

Spanish

Curriculum Intent

The purpose of the Spanish curriculum at LNS is to ensure that your child gets the opportunities to develop and practise their knowledge of Spanish, whilst following an ambitious and culturally curriculum plan that incorporates the different skills required to become literate in a Modern Foreign Language, Speaking, Listening, Reading and Writing. The curriculum plan for KS3 follows the national curriculum plan for Languages. The curriculum incorporates grammar and vocabulary as well as linguistic competence. In their lessons Students will use the 4 skills assessed to improve their knowledge and communication in Listening, Reading, Writing and Speaking. Students will study different topic areas as well as authentic materials such as poetry and literature to enhance their cultural awareness and will also study the Spanish speaking world to ensure pupils are successful and responsible.

Year 7	Year 8	Year 9	Year 10	Year 11	A level
<p>T1: <u>La Forma/ Shape in Hispanic Culture</u> Understanding basic vocabulary and grammar through Hispanic art</p> <p>T2: <u>Mi vida / My Profile</u> Describing yourself and your home life while understanding certain verbs in the present tense</p> <p>T3: <u>Mi tiempo libre / My free time</u> Describing your free time activities, including sports, and discussing the weather while using the present tense in a more varied way</p>	<p>T1: <u>Mis vacaciones / My holidays</u> Revisiting tenses and vocabulary from Year 7 and bringing the language into holiday contexts.</p> <p>T2: <u>Todo sobre mi vida / My life</u> Revisiting free time, present tense use and opinions for technology use and entertainment contexts while introducing the preterite tense.</p> <p>T3: <u>A comer / Food and Drink</u> Further revisiting of opinion use, but here to discuss food</p>	<p>T1: <u>Somos asi / My life</u> Building on likes and dislikes to discuss my profile in new contexts with focus on word structure and a revision of past, present and future tenses.</p> <p>T2: <u>Orientate / My area</u> Building on descriptions of local areas alongside life ambitions to begin recontextualising tense uses. Here there is an introduction to <i>tener que</i> to vary language around work.</p> <p>T3: <u>En forma / Health and Fitness</u></p>	<p>T1: <u>Desconectate / Holidays</u> Recontextualising opinion, three tenses and activities within holidays alongside strategies for working out the meaning of new words.</p> <p>T2: <u>Mi vida en el insti/ School Life</u> Recontextualising school life to include negatives, rules and verb + infinitive structures</p> <p>T3: <u>Mi gente / People around me</u> Recontextualising language previously covered around family and free time activities</p>	<p>T1: <u>De costumbre / Traditions</u> Bringing attention back to language and its connection to culture by recontextualising food and drink vocabulary to discuss traditions</p> <p>T2: <u>A currar / Working World</u> Recontextualising ambitions and the working world to understand case studies while introducing the subjunctive tense in certain functions.</p> <p>T3: <u>Hacia un mundo mejor/ Global Issues</u></p>	<p>T1: <u>Los valores tradicionales y modernos</u> Describe the various types of 21st century family models and how they differ from the past. Examen trends in marriage and how modern and traditional values differ. Study the change in society and law on divorce. Look at the religious history of the Spanish speaking world and changing influences in society Using the imperfect and preterite tenses</p> <p>T2 <u>El Ciberespacio</u> Discuss the positive and/or negative influence of the internet. Examen the positive and negative effects of smartphones. Consider the type of influence social networks have on society Future and Conditional tenses Comparatives and superlatives</p>

<p>alongside question words</p> <p>T4: <u>Mi insti / My school</u> Describing your school day and practising opinions with school subjects. The present tense is addressed here too, with other verb categories.</p> <p>T5: <u>Mi familia y mis amigos / My people</u> Describing your family and physical descriptions. Understanding uses of the verb 'to be' is covered here.</p> <p>T6: <u>Mi ciudad / My area</u> Describing your town and your area with an introduction to the near future tense. Here we practise the year's work and bring all grammar and language together.</p>	<p>and drink. Reference to three time frames is introduced here.</p> <p>T4: <u>Que hacemos / My free time</u> Introducing modal verbs whilst revisiting free time language and opinions which are extended with conditional tense use</p> <p>T5: <u>Operacion verano / My area</u> Bridging together Year 7 and Year 8 learning to discuss tourism, holiday activities and town and city descriptions while using the superlative, the comparative and revisiting three tense uses.</p> <p>T6: <u>Revisions</u> Revisiting the year's language to embed understandings in tenses, time frames and building on this for longer, more detailed language production.</p>	<p>Building on knowledge of food and free time activities, as well as <i>tener que</i>, here there is introduction to stem-changing verbs and <i>se debe</i> (passive) structures through fitness contexts.</p> <p>T4: <u>Jovenes en accion / Social Issues</u> Building on understanding of tense to introduce the imperfect, as well as building on language around my area and life ambitions to discuss local issues.</p> <p>T5: <u>Una aventura en Madrid / Tourism</u> Bringing language together to introduce the comparative, superlative, build on previous understandings of <i>tener</i>, and process more challenging language</p> <p>T6: <u>Concluding Key Stage 3</u> Revising language and grammar covered in KS3 to build in KS4.</p>	<p>to understand and use the present continuous and use a range of connectives</p> <p>T4: <u>Intereses e influencias/ My interests</u> Recontextualising free time activities and entertainment to embed understandings of verb + infinitive structures and to communicate in all available tenses</p> <p>T5: <u>Ciudades / My Area</u> Recontextualising local area language to use the conditional and recognise idioms</p> <p>T6: <u>Revision</u> Revising language covered thus far to build confidence in communicative functions of the language and embedding exam strategy</p>	<p>Recontextualising social issues initially covered in Year 9 while practising language covered in the course in general. Highest level language is also covered here, such as the passive, putting this into practice when talking about ethical practices.</p> <p>T4: <u>Module Revisions</u> Revising the course module by module with a focus on the speaking preparation completed by students term by term since Year 10.</p> <p>T5: <u>Skills Revisions</u> Writing, Reading, Listening and Speaking have all been covered during the course- during this term each skill is given focus in isolation in preparation for the GCSE exams</p> <p>T6: <u>(GCSE Exam)</u> Available lessons will focus on transition skills to KS5..</p>	<p><u>T3 La Igualdad de los sexos</u> Discuss women in the world of work. Study the role of women at home and within society. Discuss chauvinism, sexism and the role of feminism. Understand and talk about LGBT rights Discuss gay marriage in Spain and the Hispanic world Improving translation skills Using the perfect and pluperfect tense</p> <p><u>T4 La influencia de los ídolos</u> Discuss the positive and or negative influence singers and musicians have on people. The influence of TV and cinema The influence of fashion and fashion models has on young people. Using the passive voice , golden phrases direct object pronouns. <u>La Identidad Regional en España</u> Regional Identity in Spain and customs. Identity in Spanish speaking countries Similarities and differences in the gastronomy of the Spanish speaking world. Considering the languages that are spoken in Spain and the issues surrounding them. The protection of minority languages.</p>
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Literacy Link: Strategies for accurate spelling/ Making lexical links/ Key reading skills/ Research and reference skills/ Promotion of accuracy and the quality of language