- healthy and unhealthy diet</li> <li>• Future plans for a healthy lifestyle.</li> <li>• Illnesses and injuries</li> </ul>	Mid Year exams: Reading Writing Listening
Spr 2	<b>School and future plans</b> <ul style="list-style-type: none"> <li>• What you do on a typical day at school (including extra-curricular activities)</li> <li>• Your opinion about school rules</li> <li>• What a grown up you know does for a living.</li> <li>• Discuss ideal jobs and ambitions.</li> </ul>	Writing task
Sum 1	<b>Consolidation and revision of previous topics</b> <ul style="list-style-type: none"> <li>• Holidays</li> <li>• Going and staying in</li> <li>• Routine and Health</li> <li>• School and future plans</li> </ul>	Speaking Exam
Sum2	<b>Assessment and consolidation</b> <ul style="list-style-type: none"> <li>• Revision of prior learning in preparation for EoY assessments</li> <li>• Review and consolidation</li> </ul>	UL Common assessments in Listening, Reading, and Writing

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In Year 9 students will continue to develop their linguistic skills and will be introduced to a greater variety of verb tenses and grammar points. It is also in Year 9 when students are exposed to more cultural elements. This is most apparent in their study of Hispanic festivals, for example the Day of the Dead in Mexico and La Tomatina in Spain.

Term	Focus	Assessment
Aut 1	<b>Family relationships</b> <ul style="list-style-type: none"> <li>Describing family members</li> <li>Describing your relationship with different family members</li> <li>Discussing what you do with your family and when (3 time frames)</li> </ul>	Extended Writing Task
Aut 2	<b>Festivals and traditions</b> <ul style="list-style-type: none"> <li>Food</li> <li>Festivals celebrate in French/Spanish-speaking countries</li> <li>Comparisons between festivals in the UK and French/Spanish speaking countries</li> </ul>	Extended Writing Task
Spr 1	<b>City or region in a French/Spanish speaking country</b> <ul style="list-style-type: none"> <li>Describe the area where you live and give your opinion</li> <li>A French/Spanish speaking place you would you like to visit and why</li> <li>An interesting visit/day out/excursion you have recently done</li> <li>Compare a French/Spanish speaking area with where you live</li> </ul>	Mid Year exams: Reading Writing Listening
Spr 2	<b>The world around us (environmental issues and solutions, human rights etc.)</b> <ul style="list-style-type: none"> <li>Describe the environmental problems in your region</li> <li>Solutions</li> <li>Problems in the past</li> <li>Opinion about fair trade/volunteering/charity fundraising/helping others</li> </ul>	Speaking Exams
Sum 1	<b>Consolidation and revision of previous topics</b> <ul style="list-style-type: none"> <li>Family relationships</li> <li>Festivals and traditions</li> <li>City or region in a French/Spanish speaking country</li> <li>The world around us</li> </ul>	Extended Writing Task
Sum2	<b>Assessment and consolidation</b> <ul style="list-style-type: none"> <li>Revision of prior learning in preparation for EoY assessments</li> <li>Review and consolidation</li> </ul>	UL Common assessments in Listening, Reading, and Writing.

### Home Learning:

- Weekly online vocabulary learning.
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### OVERVIEW

The GCSE course is split up into the following themes: 1. Identity and Culture; 2. Local, national, international and global areas of interest; 3. Current and future study and employment

In Year 10 students focus on the topics of Family, School, Local Area, and Free Time.

Students will also start to develop exam skills, such as practising the picture card and role play elements of the speaking exam.

Term	Focus	Assessment
Aut 1	<ul style="list-style-type: none"> <li><b>Theme 1: Identity and Culture</b> <ul style="list-style-type: none"> <li><i>Unit 1.1: Me, my family and friends</i></li> </ul> </li> </ul>	Extended Writing Task
Aut 2	<ul style="list-style-type: none"> <li><b>Theme 1: Identity and Culture</b> <ul style="list-style-type: none"> <li><i>Unit 1.2: Technology in everyday life</i></li> <li><i>Unit 1.3: Free time</i></li> </ul> </li> </ul>	Extended Writing Task
Spr 1	<ul style="list-style-type: none"> <li><b>Theme 2: Local, national, international and global areas of interest</b> <ul style="list-style-type: none"> <li><i>Unit 2.1: Home, town, neighbourhood and region</i></li> <li><i>Unit 2.3: Global issues</i></li> </ul> </li> </ul>	Mock GCSE Papers: Reading, Listening, Writing
Spr 2	<ul style="list-style-type: none"> <li><b>Theme 3: Current and future study and employment</b> <ul style="list-style-type: none"> <li><i>Unit 3.1: My studies</i></li> <li><i>Unit 3.2: Life at school/college</i></li> <li><i>Unit 3.3: Education post-16</i></li> </ul> </li> </ul>	Extended Writing Task
Sum 1	<ul style="list-style-type: none"> <li><b>Consolidation and revision</b> <ul style="list-style-type: none"> <li><i>Time markers and 3 time frames</i></li> <li><i>Reading and translating</i></li> <li><i>Listening and vocabulary learning</i></li> </ul> </li> </ul>	Extended Writing Task
Sum2	<p><b>Assessment and consolidation</b></p> <ul style="list-style-type: none"> <li><i>Revision of prior learning in preparation for EoY assessments</i></li> <li><i>Review and consolidation</i></li> </ul> <p><b>Theme 1: Identity and Culture</b></p> <ul style="list-style-type: none"> <li><i>Unit 1.4: Customs and festivals</i></li> </ul>	Mock GCSE Papers (All elements, including speaking exam)

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In Year 11 students focus on the topics of Work, the Environment, Global Issues, and Social Issues  
Students planning to sit the Higher paper will be introduced to the 150-word writing task and all students will develop their exams skills

Term	Focus	Assessment
Aut 1	<ul style="list-style-type: none"> <li><b>Theme 2: Local, national, international and global areas of interest</b> <ul style="list-style-type: none"> <li>Unit 2.4: Travel and tourism</li> <li>Unit 2.3 Global issues</li> </ul> </li> </ul>	Extended Writing Task
Aut 2	<ul style="list-style-type: none"> <li><b>Theme 2: Local, national, international and global areas of interest</b> <ul style="list-style-type: none"> <li>Unit 2.2: Social issues</li> <li>Unit 2.3: Global issues</li> </ul> </li> </ul>	Mock GCSE Papers (All elements, including speaking exam)
Spr 1	<ul style="list-style-type: none"> <li><b>Theme 2: Local, national, international and global areas of interest</b> <ul style="list-style-type: none"> <li>Unit 2.2: Social issues</li> </ul> </li> </ul>	Extended Writing Task
Spr 2	<ul style="list-style-type: none"> <li><b>Revision of Themes 1, 2 and 3</b></li> </ul>	Mock GCSE Papers (All elements, including speaking exam)
Sum 1	<ul style="list-style-type: none"> <li><b>Revision of Themes 1, 2 and 3</b></li> </ul>	Practice Papers and 1-1 speaking practice
Sum2	<ul style="list-style-type: none"> <li><b>Revision of Themes 1, 2 and 3 and final GCSE exams</b></li> </ul>	

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