

## **Curriculum map - Spanish**

### **Key Stage 3 Subject Intent**

We want our students to be citizens of the world. Learning a language will open a world of opportunities to them. Our curriculum aims to challenge and inspire pupils to be curious about other peoples, their traditions, and their heritage. Our curriculum improves a pupil's communication skills, literacy and provides an insight into other cultures. Pupils will be confident in the key skills of listening, reading, writing and translating. These key exam skills are embedded in all that we do.

**Extensive Processing Instruction (EPI)** method is used in years 7-9.

- A language teaching method that focuses on reducing cognitive overload by providing students with a carefully chosen set of language chunks to practice.
- Emphasizes meaningful repetition and fluency-first approaches to streamline language acquisition.
- Aims to build automaticity through repetition with variation, develop grammatical competence in context, and gain confidence before being expected to speak or write.

### **Lesson sequence**

We use the Trilogy series of textbooks to introduce and practice language with the aim of guiding learners from vocabulary chunks and scaffolded language to autonomy and spontaneity.

A typical sequence of lessons will have the following stages:

- Modelling - Models use of chunks in context through aural and written input.
- Awareness - Introduces the learners to the patterns/rules governing the target chunks' formation and use.
- Receptive processing - High-intensity processing practice through the receptive skills.
- Structured production - Students engage in activities that involve repeated processing of the target sentence patterns.
- Expansion - Learners build on what they've learned.
- Autonomy - Learners work independently.
- Routinisation - Learners practice and become more familiar with the target language.
- Spontaneity - Learners produce unplanned output in communicative tasks.

### Assessment

Students have regular mid-topic retrieval practice followed by diagnostic assessment to identify and resolve any gaps in their knowledge. At key points there are "Bringing It All Together" revision lessons - followed by summative assessments.

### Home learning

Students have one online weekly homework set on [sentencebuilders.com](https://www.sentencebuilders.com).

They will also be set weekly vocabulary learning of 5-10 words / phrases homework set on google classroom - these words are tested in the lesson starter tasks.

### KS3 Subject Narrative

Our curriculum is topic based. The key exams skills of listening, reading, writing, speaking and translating are built into each topic. Key grammatical concepts such as verbs and tenses are gradually introduced in years 7-9.

	Term 1	Term 2	Term 3
<b>Year 7</b>	Introducing oneself and asking how you are doing  Talking about my age  Saying when my birthday is  Saying where I live and am from  Mid point Retrieval and Diagnostic Assessment	Things I like/dislike: Free time activities  BRINGING IT ALL TOGETHER Revision and WRITING Assessment  Talking about my family members and myself + age  Hair, eyes and descriptions	Describing myself and another family member  Mid Point Retrieval and Diagnostic Assessment  Comparing people's appearance and personality  Describing my teachers and saying why I like them  Saying what I and others do in our free time - Ir / Jugar / Hacer

			BRINGING IT ALL TOGETHER Revision and Assessment
<b>Year 8</b>	<p>Talking about my daily routine / school day</p> <p>Talking about weekend plans</p> <p>Mid point Retrieval and Diagnostic Assessment</p> <p>Saying what food I eat and drink – likes and dislikes</p>	<p>Saying where I am going to go on holiday in the summer + activities</p> <p>BRINGING IT ALL TOGETHER Revision and Assessment</p> <p>Talking about the weather &amp; free time</p> <p>Talking about my daily routine &amp; activities</p>	<p>Saying what I do at home</p> <p>Mid point Retrieval and Diagnostic Assessment</p> <p>My weekend plans – food &amp; leisure</p> <p>BRINGING IT ALL TOGETHER Revision and Assessment</p>
<b>Year 9</b>	<p>Saying where I live</p> <p>Saying what I can do in my neighbourhood</p> <p>Mid point Retrieval and Diagnostic Assessment</p> <p>Saying what I did in my neighbourhood</p> <p>Saying what I did &amp; am going to do at the weekend</p>	<p>Talking about a past holiday: where we went &amp; stayed</p> <p>Talking about a past holiday: what we did &amp; our opinion of it</p> <p>Back to reality: describing a typical day in the present, preterite &amp; near future</p>	<p>Talking about yesterday after school</p> <p>Mid point Retrieval and Diagnostic Assessment</p> <p>Talking about what I did last weekend</p> <p>BRINGING IT ALL TOGETHER Revision and Assessment</p>

