

“Rooted and grounded in Love”.

Spanish



Intent – ‘Rooted and grounded in Love’

Intent – Rooted

It is our mission to enable all students to flourish in Spanish. Our Spanish curriculum is designed to provide students with knowledge, understanding and an appreciation of another language and culture. Our philosophy is to empower students to communicate and engage with the Spanish language, as well as its culture, thus creating confident linguists and communicators. We aim to foster a love for language learning and a deeper understanding of diverse cultures within the Spanish-speaking world. The key stage 3 curriculum ensures that by the end of year 9, all students can communicate in the target language, giving opinions on a range of topics, in a range of tenses, both in written and spoken form. All students are taught the same content, though lessons will be tailored to suit the needs of the group. Year 7 begin with an introduction to Spanish, learning basic vocabulary and grammar structures which will be revisited and built upon throughout the year. Students then learn to describe people and places, their families, the activities people do and where people go. Year 8 revisits the grammar structures covered in year 7 to ensure mastery before introducing students to more complex grammar points and tenses, through a range of topics including celebrations, school, free time, travel and the environment. The topics selected aim to give students access to vocabulary that they could easily use in a Spanish-speaking country. When our students reach year 9, they will be able to form verbs in three tenses and give complex and justified opinions on a range of different topics. Again, students will revisit vocabulary and grammar from years 7 and 8 to embed knowledge and acquire mastery. Students will continue to develop and enhance their linguistic abilities through the topics of holidays and free-time activities. Students in key stage 3 also undertake a film project, where they watch and study a Spanish-speaking film. The selected films explore a range of cultural topics from both Spain and Latin America. Watching a film in Spanish enables students to develop their cultural understanding and linguistic ability as they work towards producing a piece of writing about the film. The key stage 3 curriculum provides students with the linguistic skills to be able to communicate in the target language and feel confident when communicating with Spanish-speaking people. The curriculum also provides a solid foundation for students who continue to study Spanish at GCSE.

At key stage 4, students build upon the key skills acquired at key stage 3, whilst following the AQA scheme of learning. The wide range of topics covered allows students to reflect upon society and the way we live our lives. By the end of the course, they will be able to discuss these topics and will have a sound grasp of how language works.

At key stage 5, students will continue to develop their grammatical and linguistic skills alongside their understanding of the culture and society of countries where Spanish is spoken. In year 12, students study the film *Volver* and in year 13, students study the play, *La casa de Bernarda Alba*. Students also undertake an individual research project. This allows them to develop their own interests through their independent study of a topic of their own interest.

St Jerome is the patron saint of MFL. His translation of the Bible allowed more people to access God's word for themselves. Our curriculum aims to encourage our students to follow his example; to use our ability to learn and understand different languages to communicate with our worldwide neighbours, to build bridges and to break down barriers in order to create a tolerant and respectful world.



Spanish Year 7



De Lisle College
A Catholic Voluntary Academy

Curriculum Outline

Link to Catholic Social Teaching:

- Fostering subsidiarity: By developing communication skills through the topics taught in year 7, students are empowered to engage with and serve others. The skills they acquire will allow them to understand the importance of communication and valuing different cultures. Learning another language gives students a better understanding of the world; language shapes cultural traditions and we cannot fully appreciate these traditions without knowledge of the language.
- Promoting human dignity through language and culture: The year 7 curriculum includes exploration of diverse Spanish-speaking cultures, including the day of the dead traditions in Mexico through the study of the film *Coco*. This enables students to have a better understanding of and a respect for all people and their traditions, thus promoting empathy and cultural appreciation.

