

Spanish

"The limits of my language mean the limits of my world."

Ludwig Wittgenstein

Our language provision is designed in a way that leaves pupils with a deep understanding of the Spanish language and the culture of Spain and Latin America. Underpinned by the three essential foundations of phonics, grammar and vocabulary, teaching focuses on giving our pupils the skills and confidence to communicate effectively in a wide variety of real-life situations, from talking about themselves and the world around them to expressing views on social and cultural issues.

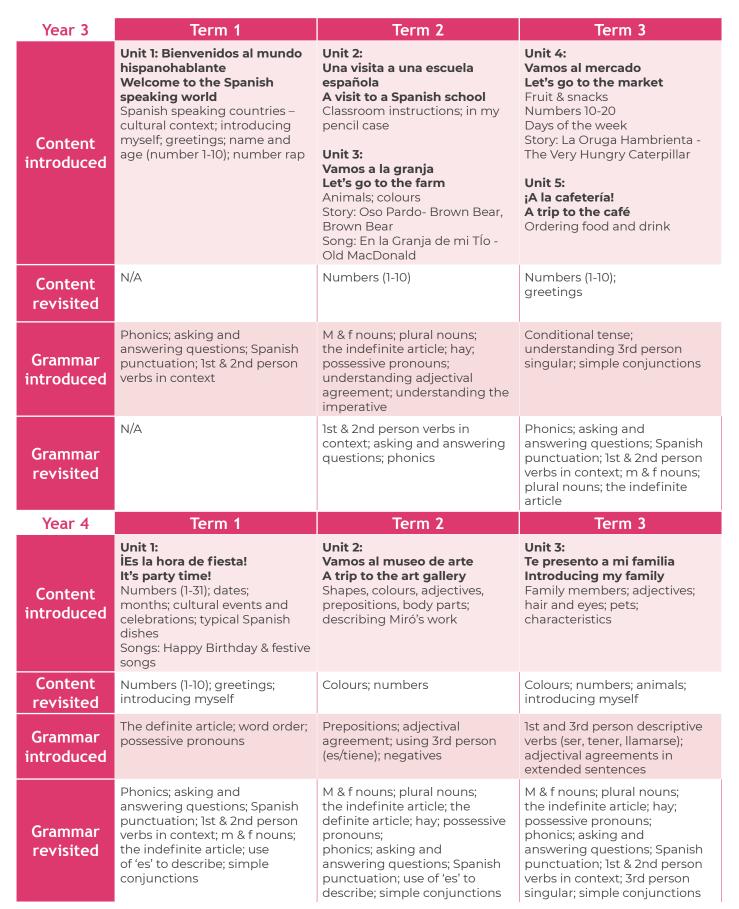
Our carefully sequenced approach builds knowledge and understanding in a logical and age-appropriate order. We start with playful learning through stories, songs and language games, using a fun imaginary journey around Spain to 'visit' places like farms, markets and art galleries. Between years 3 and 11 we systematically build depth into the learning experience, with grammar becoming more complex and a broadening use of interesting and varied vocabulary. We plan the curriculum vertically and horizontally, always giving thought to the sequence of teaching most likely to build the most secure schema. Each unit is supported by carefully curated sentence builders and knowledge organisers, helping learners to express their ideas and respond confidently to others through speech or writing. The fact that we focus only on Spanish and our curriculum is written and taught by specialists adds extra depth to our teaching, and our pupils' progress reflects this.

Right through the age groups, we use methods like role play and learning in pairs to provide an immersive and interactive classroom experience – one which simultaneously ignites curiosity and promotes engagement. Ultimately, we believe that a language classroom should always feel different: a doorway to another world. In light of this, we use music, images and authentic texts to foster curiosity and deepen our learners' understanding of the wider world and its people.