### Key Stage 4 Subject Intent

Languages open up a world of opportunities, such as work and travel. Learning a language is a skill for life and will enable new experiences and friendships. We want our students' eyes to be opened to other cultures and for them to learn how to communicate about subjects that interest them. We are passionate about growing a love of languages. Our aim is to foster communication, broaden perspectives, introduce new cultures and develop students into global citizens.

### Assessment

Our Key Stage 4 Students study Pearson Edexcel GCSE Spanish. The qualification consists of:

- three externally-examined papers assessing separately listening, reading and writing.
- one speaking assessment set by Pearson and conducted by the class teacher.

In addition to formal mock examinations, exam style tasks are routinely built into lessons and ensure that students master key skills and are assessment ready.

### KS4 Subject Narrative

Our key stage 4 course builds on and revisits the knowledge which pupils have gained in key stage 3. In years 10 and 11 students develop their ability to communicate in Spanish in both speech and writing. They will study language within a variety of thematic contexts relevant to their age and interests and will develop a greater awareness of the culture of Spanish-speaking communities and countries. Students will develop and use their knowledge and understanding of Spanish vocabulary and grammar progressively through their course of study.

	Term 1	Term 2	Term 3
<b>Year 10</b>	Módulo 1: ¡Diviértete! (Have fun!) Thematic Context: My personal world; media and technology.  Módulo 2: Viajes (Trips)	Módulo 3: Mi gente, mi mundo (My people, my world) Thematic Context: My personal world; media and technology.	Módulo 5: ¡A clase! (To class!) Thematic Context: Studying and my future.

	Thematic Context: Travel and tourism	Módulo 4: Mi estilo de vida (my lifestyle) Thematic Context: Lifestyle and wellbeing.	
<b>Year 11</b>	Módulo 6: Mi barrio y yo (My neighborhood and me) Thematic Context: My neighbourhood  Módulo 7: Un mundo mejor para todos (A better world for everyone) Thematic Context: My neighbourhood	Módulo 8: El futuro te espera (The future awaits you) Thematic Context: Studying and my future.  Revision	

### **Below are the assessments for GCSE**

#### Paper 1: Speaking in Spanish - 25% of the qualification

Foundation tier: 7-9 minutes plus 15 minutes' preparation time; 50 marks.

Higher tier: 10-12 minutes plus 15 minutes' preparation time; 50 marks.

Students are assessed on their ability to speak using clear and comprehensible language for a range of audiences and purposes, in different contexts, which are relevant to their current and future needs and interests.

#### Paper 2: Listening and understanding in Spanish - 25% of the qualification

Written examination: Foundation tier: 45 minutes, including 5 minutes' reading time, 50 marks / Higher tier: 60 minutes, including 5 minutes' reading time, 50 marks.

Students are assessed on their understanding of standard spoken Spanish by one or more speakers, across a range of formal and informal contexts, and in familiar and unfamiliar settings.

#### Paper 3: Reading and understanding in Spanish - 25% of the qualification

Written examination: Foundation tier: 45 minutes, 50 marks / Higher tier: 60 minutes, 50 marks 25% of the qualification Students are assessed on their understanding of written Spanish across a range of formal and informal contexts, and in familiar and unfamiliar settings.

Paper 4: Writing in Spanish - 25% of the qualification

Written examination: Foundation tier: 1 hour 15 minutes; 50 marks / Higher tier: 1 hour 20 minutes; 50 marks. Students are assessed on their ability to communicate effectively through writing in Spanish for different purposes and audiences. Students are required to produce responses of varying lengths and types to express ideas and opinions in Spanish. The instructions to students are in English.