Advent 1	NCELP Term 1.1	Advent 2	NCELP Term 1.2
Description	• Describing places and location • Saying what someone is like at the moment • Saying what someone is like in general • Saying what people have • Saying what people do	Description	• Saying what people do and don't do • Numbers (1 to 12) and talking about more than one thing • Saying what there is around you and describing it • Talking about the location of things • Describing a place • Giving and wanting (festive season and family)
Lent 1	NCELP Term 2.1	Lent 2	NCELP Term 2.2
Description	• Describing family • Describing some natural wonders of the Spanish-speaking world • Asking and answering questions • Talking about what you do with others (rural life)	Description	• Talking about what people <i>can</i> do • Contrasting what people <i>must</i>, <i>can</i> and <i>want</i> to do • Places and locations • Saying what people are like today vs in general • To watch and study the film <i>Coco</i>.
Pentecost 1	NCELP Term 3.1	Pentecost 2	NCELP Term 3.2
Description	• Describing activities (travel) • Describing what people do • Describing what people do (technology)	Description	• Describing people and possessions • Describing when and where people go • Describing future plans

Spanish

Year 8

Curriculum Outline

Link to Catholic Social Teaching:

- Fostering subsidiarity: By developing communication skills through the topics taught in year 8, students are empowered to engage with and serve others. The skills they acquire will allow them to understand the importance of communication and valuing different cultures. Learning another language gives students a better understanding of the world; language shapes cultural traditions and we cannot fully appreciate these traditions without knowledge of the language.
- Promoting human dignity through language and culture: The year 8 curriculum includes exploration of diverse Spanish-speaking cultures, including the tradition of bullfighting in Spain through the study of the film *Ferdinand*. This enables students to have a better understanding of and a respect for all people and their traditions, thus promoting empathy and cultural appreciation.

Advent 1	NCELP Term 1.1	Advent 2	NCELP Term 1.2
Description	• Describing events in the past and present (Travel) • Comparing past experiences • Talking about people and places now vs in general • Comparing what you and someone else ('we') do (News and Media) • Describing what different people do (At home) • Asking what people can and must do (In class) • Describing what you and someone else (we) do (Parties / celebrations)	Description	• Describing events in the past and present (At school) • Describing events in the past and present (Free time activities) • Describing how people feel in the present (Feelings and emotions) • Describing where people go and why • Learning about a South American country
Lent 1	NCELP Term 2.1	Lent 2	NCELP Term 2.2
Description	• Describing what people do (Technology and Social networks) • Describing events in the past and present (Travel) • Describing events in the past and present (Environment) • Saying what you do for others • Talking about daily life and routines	Description	• Describing a series of events • Talking about giving and receiving • Giving opinions about school • To watch and study the Spanish film <i>Ferdinand</i>.

Pentecost 1	NCELP Term 3.1	Pentecost 2	NCELP Term 3.2
Description	• Describing people’s intentions • Describing and comparing possessions • Describing the weather at different times • Comparing where people go and went	Description	• Learning about a famous Spanish speaking person • Describing what is happening now • Describing traditions in Spanish-speaking countries • Comparing future plans

Spanish

Year 9



De Lisle College
A Catholic Voluntary Academy

Curriculum Outline

Link to Catholic Social Teaching:

- Fostering subsidiarity: By developing communication skills through the topics taught in year 9, students are empowered to engage with and serve others. The skills they acquire will allow them to understand the importance of communication and valuing different cultures. Learning another language gives students a better understanding of the world; language shapes cultural traditions and we cannot fully appreciate these traditions without knowledge of the language.
- Promoting human dignity through language and culture: The year 9 curriculum includes exploration of diverse Spanish-speaking cultures, including Christmas traditions in different Spanish-speaking countries. This enables students to have a better understanding of and a respect for all people and their traditions, thus promoting empathy and cultural appreciation.
- Promoting solidarity: Through the study of the film *Valentín*, which follows the life of the young boy Valentín, students explore the importance of family relationships and the struggles many families can face within society.

