

PRIMARY

KEY STAGE 3

KEY STAGE 4

KEY STAGE 5

Curriculum Plan

Intent of Spanish KS2 Curriculum: The KS2 curriculum kickstarts language learning and prepares students for KS3 by developing listening, reading, writing and speaking skills. Students are taught a variety of topic related vocabulary and basic grammar structures. There is a focus on speaking, asking and answering questions, building confidence in students to communicate in the language alongside promoting cultural awareness. Students are introduced to larger texts and are encouraged to use cognates to infer meaning, and gain confidence in all skills.

Intent of Spanish KS3 Curriculum: The KS3 curriculum prepares students as language learners by developing key listening, reading, writing and speaking skills. Students are taught to manipulate and transfer key skills across a variety of topic areas and are prepared to apply them to a range of activities to ensure students are ready for the rigour of GCSE while promoting well rounded language learners.

Intent of Spanish KS4 Curriculum: To thoroughly prepare students in all four skill areas (listening, reading, writing and speaking) by enabling students to build on previously established skills and linguistic knowledge to enhance and encourage higher order thinking skills.

Intent of Spanish KS5 Curriculum: To enable students to continue to develop skills that are useful in a wide range of careers, such as the ability to communicate clearly, be confident about speaking in public, use problem-solving strategies and write coherently in Spanish. Students will develop critical thinking, creativity and independence through a wide range of mediums such as independent research, literature and film, adding an international dimension to A-Level choices.

1. How do you ensure consistent delivery of the subject across all key stages?

On top of using the curriculum plan, the MFL department has a week by week planning document overview which promotes consistency while letting teachers deliver their lessons in their own style. We also have weekly team meetings to discuss the week ahead ensuring that the whole team is aware of what to teach and any upcoming events such as assessments for example. Finally, department leaders conduct regular reviews to ensure that all lessons are in line with the curriculum plan/weekly planning document.

2. How does the curriculum cater for disadvantaged, SEND and other minority group students?

Our planning includes all learners so that they can be appropriately challenged through top down differentiation and targeted questioning. Our marking policy also caters for these students through 1:1 support during feedback sessions.

3. How does the curriculum embed prior knowledge and aid long-term retention of knowledge?

The starts of lessons include recall activities from different part of the curriculum so that students refresh their knowledge from past lessons. Previous skills are also revisited in lesson to ensure students master them as they progress through the years. Our Knowledge Organisers are now more challenging by using more complex yet valuable words and expressions to promote higher level language use in all skills.

PRIMARY

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS						
1						
2						
3						
4						
5	Basic greetings, expressing how you are doing, giving personal information, how old you are, when your birthday is. Numbers 1-31, months and dates . Question forms and using songs to remember key phrases vocabulary.	Pupils learn the language for family members. They learn how to say “ Tengo un/una...que se llama...” I have a ...called.... Prepare and learn Spanish Christmas Carol for Christmas KS2 production. Spanish Christmas.	Longer conversations undertaken, building confidence with the language. Larger texts used in Reading exercises. The Family	Students learn vocabulary for food and drink. They learn how use Articles	How to say when mealtimes are and what they have for Breakfast and Lunch. Students learn about different foods and drinks and how to express opinions in Spanish...”me gusta...”.	Students conduct a class survey on favourite foods and drinks, building confidence with Speaking skills, questioning and answering. Larger texts, cognates Present tense endings and forming of verbs
6	Question forms and using songs to remember key phrases vocabulary,greetings, numbers, months,age, when is your birthday, do you like? Small conversations with peers. Telling the time- use of the verb SER-es/son.	The weather Prepare and learn Spanish Christmas Carol for Christmas KS2 production. Spanish Christmas.	Using the weather to learn about Spain and mayor cities/geography. Formation of plural nouns, using lots of(muchos/as) , use of “hay” (there is/are) in order to describe what there is in a town, shops etc. Compass points. Longer conversations undertaken	Differences between the two verbs To Be, Estar/Ser. Larger texts, cognates Present tense endings and forming of verbs	Pupils are exposed to much larger reading texts, whereby they have to begin to infer meaning of words from the context and using cognates. Introduction to common regular high frequency Present Tense verbs, and their endings.	One irregular verb , To Go (ir). Revision of likes/dislikes. Revision of ALL material in order to conduct Baseline test.

