

## Subject: Spanish

### Curriculum vision

*The intention behind the Spanish curriculum here at Avonbourne Academies is that students leave us as confident, competent and creative communicators of Spanish with an appreciation of cultural and linguistic diversity from around the world.*

*We have decided on the most effective sequencing of the most powerful knowledge that will empower students to master the Spanish language. We have done this by interleaving topics in KS3 so that language is never taught in isolation and links are always made between different topic areas where common language and structures are shared. As a result in KS4, students have a sound grounding in how to communicate in the past, present and future tenses, which we feel best prepares them for study at GCSE.*

*We believe our students are able to achieve so many important skills through their Spanish studies because our curriculum is built on a foundation of powerful knowledge. Our students are great problem solvers thanks to the study of Spanish grammar, which enables students to think both logically and creatively. Our students are resilient learners: we do not shy away from the fact that learning Spanish is challenging. It is an academic subject that requires rigorous study to be able to achieve fluency and communication. Our students are confident: Spanish students at Avonbourne Academies never hesitate to ask and answer questions when an opportunity is presented to practise their language skills. Finally, our students are curious and we foster that curiosity through the provision of clubs at KS3 and KS4 as well as our careers provision through the KS3 tutor time program.*

*The Spanish curriculum at Avonbourne Academies allows students to progress over time because we are always drawing links between what has been previously taught when new language is presented. Numbers are taught in Year 7 when learning how to say your age, but are returned to in Year 8 when asking about the price of food and clothes and again in Year 11 when discussing how you earn money through part-time work. Making connections is crucial when learning a new language, and our curriculum ensures that students are always thinking back to enable them to move forward in their mastery of the Spanish language.*

### Curriculum Overview

#### Term 1

	Autumn 1	Why this? Why now?	Autumn 2	Why this? Why now?
Year 7	Unit 1: The Basics	Y7 students begin with an introduction to simple vocabulary, phonics and grammar to enable basic interactions in the classroom from the very first lesson. This links back to common classroom instructions and presenting personal information about themselves, which is language that will have been encountered in KS2.	Unit 1: The Basics	Y7 students develop their communication skills by studying how to express their likes and dislikes. Mastering how to give opinions is a common thread throughout KS3 and KS4 so it is important that we present this structure early on in Y7 to give students maximum practice time with this crucial language.



<b>Year 8</b>	Unit 5: Holidays	Y8 students are introduced to the past tense in Spanish to give an account of a past holiday: where they went, how they got there, what they did... etc. We begin Y8 with an introduction to the past tense as by the end of Y7, students will have been introduced to the present and the near future tenses and by the end of Y8, we want students to be able to communicate in three tenses.	Unit 5: Holidays	Y8 students describe their general holiday preferences therefore combining both past and present tenses this term. This gives students the opportunity to return to the formation of the present tense that they will have encountered in Y7 at the same time as strengthening their understanding and use of the past tense.
<b>Year 9</b>	Unit 9: Family and Relationships	Y9 students revisit family vocabulary at the start of Y9 and go further by describing family relationships that enables them to use reflexive verbs in the present tense. In Y7, students have already studied family members and descriptions, so the start of the unit asks students to retrieve this language before building on this previous knowledge with new grammar structures like reflexive verbs.	Unit 9: Free Time	Y9 students pick up the topic of free time this term. Students will have encountered most of this language in Y7 and Y8 where they expressed their preferences for their hobbies and holiday activities. However now that students are in Y9, the expectation is that students move beyond giving simple opinions about their free time and instead they are able to talk about their hobbies in the context of last weekend and next weekend, thereby communicating in three time frames.
<b>Year 10</b>	Module 1: Lifestyle, Media and Technology	Y10 students begin the GCSE course with the topic of Lifestyle, Media and Technology. We begin with these topics as they are full of KS3 vocabulary, which will help students bridge the gap between Y9 and Y10. The module will see students talking about sport, free time, social media, TV, cinema, music and eating out.	Module 2: My Personal World	Y10 students continue the GCSE course with their second GCSE module that is also positioned near the start of the academic year due to the crossover of content with their studies in Y9. My Personal World will see students talking about themselves, their family and friends in terms of physical descriptions, personality descriptions and using reflexive verbs to explain relationships.
<b>Year 11</b>	Module 4: My Future Plans	Y11 students begin the final year of their GCSE course by discussing what their futures will look like! This module content is very apt for the start of this academic year as students will be thinking ahead to college applications, their future studies and careers options too. Students will use the near and simple future tenses as well as the conditional tense to express their hopes and dreams for post-16 study and work.	Module 5: Travel and Tourism	Y11 students continue the course with the topic of holidays and travel abroad. This is a topic that students spent a lot of time on at the start of Y8, so we start the module revisiting vocabulary related to countries, accommodation, transport and holiday activities. We build on this knowledge further in the context of the GCSE course by applying this vocabulary to speaking exam questions such as booking rooms or transport abroad.
<b>Year 12</b>	Modern and Traditional Family Values Cyberspace	Y12 students will build on the core knowledge they have from GCSE in this first half term, but studying topics that are linked to the AQA GCSE specification in order to build confidence and skills at the beginning of the A level course.	Gender Equality The influence of idols	This term students will be studying women in the labour market, misogyny and feminism, and the rights of gay and transgender people. These topics are relevant to our students as they reflect the ever evolving society in which we live.
<b>Year 13</b>	Study of a literary text: La Casa de Bernarda Alba  Monarchies and Dictatorships	Y13 students will build on their essay skills from Y12 by studying a literary text. This allows them to revise their skills and improve on them with plenty of opportunities to practice and receive feedback on their writing. They will also begin studying the Y13 topics, which includes political life in Hispanic countries. This will give them the knowledge needed to discuss politics in depth and consider the issues facing young people.	Introduction to the IRP Immigration Citizens of Tomorrow	Y13 will be reintroduced to the individual research project which forms a large part of their final speaking exam. We will recap research skills and students will be given deadlines to meet to ensure they are fully prepared for the exam in the summer. This allows plenty of time for them to complete the project. They will also study two more Y13 topics to enhance their knowledge of the Hispanic world and deepen their understanding of the cultural and historical contexts of these countries.



