

What is our departmental intent?

It is the intention of the **Spanish** curriculum to:

- Give pupils plenty of opportunity to practice and therefore remember key vocabulary.
- Broaden pupils' understanding of the world and develop strong, long-life linguistic skills.
- Become independent and reflective learner and therefore creative with the target language.
- Make learning languages fun and meaningful, providing pupils with many chances for inter-dependent collaboration.

The **Spanish** curriculum will support the wider aims of the **School** by:

- **Core Level:** Supporting a profound developing of students' literacy and numeracy.
- **Personal Level:** Encouraging resilience, perseverance and high level of self-esteem inside and outside the classroom.
- **Inter-personal Level:** Teaching diversity, multiculturalism, cosmopolitanism and mutual respect through language.
- **Career and Future Level:** Promoting cognitive flexibility that will enable students to proceed to further study or to employment.

The National Curriculum aims to ensure that:

- Throughout **KEY STAGE 3**, Teaching and Learning will focus on developing the breadth and depth of pupils' competence in listening, speaking, reading and writing, based on a sound foundation of core grammar and vocabulary, recalling, where possible, KS2 knowledge.
- Throughout **KEY STAGE 4**, students will develop their ability and ambition to communicate with native speakers in speech and writing. The study of a modern foreign language at *GCSE* will recall and widen KS3 knowledge, broaden students' horizons and encourage them to step beyond familiar cultural boundaries and develop new ways of seeing the world.
- Throughout **KEY STAGE 5**, students will further enhance their linguistic skills, promote and develop their capacity for critical thinking based on the previous key stages knowledge. Their understanding of idiom, culture and society of the country or countries where the language is spoken will mold independent researchers.

Seaford Head School SPANISH Curriculum Overview

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
7	Module 1: My life	Module 2: My free time	Module 3: My school	Module 4: My family and my friends	Module 5: My town	General Revision and previous knowledge deepening
8	Module 1: My holidays	Module 2: Everything about my life	Module 3: Food	Module 4: Going out and clothes	Module 5: Housing and destination	General Revision and previous knowledge deepening
9	KS3 General Revision THEME 1_ Identity and culture U1_ Family and relationships		THEME 1_ Identity and culture U2_ Technology in everyday life	THEME 1_ Identity and culture U2_ Technology in everyday life	THEME 1_ Identity and culture U3_ Free-time activities	THEME 1_ Identity and culture U3_ Free-time activities
10	U1-3 General Revision THEME 1_Identity and culture U4_Customs and festivals	THEME 2_ Local, National, international and global areas U5_Hometown, and region		THEME 2_Local, National, international and global areas U6_Social issues	THEME 2_Local, National, international and global areas U7_Global issues	THEME 2_Local, National, international and global areas U8_Travel and Tourism
11	Unit 1-8 Revision in preparation of MOCK EXAMS	THEME 3_Current and future study and employment U9-10_My studies + Life at school and college	THEME 3_Current and future study and employment U11-12_Educations post-16 + Jobs career choices and ambitions	U1-U12 General Revision and Theme Extension	AQA GCSE EXAMS	
12	THEME 1_Hispanic society U1_Traditional and modern values	THEME 1_ Hispanic society U2_The cyberspace	THEME 1_ Hispanic society U3_Gender equality	THEME 2 _ Hispanic artistic culture U4_The influence of idols	THEME 2 _ Hispanic artistic culture U5_Regional identity in Spain	THEME 2_Hispanic artistic culture U6_The cultural heritage
13	THEME 3 _ Multiculturalism in Hispanic society: U1_Immigration U2_Racism U3_Co-existence	THEME 3 _ Multiculturalism in Hispanic society: U4_ Young people of today, citizens of tomorrow	THEME 4 _ Aspects of political life in the Hispanic world: U5_ Monarchies and dictatorships.	THEME 4 _ Aspects of political life in the Hispanic world: U6_Popular Movement	AQA GCSE EXAMS	