KEY STAGE 3

	1 st Half of the year (Sep – Jan)	2 nd Half of the year (Jan-July)
7	<ul style="list-style-type: none"> Unit 1 My life: Talk about yourself/ your pets Key grammar: “Tener” (to have)/ using adjectives (masculine and feminine) Unit 2 My free time: What you like to do and what you do in your spare time Key grammar: Me gusta+ inf/ present tense (AR verbs) Unit 3 My school: Describe your school and express opinions on school subjects Key grammar: Present tense (AR/ER/IR verbs) 	<ul style="list-style-type: none"> Unit 4 My family and friends: Describe your family and friends Key grammar: ser vs estar/using 3rd person Unit 5 My city: Describe the area where you live and future plans Key grammar: Use of “some” and “many”/Future Tense- Going to Unit 6 Revision: Consolidate vocab and giving opinions and justifications on a range of topics Key grammar: Using a variety of conjugations in present and future tense
	<p style="text-align: center;">Mid-Year Assessment Listening, reading, writing and speaking on Unit 1 and 2</p>	<p style="text-align: center;">End of Year Assessment Listening, reading, writing and speaking on all topics covered</p>
8	<ul style="list-style-type: none"> Unit 1 My holidays: Describe a past holiday Key grammar: Using the Preterite (past tense) with -ar, -er and -ir verbs Unit 2 All about my life: Talk about free time (mobile phone, music, TV) Key grammar: Present tense vs preterite/ comparatives Unit 3 Lets eat!: Talk about food and order in a restaurant Key grammar: Opinions/negatives/using 3 tenses 	<ul style="list-style-type: none"> Unit 4 What shall we do?: Make plans and excuses/talk about clothes Key grammar: Conditional tense/modal verbs Unit 5 Operation summer: Describe holiday camps/activities. Ask for directions Key grammar: Comparative vs superlative/ using 3 tenses Unit 6 revision: Consolidate vocab & grammar structures Key grammar: Using a range of tenses in extended sentences
	<p style="text-align: center;">Mid-Year Assessment Listening, reading, writing and speaking on Unit 1 and 2</p>	<p style="text-align: center;">End of Year Assessment Listening, reading, writing and speaking on all topics covered</p>
9	<ul style="list-style-type: none"> Unit 1 My interests: Talk in greater detail about free time (sports, music) Key grammar: Imperfect tense/ soler + inf Unit 2 Jobs: Describe your job responsibilities and your plans for the future Key grammar: “tener que”/future tense Unit 3: In shape: Discuss healthy lifestyles and illnesses Key grammar: Direct object pronouns/reflexive verbs/ (no) se debe 	<ul style="list-style-type: none"> Unit 4 Young people in action: Discuss rights and world issues (free trade/recycling) Key grammar: Poder/se debería/imperfect vs present Unit 5 An adventure in Madrid: Plan and describe a trip in greater detail. Key grammar: Expressions with tener/superlative/near future vs future (will) Unit 6 revision: Consolidate vocab and structures Key grammar: Using a range of tenses, plus complex structures
	<p style="text-align: center;">Mid-Year Assessment Listening, reading, writing and speaking on Unit 1 and 2</p>	<p style="text-align: center;">End of Year Assessment Listening, reading, writing and speaking on all topics covered</p>