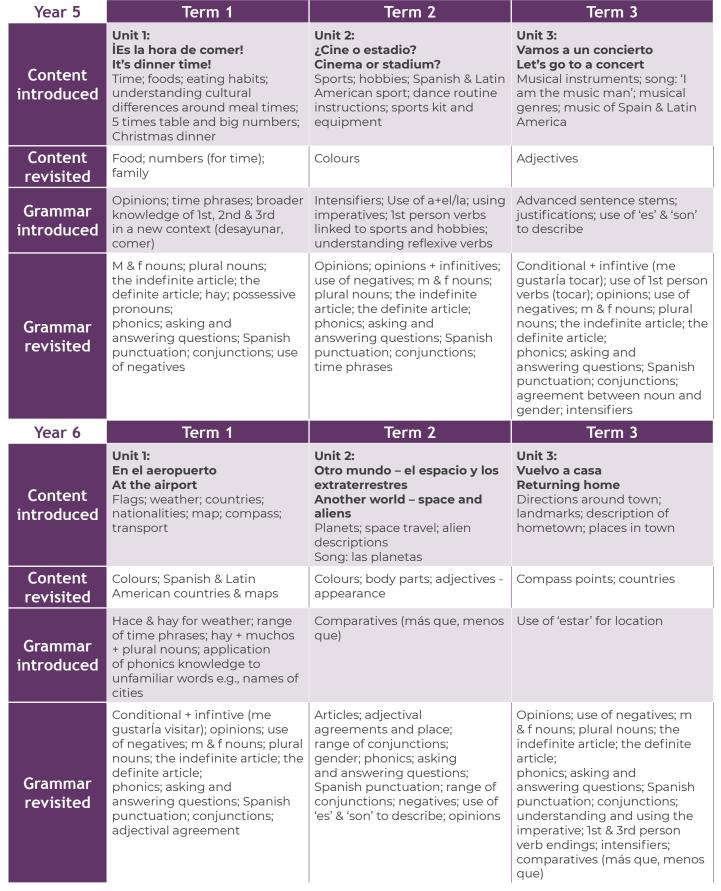
Language and culture are inextricably linked: a concept we explain and demonstrate to our pupils. Across all phases, our Spanish curriculum supports students' personal development by improving their understanding of the world around them. We learn about Hispanic customs and traditions, exploring the familiar routines of everyday life as well as unique festivals, like The Day of The Dead and La Tomatina. With older pupils, we discuss more contentious topics like bullfighting and substance misuse, as well as commenting on important global issues like the environment, poverty and how to keep healthy.

As part of our promise to foster human connection, we help our students appreciate the value of studying a foreign language, and we encourage them to prize the practical importance – and the pleasure – of effective communication. Students learn that understanding another language and its culture enriches their own, as well as providing them with a vital advantage in an increasingly global job market. We use language to help pupils find and develop their own voice, by encouraging participation and spontaneous speaking and also by supporting a classroom culture of trial and error. On a practical level, we nurture our links with the University of Leeds, and current alumni visit us to explain first-hand the pathways and benefits of language study post-16.









