



The Halifax Academy

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.



Curriculum Overview - Spanish



Phase 2

Year 3	Term 1	Term 2	Term 3
Content introduced	Unit 1: Bienvenidos al mundo hispanohablante Welcome to the Spanish speaking world Spanish speaking countries – cultural context; introducing myself; greetings; name and age (number 1-10); number rap	Unit 2: Una visita a una escuela española A visit to a Spanish school Classroom instructions; in my pencil case Unit 3: Vamos a la granja Let's go to the farm Animals; colours Story: Oso Pardo- Brown Bear, Brown Bear Song: En la Granja de mi Tío - Old MacDonald	Unit 4: Vamos al mercado Let's go to the market Fruit & snacks Numbers 10-20 Days of the week Story: La Oruga Hambrienta - The Very Hungry Caterpillar Unit 5: ¡A la cafetería! A trip to the café Ordering food and drink
Content revisited	N/A	Numbers (1-10)	Numbers (1-10); greetings
Grammar introduced	Phonics; asking and answering questions; Spanish punctuation; 1st & 2nd person verbs in context	M & f nouns; plural nouns; the indefinite article; hay; possessive pronouns; understanding adjectival agreement; understanding the imperative	Conditional tense; understanding 3rd person singular; simple conjunctions
Grammar revisited	N/A	1st & 2nd person verbs in context; asking and answering questions; phonics	Phonics; asking and answering questions; Spanish punctuation; 1st & 2nd person verbs in context; m & f nouns; plural nouns; the indefinite article
Year 4	Term 1	Term 2	Term 3
Content introduced	Unit 1: ¡Es la hora de fiesta! It's party time! Numbers (1-31); dates; months; cultural events and celebrations; typical Spanish dishes Songs: Happy Birthday & festive songs	Unit 2: Vamos al museo de arte A trip to the art gallery Shapes, colours, adjectives, prepositions, body parts; describing Miró's work	Unit 3: Te presento a mi familia Introducing my family Family members; adjectives; hair and eyes; pets; characteristics
Content revisited	Numbers (1-10); greetings; introducing myself	Colours; numbers	Colours; numbers; animals; introducing myself
Grammar introduced	The definite article; word order; possessive pronouns	Prepositions; adjectival agreement; using 3rd person (es/tiene); negatives	1st and 3rd person descriptive verbs (ser, tener, llamarse); adjectival agreements in extended sentences
Grammar revisited	Phonics; asking and answering questions; Spanish punctuation; 1st & 2nd person verbs in context; m & f nouns; the indefinite article; use of 'es' to describe; simple conjunctions	M & f nouns; plural nouns; the indefinite article; the definite article; hay; possessive pronouns; phonics; asking and answering questions; Spanish punctuation; use of 'es' to describe; simple conjunctions	M & f nouns; plural nouns; the indefinite article; hay; possessive pronouns; phonics; asking and answering questions; Spanish punctuation; 1st & 2nd person verbs in context; 3rd person singular; simple conjunctions



Curriculum Overview - Spanish



Phase 3

Year 5	Term 1	Term 2	Term 3
Content introduced	Unit 1: ¡Es la hora de comer! It's dinner time! Time; foods; eating habits; understanding cultural differences around meal times; 5 times table and big numbers; Christmas dinner	Unit 2: ¿Cine o estadio? Cinema or stadium? Sports; hobbies; Spanish & Latin American sport; dance routine instructions; sports kit and equipment	Unit 3: Vamos a un concierto Let's go to a concert Musical instruments; song: 'I am the music man'; musical genres; music of Spain & Latin America
Content revisited	Food; numbers (for time); family	Colours	Adjectives
Grammar introduced	Opinions; time phrases; broader knowledge of 1st, 2nd & 3rd in a new context (desayunar, comer)	Intensifiers; Use of a+el/la; using imperatives; 1st person verbs linked to sports and hobbies; understanding reflexive verbs	Advanced sentence stems; justifications; use of 'es' & 'son' to describe
Grammar revisited	M & f nouns; plural nouns; the indefinite article; the definite article; hay; possessive pronouns; phonics; asking and answering questions; Spanish punctuation; conjunctions; use of negatives	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; time phrases	Conditional + infinitive (me gustaría tocar); use of 1st person verbs (tocar); opinions; use of negatives; m & f nouns; plural nouns; the indefinite article; the definite article; phonics; asking and answering questions; Spanish punctuation; conjunctions; agreement between noun and gender; intensifiers
Year 6	Term 1	Term 2	Term 3
Content introduced	Unit 1: En el aeropuerto At the airport Flags; weather; countries; nationalities; map; compass; transport	Unit 2: Otro mundo – el espacio y los extraterrestres Another world – space and aliens Planets; space travel; alien descriptions Song: las planetas	Unit 3: Vuelvo a casa Returning home Directions around town; landmarks; description of hometown; places in town
Content revisited	Colours; Spanish & Latin American countries & maps	Colours; body parts; adjectives - appearance	Compass points; countries
Grammar introduced	Hace & hay for weather; range of time phrases; hay + muchos + plural nouns; application of phonics knowledge to unfamiliar words e.g., names of cities	Comparatives (más que, menos que)	Use of 'estar' for location
Grammar revisited	Conditional + infinitive (me gustaría visitar); 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	Articles; adjectival agreements and place; range of conjunctions; gender; phonics; asking and answering questions; Spanish punctuation; range of conjunctions; negatives; use of 'es' & 'son' to describe; opinions	Opinions; use of negatives; m & f nouns; plural nouns; the indefinite article; the definite article; phonics; asking and answering questions; Spanish punctuation; conjunctions; understanding and using the imperative; 1st & 3rd person verb endings; intensifiers; comparatives (más que, menos que)