Advent 1	NCELP Term 1.1	Advent 2	NCELP Term 1.2
Description	•Describing events in the past (holidays) •Asking questions about past holidays •Describing the location of things •Talking about routine events •Describing people, places and traditions in Mexico •Talking about food •Going on a school trip •Talking about looking after others	Description	•Talking about sport and exercise •Talking about health •Describing people and how they feel (a weekend in the countryside) •Describing people and what they do (an evening at home) •Describing where people go and went •Talking about Christmas traditions
Lent 1	Free-time activities	Lent 2	Free-time activities/Holidays
Description	• Forming the past tense • To be able to talk about the TV shows you have watched recently and give your opinion • To be able to talk about what you have read recently and give your opinion • To be able to say what you did in your free time recently and give your opinion	Description	• To understand the social and historical context of the film Valentín • To watch a Spanish film • To give an opinion on the film Valentín • To say where you normally go on holiday

			• To say where you normally, stay, how you travel and who you do with • To give a justified opinion of your holidays
Pentecost 1	Holidays	Pentecost 2	Preparation for GCSE/Getting around in Spain
Description	• To revise the past tense • To talk about a recent holiday • To revise the future tense • To talk about a future holiday	Description	• Fantastic phrases (writing and speaking) • Words to catch you out (reading and listening) • Verbs in three tenses • Useful phrases for getting around in Spain

Spanish

Year 10



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Curriculum Outline

Link to Catholic Social Teaching:

- Ensuring the dignity of all people: The curriculum's focus on identity and relationships with others supports discussions around respecting every individual as made in the image of God, regardless of background or culture.
- Promoting participation: Students learn about customs, festival and daily life in Spanish-speaking communities, promoting an understanding of the importance of active and respectful participation in community life. Students also learn vocabulary to describe their school and education which helps students to understand the value of education.
- Upholding the common good: The study of free time activities allows students to recognise that hobbies enable all people to participate in the goodness of creation.

Advent 1	Revising the basics Unit 1: Identity and relationships with others	Advent 2	Unit 2: Healthy living and lifestyle
Description	• Definite and indefinite articles • Verbs in three tenses • Giving personal details • Saying what you and others look like • Talking about personality • Describing family relationships • Describing relationships with friends • Discussing different types of families	Description	• Talking about a healthy lifestyle and keeping fit • Eating out • Discussing different types of diet • Discussing typical Spanish eating habits
Lent 1	Unit 3: Education and work	Lent 2	Unit 4: Free time activities
Description	• Describing your school • Talking about the subjects and teachers you like/dislike and why • Describing the school day • Talking about school rules • Talking about what you are going to do after you have finished school • Talking about your ideal job	Description	• Talking about the sports you play/do and why • Talking about extreme sports • Discussing music and performing arts • Discussing television and film

Pentecost 1	Unit 4: Free time activities Unit 5: Customs, festivals and celebrations	Pentecost 2	Unit 5: Customs, festivals and celebrations
Description	• Discussing television and film • Describing different religious celebrations • Describing what you do to celebrate different celebrations	Description	• Discussing different family traditions • Discussing <i>Carnaval</i> across Spain • Describing Latin American festivals

Spanish

Year 11



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Curriculum Outline

Link to Catholic Social Teaching:

- Promoting the dignity of all people: When discussing celebrity culture, students can reflect on how media should respect the dignity of all people, avoiding harmful stereotypes.
- Upholding the common good: The travel and tourism topic invites student to reflect on the common good; responsible tourism not only benefits local communities but also respects different cultures and traditions.
- Ensuring subsidiarity: Through the study of media and technology, students understand how digital platforms can promote subsidiarity by giving people a voice to raise awareness of global injustices.
- Promoting stewardship of creation: Studying the environment allows student to consider stewardship of creation and the need to protect natural resources.

Advent 1	Unit 6: Celebrity culture Unit 7: Travel and tourism, including places of interest	Advent 2	Unit 8: Media and technology
Description	• Discussing celebrity fashions • Discussing different celebrities • Talking about daily routines • Debating celebrities as role models • The advantages and disadvantages of fame • Talking about where you like to go on holiday (including accommodation and transport) • Describing a visit to Spain • Different types of holidays	Description	• Discussing how technology has changed • Discussing the social networks you use and why • The advantages and disadvantages of different types of technology
Lent 1	Unit 9: The environment and where people live	Lent 2	Exam preparation
Description	• Talking about where you live • Talking about what there is in your town • Discussing environmental issues and what you can do to help • Global environmental problems	Description	• Exam skills
Pentecost 1	Exam preparation	Pentecost 2	Exam preparation
Description	• Exam skills	Description	• Exam skills