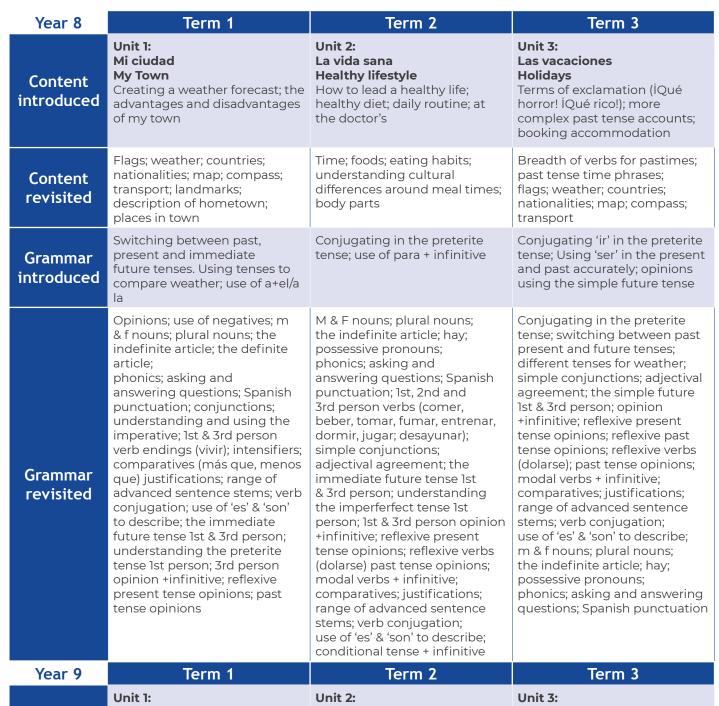




Year 7	Term 1	Term 2	Term 3
Content introduced	Unit 1: Mi familia My family My hero; my passion	Unit 2: El colegio School Subjects; school building; school uniform; rules; adjectives for teachers and subjects	Unit 3: El tiempo libre Free-time Range of sports with hacer & jugar; breadth of verbs for pastimes; past tense time phrases
Content revisited	Family members; adjectives; hair and eyes; pets; characteristics; numbers-1-10; birthdays; colours	Time phrases; time; days of the week	Sports; hobbies
Grammar introduced	Verb conjugation; range of advanced sentence stems	Comparatives; justifications; modal verbs	The immediate future tense 1st & 3rd person; understanding the preterite tense 1st person; 3rd person opinion +infinitive; reflexive present tense opinions; past tense opinions
Grammar revisited	M & f nouns; plural nouns; the indefinite article; hay; possessive pronouns; phonics; asking and answering questions; Spanish punctuation; 1st, 2nd and 3rd person verbs (ser, llamarse, tener, vivir); simple conjunctions; adjectival agreement	Opinions; use of negatives; m & f nouns; plural nouns; the indefinite article; the definite article; phonics; asking and answering questions; Spanish punctuation; conjunctions; adjectival agreement; intensifiers, verb conjugation; use of 'es' & 'son' to describe; range of advanced sentence stems	Opinions; opinions + infinitives; use of negatives; m & f nouns; plural nouns; the indefinite article; the definite article; phonics; asking and answering questions; Spanish punctuation; conjunctions; adjectival agreement; intensifiers; comparatives; justifications; range of advanced sentence stems; verb conjugation; use of 'es' & 'son' to describe



Phase 4



Content introduced

Unit 1: Mis relaciones My relationships

Relationships; my home life in the past; role models; a good friend

Unit 2: Mis pasatiempos My free-time

Technology; reading habits; TV and film

Unit 3: Mi educación My education

Achievements and successes; extra-curricular clubs

Content revisited

Family members; adjectives; hair and eyes; pets; characteristics; numbers-1-10; birthdays; colours; past tense time phrases

Range of sports with hacer & jugar; breadth of verbs for pastimes; past tense time phrases; sports; hobbies Subjects; school building; school uniform; rules; adjectives for teachers and subjects; time phrases; time; days of the week



Year 9	Term 1	Term 2	Term 3
Grammar introduced	The imperfect tense (full verb conjugation); direct object pronouns; building an argument	The perfect tense (full conjugation); the simple future tense	Negatives (nada, ningún, tampoco); description using imperfect tense; giving general opinions (te ayuda a, te da(n))
Grammar revisited	M & f nouns; plural nouns; the indefinite article; hay; possessive pronouns; phonics; asking and answering questions; Spanish punctuation; 1st, 2nd and 3rd person verbs (ser, llamarse, tener, vivir); simple conjunctions; adjectival agreement; the simple future tense 1st & 3rd person; understanding the preterite tense; 1st person; 1st & 3rd person opinion +infinitive; reflexive present tense opinions; modal verbs; comparatives; justifications; range of advanced sentence stems; verb conjugation; use of 'es' & 'son' to describe	M & f nouns; plural nouns; the indefinite article; possessive pronouns; phonics; asking and answering questions; Spanish punctuation; wide range of 1st, 2nd and 3rd person verb conjugation; simple conjunctions; adjectival agreement; the simple future tense 1st & 3rd person; the immediate future tense conjugation; understanding and conjugating the preterite tense 1st and 3rd person; 1st & 3rd person opinion +infinitive; reflexive present tense opinions; past tense opinions; modal verbs; comparatives; suelo+ infinitive; justifications; range of advanced sentence stems; verb conjugation; use of 'es' & 'son' to describe; the imperfect tense (full verb conjugation); direct object pronouns; opinions using the simple future tense	M & f nouns; plural nouns; the indefinite article; possessive pronouns; phonics; asking and answering questions; Spanish punctuation; wide range of 1st, 2nd and 3rd person verb conjugation; simple conjunctions; adjectival agreement; the simple future tense 1st & 3rd person; the immediate future tense conjugation; understanding and conjugating the preterite tense 1st and 3rd person; 1st & 3rd person opinion +infinitive; reflexive present tense opinions; past tense opinions; modal verbs; comparatives; suelo+ infinitive; justifications; range of advanced sentence stems; verb conjugation; use of 'es' & 'son' to describe; the imperfect tense (full verb conjugation); direct object pronouns; the perfect tense (full conjugation); simple future tense opinions; the simple future tense



Unit 3:

Fiestas y tradiciones

Issues on holiday; my dream holiday; festivals and celebration verbs; traditional

Spanish meals

Festivals and traditions

Curriculum Overview - Spanish

Unit 1:

Mi pueblo

ideal town

of my town

My town

Phase 5

Year 10



Content introduced

Flags; weather; countries; nationalities; map; compass; transport; landmarks; description of hometown; places in town; creating a weather forecast; the advantages and disadvantages

How to improve my town; my

Breadth of verbs for pastimes; past tense time phrases; flags; weather; countries; nationalities; map; compass; transport; terms of exclamation (¡Qué horror! ¡Qué rico!); more complex past tense accounts; booking accommodation; food; clothes; understanding cultural differences around meal times