KEY STAGE 4

	1 st Half of the year (Sep – Jan)	2 nd Half of the year (Jan-July)
10	<ul style="list-style-type: none"> • Unit 4 Interests and influences: Talk about your free time in detail (TV/sport/music) and explain who is your role model Key grammar: using various tenses • Unit 5 Cities: Describe pros & cons of city life, say what you can do in your area, shopping and make plans Key grammar: Future tense (will)/ Conditional/demonstrative adjective 	<ul style="list-style-type: none"> • Unit 6 Customs: Describe various traditions, customs and festivals, give opinions on typical dishes • Key grammar: Reflexive verbs in the preterite tense/passive voice/avoiding the passive voice • Unit 7 Work and future: Talk about work experience, part time jobs, future plans and gap year Key grammar: Imperfect vs preterite/conditional/subjunctive • Revision: Exam skills: Practise speaking papers (role play/picture/conversation) Revise tenses- using a variety of tenses in a range of topics, plus complex structures and apply them to GCSE style questions
	Mid-Year Assessment Listening, reading, writing and speaking on Unit 4 and 5	End of Year Assessment Students take a full GCSE mock paper. 4 papers: Listening, reading, writing and speaking.
11	<ul style="list-style-type: none"> • Unit 8 Towards a better world: Discuss world issues and protecting the environment. Talk about drugs, lifestyle and international sporting events Key grammar: Range of tenses/ subjunctive • Revision: Exam skills and revision of all topics 	<ul style="list-style-type: none"> • Revision: Listening/reading/writing and speaking practise linked to previous topics
		March Mock Exams Students to take 4 exams: Listening, reading, writing and speaking. (Full GCSE)
		<ul style="list-style-type: none"> • Revision: Listening/reading/writing and speaking practise linked to previous topics • Key grammar: Revising key structures and tenses. Applying a range of tenses to a variety of situations and exam questions.
	November Mock Exams Students to take 4 exams: Listening, reading, writing and speaking. (Full GCSE)	ACTUAL GCSE EXAMS.

KEY STAGE 5

	September – November	December – March	March - June
12	<p>Theme 1- La evolución de la sociedad española</p> <ul style="list-style-type: none"> Unit 1 – Los cambios en la estructura familiar Unit 2 – El mundo laboral Unit 3 – El impacto turístico en España <p>Revision of main grammar – bridging the gap from GCSE</p> <p>Development of some essential and new skills, e.g. dictionary/ skills/internet research/organising notes/translations</p> <p>Introduction to film</p> <p>Study of the film/book chosen by the teacher</p> <p>Introduction to Essay-writing skills</p> <p>Introduction to the new Speaking examination format</p>	<p>(December – finish Unit 3 – El impacto turístico en España)</p> <p>Theme 2 – La cultura en el mundo de habla española</p> <ul style="list-style-type: none"> Unit 4 – La música Unit 5 – Los medios de comunicación Unit 6 – El papel de las costumbres y las tradiciones <p>Development of grammar</p> <p>Development of exam skills through the topics</p> <p>Study of the film</p> <p>Essay-writing</p> <ul style="list-style-type: none"> Speaking examination format practice 	<p>(March – finish Unit 6 – El papel de las costumbres y las tradiciones)</p> <p>Revision of Theme 1 and Theme 2 and exam skills practice</p> <p>Work on film to meet A-level standard</p> <p>Development of research skills (IRP)</p> <p>Introduction to the second work (Book)</p> <ul style="list-style-type: none"> Revision of AS grammar
	<p>November Mock Exam Modified As Paper</p>	<p>March Mock Exam Full As Mock Paper</p>	<p>End of Year Exam Full As Mock Paper</p>
13	<p>Theme 3 – La inmigración y la sociedad multicultural española</p> <ul style="list-style-type: none"> Unit 7 – El impacto positivo de la inmigración en la sociedad española Unit 8 – Los desafíos de la inmigración y de la integración en España Unit 9 – La reacción pública y social a la inmigración <p>Revision of AS grammar</p> <p>Introduction to A-level grammar</p> <p>Development of exam skills, e.g. summarising in Spanish</p> <p>Study of book <i>La casa de Bernada Alba</i></p> <p>IRP planning stage</p>	<p>Theme 4 – L’occupation et la Résistance</p> <ul style="list-style-type: none"> Unit 10 – La Guerra Civil y el ascenso de Franco Unit 11 – La dictadura franquista Unit 12 – El paso de la dictadura a la democracia <p>Grammar</p> <p>Development of A-level exam skills</p> <p>Study of the book</p>	<p>Exam preparation and practice</p> <p>Revision of <i>Volver</i></p> <ul style="list-style-type: none"> Revision of Themes 1 and 2
	<p>November Mock Exam Full A-Level Paper</p>	<p>March Mock Exam Full A-Level Paper</p>	<p>ACTUAL A LEVEL EXAMINATION</p>