Curriculum Overview - Spanish



Phase 3

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



Curriculum Overview - Spanish



Phase 4

Year 8	Term 1	Term 2	Term 3
Content introduced	Unit 1: Mi ciudad My Town Creating a weather forecast; the advantages and disadvantages of my town	Unit 2: La vida sana Healthy lifestyle How to lead a healthy life; healthy diet; daily routine; at the doctor's	Unit 3: Las vacaciones Holidays Terms of exclamation (¡Qué horror! ¡Qué rico!); more complex past tense accounts; booking accommodation
Content revisited	Flags; weather; countries; nationalities; map; compass; transport; landmarks; description of hometown; places in town	Time; foods; eating habits; understanding cultural differences around meal times; body parts	Breadth of verbs for pastimes; past tense time phrases; flags; weather; countries; nationalities; map; compass; transport
Grammar introduced	Switching between past, present and immediate future tenses. Using tenses to compare weather; use of a+el/a la	Conjugating in the preterite tense; use of para + infinitive	Conjugating 'ir' in the preterite tense; Using 'ser' in the present and past accurately; opinions using the simple future tense
Grammar revisited	Opinions; use of negatives; m & f nouns; plural nouns; the indefinite article; the definite article; phonics; asking and answering questions; Spanish punctuation; conjunctions; understanding and using the imperative; 1st & 3rd person verb endings (vivir); intensifiers; comparatives (más que, menos que) justifications; range of advanced sentence stems; verb conjugation; use of 'es' & 'son' to describe; the immediate future tense 1st & 3rd person; understanding the preterite tense 1st person; 3rd person opinion +infinitive; reflexive present tense opinions; past tense opinions	M & F nouns; plural nouns; the indefinite article; hay; possessive pronouns; phonics; asking and answering questions; Spanish punctuation; 1st, 2nd and 3rd person verbs (comer, beber, tomar, fumar, entrenar, dormir, jugar; desayunar); simple conjunctions; adjectival agreement; the immediate future tense 1st & 3rd person; understanding the imperfect tense 1st person; 1st & 3rd person opinion +infinitive; reflexive present tense opinions; reflexive verbs (dolarse) past tense opinions; modal verbs + infinitive; comparatives; justifications; range of advanced sentence stems; verb conjugation; use of 'es' & 'son' to describe; conditional tense + infinitive	Conjugating in the preterite tense; switching between past present and future tenses; different tenses for weather; simple conjunctions; adjectival agreement; the simple future 1st & 3rd person; opinion +infinitive; reflexive present tense opinions; reflexive past tense opinions; reflexive verbs (dolarse); past tense opinions; modal verbs + infinitive; comparatives; justifications; range of advanced sentence stems; verb conjugation; use of 'es' & 'son' to describe; m & f nouns; plural nouns; the indefinite article; hay; possessive pronouns; phonics; asking and answering questions; Spanish punctuation
Year 9	Term 1	Term 2	Term 3
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



Phase 4

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; past 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



Curriculum Overview - Spanish



Phase 5

Year 10	Term 1	Term 2	Term 3
Content introduced	Unit 1: Mi pueblo My town How to improve my town; my ideal town	Unit 2: Mis vacaciones My holidays Unit 3: Fiestas y tradiciones Festivals and traditions Issues on holiday; my dream holiday; festivals and celebration verbs; traditional Spanish meals	Unit 4: Mi mundo My world Global problems; the environment; charity; addiction; sports events
Content revisited	Flags; weather; countries; nationalities; map; compass; transport; landmarks; description of hometown; places in town; creating a weather forecast; the advantages and disadvantages of my town	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
Grammar introduced	'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 (-ísimo); para, sin, antes de, después de + infinitive	The subjunctive; the pluperfect;
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; 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; 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



Curriculum Overview - Spanish



Phase 5

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