Sports; healthy living

Global problems; the

sports events

environment; charity; addiction;

revisited

Content

'If' clauses with simple future tense; tan & tanto; conditional tense (conjugation and irregulars); (desde) hace + time phrases

(Desde) hace + time phrases; passive tense as a reflexive; reflexives in the preterite tense; superlatives (-isímo); para, sin, antes de, después de + infinitive The subjunctive; the pluperfect;

Grammar introduced

M & f nouns; plural nouns; the indefinite article; possessive pronouns;

phonics; asking and answering questions; Spanish punctuation; wide range of 1st, 2nd and 3rd person verb conjugation; simple conjunctions; adjectival agreement; the simple future tense 1st & 3rd person; the immediate future tense conjugation; understanding and conjugating the preterite tense 1st and 3rd person; 1st & 3rd person opinion +infinitive; reflexive present tense opinions; past tense opinions; modal verbs; comparatives; suelo+ infinitive; justifications; range of advanced sentence stems; verb conjugation; use of 'es' & 'son' to describe; the imperfect tense (full verb conjugation); direct object pronouns; the perfect tense (full conjugation); simple future tense opinions; the simple future tense; negatives (nada, ningún, tampoco); description with imperfect tense; giving general opinions (te ayuda a, te da(n))

M & f nouns; plural nouns; the indefinite article; possessive pronouns;

phonics; asking and answering questions; Spanish punctuation; wide range of 1st, 2nd and 3rd person verb conjugation; simple conjunctions; adjectival agreement; the simple future tense 1st & 3rd person; the immediate future tense conjugation; understanding and conjugating the preterite tense 1st and 3rd person; 1st & 3rd person opinion +infinitive; reflexive present tense opinions; past tense opinions; modal verbs; comparatives; suelo+ infinitive; justifications; range of advanced sentence stems; verb conjugation; use of 'es' & 'son' to describe; the imperfect tense (full verb conjugation); direct object pronouns; the perfect tense (full conjugation); simple future tense opinions; the simple future tense; negatives (nada, ningún, tampoco); description with imperfect tense; giving general opinions (te ayuda a, te da(n)); conditional tense (conjugation and irregulars); tan & tanto; (desde)

M & f nouns; plural nouns; the indefinite article; possessive pronouns:

pronouns; phonics; asking and answering questions; Spanish punctuation; wide range of 1st, 2nd and 3rd person verb conjugation; simple conjunctions; adjectival agreement; the simple future tense 1st & 3rd person; the immediate future tense conjugation; understanding and conjugating the preterite tense 1st and 3rd person; 1st & 3rd person opinion +infinitive; reflexive present tense opinions; past tense opinions; modal verbs; comparatives; suelo+ infinitive; justifications; range of advanced sentence stems; verb conjugation; use of 'es' & 'son' to describe; the imperfect tense (full verb conjugation); direct object pronouns; the perfect tense (full conjugation); simple future tense opinions; the simple future tense; the imperative; tan & tanto; conditional tense (conjugation and irregulars); negatives (nada, ningún, tampoco); description with imperfect tense; giving general opinions (te ayuda a, te da(n)); (desde) hace + time phrases; para, sin, antes de, después de + infinitive

Grammar revisited







Year 11	Term 1	Term 2
Content introduced	Unit 1: Mis ambiciones My ambitions Part-time work; careers; work experience; job interviews; language learning; future plans	Exam preparation
Content revisited	Achievements and successes; characteristics; school subjects; time	All topic areas
Grammar introduced	Soler + infinitive present and imperfect; saber and conocer (understanding the different uses); verbs of intention + infinitive	N/A
Grammar revisited	M & f nouns; plural nouns; the indefinite article; possessive pronouns; phonics; asking and answering questions; Spanish punctuation; wide range of 1st, 2nd and 3rd person verb conjugation; simple conjunctions; adjectival agreement; the simple future tense 1st & 3rd person; the immediate future tense conjugation; understanding and conjugating the preterite tense 1st and 3rd person; 1st & 3rd person opinion +infinitive; reflexive present tense opinions; past tense opinions; modal verbs; comparatives; suelo+ infinitive; justifications; range of advanced sentence stems; verb conjugation; use of 'es' & 'son' to describe; the imperfect tense (full verb conjugation); direct object pronouns; the perfect tense (full conjugation); simple future tense opinions; the simple future tense; the imperative; tan & tanto; conditional tense (conjugation and irregulars); negatives (nada, ningun, tampoco); description with imperfect tense; giving general opinions (te ayuda a, te da(n)); (desde) hace + time phrases; para, sin, antes de, después de + infinitive; indirect object pronouns; cuando + present subjunctive	All grammatical content revisited