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	Spring 1	Why this? Why now?	Spring 2	Why this? Why now?
<b>Year 7</b>	Unit 2: My Family	Y7 students learn to describe themselves and others to be able to communicate about their personal lives. It is important to us that students are able to talk about themselves as we know that this motivates students to use the target language when they can make their spoken and written work personal to their real lives.	Unit 2: My Family	Y7 students develop their third person descriptions of their family and friends to show an awareness of adjectival agreement in Spanish. Adjectival agreement is an integral component of basic Spanish grammar that will run through all years of study, so it is important to introduce students to these structures in their first year of study with us because it applies to so many topic areas: family, pets, food, school subjects, jobs etc.
<b>Year 8</b>	Unit 6: Going Out, Staying In	Y8 students develop their ability to take part in transactional conversations by organising plans to go out to build up their confidence in speaking Spanish. We want students to practise their spoken interaction here because up until this point, their speaking has been mostly descriptive, or opinion based. Yet, being able to ask and answer questions to develop a genuine conversation provides a much more meaningful interaction and is a skill that is essential for both KS3 and KS4.	Unit 7: Daily Routine and Fitness	Y8 students apply what they know about leading a healthy life by giving advice in Spanish using modal verbs. Modal verbs will be a new structure for Y8 to practise but they may have shown an awareness of this structure by listening to their teachers' classroom instructions in the target language. Students also enact a visit to the doctor to develop their confidence in their transactional conversations and pronunciation.
<b>Year 9</b>	Unit 10: Food	Y9 students explore food in Spanish-speaking countries and compare eating habits with the UK to gain an appreciation of cultural differences around the world. As a department, we also provide students with the opportunity to attend an after school cooking club during this term so that they can cook and taste traditional foods from Spain. Students will have touched lightly upon the topic of food in Y7 when talking about what they eat at break and also in Y8 when they talk about what they ate on holiday.	Unit 10: Festivals and Celebrations	Y9 students learn how Spain and Latin America celebrates special times of year differently to the UK to support the development of their cultural understanding and empathy. This term is full of videos and song to show students the reality of experiencing a festival like Las Fallas or La Tomatina. We also use this term as an opportunity to focus on the geography of Spain and Latin America by using maps to improve students' understanding of their place in the world and how it fits alongside other cultures and nationalities.
<b>Year 10</b>	Module 3: Lifestyle and Wellbeing	Y10 students will study the Module of Lifestyle and Wellbeing this term, which will include discussions on what makes a healthy diet, what our lifestyles used to be like in the past and what we can do to be healthier in the future. Mid-Year exams will temporarily interrupt our coverage of the content of this Module, so the content is split over both Spring 1 and Spring 2.	Module 3: Lifestyle and Wellbeing	Due to the placement of revision for Mid-Year exams and exam feedback, this term will see Y10 students finishing Module 3 and expressing opinions on what our lifestyles used to be like when we were younger and what we can do to be healthier in the future. Students will also be introduced to the Speaking Exam as this Module is a great opportunity to practise Role Play tasks at the pharmacy, hospital or doctor's surgery.
<b>Year 11</b>	Module 6: My Neighbourhood (Where I Live)	Y11 students learn to express their opinions about where they live, where they used to live and where they would like to live in the future. Students will also develop their descriptions to be able to talk about the pros and cons of where they live as well as comparing the local areas to places of interest in Spanish-speaking countries. This builds on and revisits a lot of vocabulary that students have already covered in Y9.	Module 6: My Neighbourhood (Global and Social Issues)	Y11 students finish the GCSE course talking about a topic that requires more maturity as we discuss the global and social issues that affect our area: from poverty, homelessness and charity work to the environment and how we can be more green in our everyday actions. Students will use modal verbs to express what we should do to protect our local areas.