Seaford Head School SPANISH Curriculum Overview

Spanish KS3: Year 7				
Term	Key topics / scheme of work	What most pupils will learn	Key skills used	How will this learning be assessed?
Term 1 	MODULE 1 Mi vida / My life	- Getting used to Spanish pronunciation; - Introducing yourself (personality); - Talking about age, siblings and pets; - Saying when your birthday is.	Introduction to the 4 SKILLS (Writing, Reading, Speaking and Listening).	- Self / peer assessment for exercises completed in class and some homework; - Teacher marking in exercise book, some homework and specific pieces of work; - Summative assessment - READING; TRANSLATION; LISTENING; WRITING; READING, WRITING AND TRANSLATION; SPEAKING/LISTENING; - Active questioning; - DIT (Dedicated Independent Time); - Daily formative assessment.
Term 2 	MODULE 2 Mi tiempo libre / My free time	- Giving opinions using <i>me gusta</i> + infinitive; - Saying what you do in your spare time; - Talking about the weather and sports; - Using questions words.	Developing communication and information processing strategies.	
Term 3 	MODULE 3 Mi insti / My school	- Saying what subjects you study; - Giving opinions about school subjects; - Describing your school; - Talking about break time.	Developing critical thinking and learning to be personally driven.	
Term 4 	MODULE 4 Mi familia y mis amigos / My family and my friends	- Describing your family/where you live; - Describing your hair and eye colour; - Saying what other people look like; - Looking up new words in a dictionary.	Working with others processing a variety of information.	
Term 5 	MODULE 5 Mi ciudad / My town	- Describing your town or village; - Telling the time; - Ordering in a café; - Understanding people describing their town.	Developing creative thinking being literate and numerate.	
Term 6 	General Revision and previous knowledge deepening	- Deepening of all the previous knowledge; - Scaffolding, drilling and testing; - Vocabulary enrichment and enhancement; - Writing, Listening, Speaking and Reading.	Developing information processing and learning retainment strategies.	

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SPANISH KS3: Year 8				
TERM	Key topics / scheme of work	What most pupils will learn	Key skills used	How will this learning be assessed?
Term 1 	Y7 General Revision and deepening <u>MODULE 1</u> Mis vacaciones / My holidays	- Talking about a past holiday; - Saying what your holiday was like; - Making your sentences interesting.	Developing communication and information processing strategies.	- Self / peer assessment for exercises completed in class and some homework; - Teacher marking in exercise book, some homework and specific pieces of work; - Summative assessment - READING; TRANSLATION; LISTENING; WRITING; READING, WRITING AND TRANSLATION; SPEAKING/LISTENING; - Active questioning; - DIT (Dedicated Independent Time); - Daily formative assessment.
Term 2 	<u>MODULE 2</u> Todo sobre mi vida/Everything about my life	- Saying what you use your phone for; - Saying what type of music you like; - Giving a range of opinion; - Taking about TV; - Tackling an authentic text.	Developing critical thinking and learning to be personally driven.	
Term 3 	<u>MODULE 3</u> A comer / Food	- Saying what food you like; - Describing mealtime/ordering a meal; - Responding to what people say.	Working with others processing a variety of information.	
Term 4 	<u>MODULE 4</u> Salir y ropa / Going out and clothes	- Arranging to go out and making excuses; - Discussing getting ready to go out; - Talking about clothes; - Talking about sporting events.	Developing creative thinking being literate and numerate.	
Term 5 	<u>MODULE 5</u> Operación verano / Housing and destination	- Asking and answer questions; - Asking for directions; - Talking about summer camps; - Discussing holiday destination.	Developing information processing and learning retainment strategies.	
Term 6 	General Revision and previous knowledge deepening	- General revision and deepening of all the previous knowledge; - Scaffolding, drilling and testing; - Vocabulary enrichment and enhancement; - Writing, Listening, Speaking and Reading.	Re-Introduction to the 4 SKILLS (Writing, Reading, Speaking and Listening).	

Seaford Head School SPANISH Curriculum Overview

SPANISH KS4: Year 9

Term	Key topics / scheme of work	What most pupils will learn	Key skills used	How will this learning be assessed?
TERM 1 	KS3 General Revision and deepening INTRO to THEME 1_ Identity and culture	- Recall KS3 knowledge and widen it. - Introduce students to exams skills; - Approach language in reading texts; - Reinforce the use of opinions.	To recall and widen the 4 SKILLS (Writing, Reading, Speaking and Listening) already seen in KS3.	- Self / peer assessment for exercises completed in class and some homework; - Teacher marking in exercise book, some homework and specific pieces of work; - Summative assessment - HIGHER-FOUNDATION LISTENING/WRITING SPEAKING/READING; - Active questioning; - DIT (Dedicated Independent Time); - Daily formative assessment.
TERM 2 	THEME 1_ Identity and culture U1_ Family and relationships	- Talk/Describe family members; - Talk/Describe friends; - Talk/Describe couples; - Talk about future plans; - Talk about relationships nowadays.	To focus on the four MFL skills (Listening, Reading, Speaking, Writing) developing communication processing a variety of information.	
TERM 3 + TERM 4 	THEME 1_ Identity and culture U2_ Technology in everyday life	- Say how you keep in touch via the internet; - Give opinions about online messaging; - Talk about using a mobile. - Give opinions about mobile technology; - Talk about the good and bad of social media, using verbs with prepositions.	To focus on the four MFL skills (Listening, Reading, Speaking, Writing) processing information and working with others.	
TERM 5 + TERM 6 	THEME 1_ Identity and culture U3_Free-time activities	- Describe what you like/dislike; - Talk about free time. Buy food and drink; - Talk about eating out and sport; - Talking about plans for the weekend. - Talking about sport in the world.	To focus on the four MFL skills (Listening, Reading, Speaking, Writing) deepening critical and creative thinking.	