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<b>Year 12</b>	Regional Identity in Spain Cultural Heritage	Students will study traditions, customs, gastronomy and the diversity of language in Spain. This is at a festive time of year in the United Kingdom so that students can naturally draw comparisons between their own context and a Hispanic one.	Film Study: Pan's Labyrinth	At this point in the academic year, students will have acquired the language skills needed to start studying a film at this level.
<b>Year 13</b>	Racism Popular movements	Year 13 will continue to deepen their breadth of knowledge of the Hispanic world with the topics listed. They will also focus on the exam skills of writing summaries and translation to ensure that they feel fully prepared for their summer exams.	Coexistence Essay skills: Revision of Pan's Labyrinth	Y13 will study coexistence this half term, looking at how the Hispanic world has changed over time in terms of attitudes and behaviour towards minority groups. They will also recap Pan's Labyrinth and their essay skills in order to feel fully prepared for the exam. They will also be expected to have completed their individual research project ready for their speaking exam.



<b>Term 3</b>	<b>Summer 1</b>	<b>Why this? Why now?</b>	<b>Summer 2</b>	<b>Why this? Why now?</b>
<b>Year 7</b>	Unit 3: School Subjects	Y7 students learn to talk about their school by expressing and justifying opinions on their subjects and teachers. The context of daily school life is another opportunity to discuss real life scenarios, just as discussing family and free time was too earlier in the year. By keeping the topics personal in Y7, we are able to continually revisit opinion + infinitive verb structures throughout the year, which is a key language component for Y7.	Unit 4: Where I Live	Y7 students describe their homes and towns and express what one can do in the local area to show they can use modal verbs such as se puede/se debe + infinitive verb. We also introduce students to the near future tense so that by the end of their first year with us, they are able to communicate in two time frames. We finish the academic year with this Unit because it is another opportunity for students to talk about their reality. It also allows us the opportunity to compare our own local area with cities in the Spanish speaking world, which we like to link to the upcoming summer holidays. Because not all students will travel abroad, we like to use this Unit as a chance to broaden students' cultural horizons by introducing them to other cities around Spain like Barcelona and Seville to compare them with the local area. This also bridges nicely with the start of Y8 which starts with the topic of holidays and travel.
<b>Year 8</b>	Unit 8: School Life	Y8 students build on Unit 3 in Y7 to be able to talk in greater depth about their school experience by describing their school and explaining the changes they would make if they were in charge. This gives us the opportunity to introduce the conditional tense in more depth at this point in the year as we have drilled communication in the past, present and future for the entirety of the academic year.	Unit 8: Future Plans	Y8 students reflect on their futures at the end of the academic year by discussing the jobs their parents and carers do and what they would like to be in the future. The grammar at the end of Y8, the near future tense, echoes the grammar at the end of Y7 so students will see its application across more than one topic area and be able to manipulate the formation of this tense regardless of the Unit of study, which allows us to come full circle by the end of the academic year.
<b>Year 9</b>	Unit 11: Exploring a Spanish-Speaking Area	Y9 students have the opportunity to understand more about life in Barcelona: the geography, history and culture that makes it the cultural capital of the world. We use the summer terms to ensure that students who will not be continuing their Spanish studies with us leave us with an improved cultural awareness of the world around them and what it might be like to visit a Spanish speaking country or city.	Unit 12: The World Around Us	Y9 students end the year with a topic that bridges the gap between KS3 and KS4: the environment. This topic is left to the end of the year when students are able to have a more mature responses to local environmental issues. We also feel that by talking about the area that we all live in and share, students have more of an investment in what they want to improve and what they are proud of in the local area. Making the topic matter personal in this way motivates students to participate in discussions about local issues and proposed solutions.
<b>Year 10</b>	Module 4: My Studies	Y10 students finish the academic year with the topic of school and their studies. Y10 students visited this topic in both Y7 and Y8, but we spend the beginning of this term recapping simple vocabulary from KS3 related to school subjects, school facilities and describing the school day before then moving onto developing more complex opinions about what they study and why.	Revision and Consolidation	This term, Y10 students will revise content from Modules 1, 2, 3 and 4 in preparation for their End of Year mock exams. Y10 students will undertake a full suite of mock exams including reading, listening, writing and speaking. Students will have revision resources to take home to practise exam-style questions as homework and they will also have whole lessons dedicated to revising different aspects of each exam paper.



<b>Year 11</b>	Revision and Consolidation	In their final term with us, Y11 students will revisit key vocabulary, grammar and phonics that are common to all Modules they have been taught across KS4. Of the utmost importance is that Y11 finish their time with us confidently communicating in three-time frames in their spoken and written work as well as being able to comprehend written and aural forms of the Spanish language to understand and make themselves understood in a range of scenarios.		
<b>Year 12</b>	Film Study: Pan's Labyrinth	This half term, students will apply their knowledge of the film and cinematic techniques to their written work. They have by now developed sufficient language to write at length about the film studied.	Preparing for the Individual Research Project	At this point of the year, students have improved their individual research skills and are in a position to begin their initial research for their project that they will complete in Year 13.
<b>Year 13</b>	Revision and Consolidation	In their final term with us, Y13 will complete their speaking exam and review their learning from across the 2-year course in preparation for the written papers. We will focus on essay skills and translation to ensure students are confident in their final exams and ensure their application of grammar is accurate and consistent.		

## Wider reading

### Extracurricular Opportunities (competitions, associations and clubs)

1. GCSE Spanish club
2. Take a GCSE in your home language: speak to Mrs Karapetyan
3. Duolingo: download the app on your phone to learn more Spanish in your free time [Duolingo - The world's best way to learn a language](#)
4. Foreign language drama: [Categories - World Drama - All 4 \(channel4.com\)](#)
5. Spanish language radio: [Spanish radio stations | Listen live & for free](#)
6. Instituto Cervantes [Home: Instituto Cervantes in London: language and culture from Spain and Latin America](#)
7. Competitions: [Routes into Languages | Promoting the take-up of languages and student mobility](#)
8. KS3 workbook: [Spanish Sentence Builders - A Lexicogrammar approach: Beginner to Pre-intermediate: 1 \(The Language Gym - Sentence Builder Books\): Amazon.co.uk: Conti, Dr Gianfranco, Viñales, Mr Dylan, Palacín, Miss Verónica: 9798635791806: Books](#)

### Revision Guides

1. [Edexcel GCSE Spanish — for the 2024 specification | CGP Books](#) – 3 different revision and practise books.
2. A level Spanish: [AQA Spanish A Level and AS Grammar & Translation Workbook: Get Revision with Results: Amazon.co.uk: Everett, Vincent: 9780198415558: Books](#)



### Academic Reading

1. A reference book on memory and language learning [Memory: What Every Language Teacher Should Know: Amazon.co.uk: Smith, Steve, Conti, Dr Gianfranco, Jones, Prof Elspeth: 9798581810323: Books](#)
2. A reference book on listening in a foreign language [Breaking the Sound Barrier: Teaching Language Learners How to Listen : Conti, Gianfranco, Smith, Steve: Amazon.co.uk: Books](#)
3. Don Quixote *Miguel de Cervantes* [El Ingenioso Hidalgo Don Quijote de la Mancha: Amazon.co.uk: De Cervantes, Miguel, Mundial, Editora: 9781511621151: Books](#)
4. Federico Garcia Lorca [Federico Garcia Lorca | Biography, Poems, Death, & Facts | Britannica](#)
5. Who are *los desaparecidos*? [Argentina and "los desaparecidos" – International Federation of Social Workers \(ifsw.org\)](#)