Seaford Head School SPANISH Curriculum Overview

SPANISH KS4: Year 10

Term	Key topics / scheme of work	What most pupils will learn	Key skills used	How will this learning be assessed?
TERM 1 	U1-3 General Revision THEME 1_ Identity and culture U4 Customs and festivals	• Reinforce exams skills; • Approaching language in reading texts; • Learn about Spanish life and routine; • Learn about local customs; • Talk about Spanish festivals; • Spanish/Latin American culture.	Focus on the four MFL skills (Listening, Reading, Speaking, Writing) developing critical and creative thinking to be independent learner.	• Self / peer assessment for exercises completed in class and some homework; • Teacher marking in exercise book, some homework and specific pieces of work; • Summative assessment - HIGHER-FOUNDATION LISTENING/WRITING SPEAKING/READING; • Active questioning; • DIT (Dedicated Independent Time); • Daily formative assessment.
TERM 2 + TERM 3 	THEME 2_ Local, National, international & global areas U5_Hometown, and region	• Consolidate specific exams skills; • Describe house and rooms in it; • Say what your house is like; • Say what you can do where you live.	Focus on the four MFL skills involving learners in group or partner-based problem-solving tasks.	
TERM 4 	THEME 2_ Local, National, international & global areas U6_Social issue	• Consolidate the use of different tenses; • Talking about charities/voluntary work; • Talking about healthy/unhealthy lifestyles.	Focus on the four MFL skills developing communication and information processing strategies.	
TERM 5 	THEME 2_ Local, National, international & global areas U7_Global issues	• Ways of protecting the environment; • Talking about homelessness and poverty; • Talking about helping homeless/the needy.	Focus on the four MFL skills processing information and working with others.	
TERM 6 	THEME 2_ Local, National, international & global areas U8_Travel & Tourism	• Talking about travelling to holiday destinations and accommodations. • Talking about the regions of Spain.	Focus on the four MFL skills processing information and working with others.	

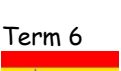
Seaford Head School SPANISH Curriculum Overview

SPANISH KS4: Year 11

Term	Key topics / scheme of work	What most pupils will learn	Key skills used	How will this learning be assessed?
Term 1 	U1-U8 Revision	Reinforce exams skills;	Focus on the four MFL skills (Listening, Reading, Speaking, Writing) developing creative thinking.	Self / peer assessment for exercises completed in class and some homework;
Term 2 	THEME 3_ Current and future study and employment U9_My studies U10_Life at school and college	- Giving opinion about different subjects; - Talking about your studies; - Talking about school, daily routine, school rules and uniform; - Talking about good/bad aspects of school.	To focus on the four MFL skills (Listening, Reading, Speaking, Writing) developing communication processing a variety of information.	Teacher marking in exercise book, some homework and specific pieces of work;
Term 3 	THEME 3_ Current and future study and employment U11_Education post-16 U12_Jobs career choices and ambitions	- Discussing choices at 18: work or university? - Talking about options at 16. - Talk about different jobs; - Look for and apply for jobs; - Talk about the ideal job.	Focus on the four MFL skills (Listening, Reading, Speaking, Writing) processing information and working with others.	Summative assessment – HIGHER and/or FOUNDATION LISTENING/ SPEAKING / READING / WRITING;
Term 5 	AQA GCSE EXAMS	- Writing (Higher and Foundation Tier); - Speaking (Higher and Foundation Tier); - Listening (Higher and Foundation Tier); - Reading (Higher and Foundation Tier).	Focus on the four MFL skills (Listening, Reading, Speaking, Writing).	- Active questioning; - DIT (Dedicated Independent Time); - Daily formative assessment.

Seaford Head School SPANISH Curriculum Overview

SPANISH KS5: Year 12

Term	Key topics / scheme of work	What most pupils will learn	Key skills used	How will this learning be assessed?
Term 1 	THEME1 _ Aspect of Hispanic society: U1_Traditional and modern values	- Describe 21st-century Spanish family and how they differ from the past; - Understanding trends in marriage and divorce; - Understanding religious history of Spain.	- Recognise cognates; - Know when to use accents; - Connect nouns with their corresponding verbs.	- Self / peer assessment for exercises completed in class and some homework; - Teacher marking in exercise book, some homework and specific pieces of work; - Summative assessment - PAPER 1 (LISTENING, READING AND WRITING) PAPER 2 (WRITING) PAPER 3 (SPEAKING); - Active questioning; - DIT (Dedicated Independent Time); - Daily formative assessment.
Term 2 	THEME 1 _ Aspect of Hispanic society: U2_The cyberspace	- Discuss the positive/negative of internet; - Discuss the positive/negative of smartphones; - Consider the type of influence social networks have on society.	- Write a summary based on a listening extract; - Use expressions giving pros and cons. - Use idiomatic expressions with impersonal verbs.	
Term 3 	THEME 1 _ Aspect of Hispanic society: U3_Gender equality	- Discuss women in the world of work; - Discuss male chauvinism and feminism; - Understand and talk about changes to LGBT; - Discuss gay marriage in Spain Hispanic world.	- Improve translation skills; - Listen for gist and for details; - Recognise words ending in '-ity'. - Additional translation tips.	
Term 4 	THEME 2 _ Artistic culture in the Hispanic world U4_The influence of idols	- Discuss the positive and/or negative influence singers and musicians have on people; - Discuss the positive and/or negative effect TV and cinema stars have in our society; - Consider the type of influence fashion; models have on young people.	- Use connectives to improve written; - Improve translation into Spanish; - Use connectives and other expressions to improve conversation; - Check written work.	
Term 5 	THEME 2 _ Artistic culture in the Hispanic world U5_Regional identity in Spain	- Describe and discuss Spanish customs; - Discuss gastronomy similarities and differences in the gastronomy of Spain; - Consider the languages that are Spoken in Spain and the issue surrounding them.	- Improve listening skills; - Identify correct and incorrect sentences; - Fill in the gaps in a test.	
Term 6 	THEME 2 _ Artistic culture in the Hispanic world U6_The cultural heritage	- Understand civilisations that contributed to the cultural heritage of Spain; - Discuss Spanish and Latin American artists and the role of architecture in Spain; - Understand the diversity of Hispanic music and dance.	- Use the internet to enhance the work. - Break down comprehension tasks; - Recognise irregular endings: noun ending in '-ma'.	

Seaford Head School SPANISH Curriculum Overview

SPANISH KS5: Year 13

Term	Key topics / scheme of work	What most pupils will learn	Key skills used	How will this learning be assessed?
Term 1 	THEME 3 _ Multiculturalism in Hispanic society: U1_Immigration U2_Racism	- Positive and negative aspects of immigration; - Immigration in the Spanish-speaking world; - Problems illegal migrants might face. - Describe/Discuss racist and xenophobic attitudes and how to combat racism; - Look at existing legislation.	- Improve dictionary skills; - Revise the use of loan words; - Vary vocabulary by using synonyms. - Express approval/disapproval; - Translate the English gerund (-ing); - Express obligation.	Self / peer assessment for exercises completed in class and some homework;
Term 2 	THEME 3 _ Multiculturalism in Hispanic society: U3_Co-existence	- Ways culture integrate in Hispanic society; - Issues surrounding the integration of different cultures within education; - Coexistence of religions in the Hispanic world.	- Using language for describing change; - Vary sentence structure to enhance writing; - Structure and argument.	Teacher marking in exercise book, some homework and specific pieces of work;
Term 3 	THEME 4 _ Aspects of political life in the Hispanic world: U4_ Young people of today, citizens of tomorrow	- Politics in young people's lives; - Youth attitude to politics change; - Unemployment amongst young people; - Describe and discuss the type of society young people in the Hispanic world want to live in.	- Using a variety of negative expressions; - Talking about data and trends; - Express an opinion or evaluation.	Summative assessment -
Term 4 	THEME 4 _ Aspects of political life in the Hispanic world: U5_ Monarchies and dictatorships. U6_Popular Movement	- Understand the impact of the civil war; - Changes from monarchy/republic to dictatorship; - Transition from dictatorship to monarchy; - Discuss dictatorship in Latin America; - Discuss how effective protests/strikes are; - Describe the power of trade unions; - Consider the 15-M Movement in Spain and the Mothers of the Plaza de Mayo in Argentina.	- Speak or write about a historical personality; - Recognise and use ordinal numbers; - Read for gist for comprehension. - Develop and use a wider vocabulary; - Vary sentence structure to enhance speaking; - Infer meaning from listening and reading.	- PAPER 1 (LISTENING, READING AND WRITING) - PAPER 2 (WRITING) - PAPER 3 (SPEAKING); - Active questioning; - DIT (Dedicated Independent Time);
Term 5 	EXAMS	- PAPER 1: Listening, reading and writing; - PAPER 2: Writing; - PAPER 3: Speaking.	All language skills acquired.	Daily formative assessment.