



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.



Year 8	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.
Year 9	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.
Year 10	Unit 1 Lifestyle, media and technology	Y10 students are introduced to their GCSE course through retrieval of KS3 structures and gradual build on what they have studied so far. They encounter exam style questions for the first time and focus on grammatical structure, such as the present continuous, to allow them to approach this questions with confidence. There is also a strong focus on phonics.	Unit 2 My Personal World	Y10 students complete unit 2 this half term with a focus on family, friends, free time and festivals. They learn to talk about topics relevant to their age group with an increasing range of grammar and vocabulary. The review all three tenses with the aim of consolidating their learning from Unit 1.
Year 11	Module 6: Festivals and Celebrations	Y11 students recall their knowledge of Spanish festivals and celebrations from Y9 to be able to make more mature observations about the cultural differences between Spain and the UK. Students will also observe religious differences between a range of festivals like Epiphany, Ramadan, Eid, Christmas and Easter. Cultural discussion here is just as valid as expression in the target language as in Y11, students need to be able to formulate their own ideas and narratives before translating them into the target language.	Module 6: Festivals and Celebrations	Y11 students complete Module 6 this term with a focus on daily routine and food. The topics of daily routine and food draw upon students' understanding of expressing numbers, quantities and reflexive verbs when describing their days. Students will have been exposed to numbers throughout their time with us, however expressing quantities will be new language. Therefore, students are always retrieving former knowledge from across the Key Stages as well as acquiring new language and structures.
Year 12	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.
Year 13	Study of a literary text: La Casa de Bernarda Alba Citizens of tomorrow	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 Monarchies and Dictatorships	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



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				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?
Year 7	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.
Year 8	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.
Year 9	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.
Year 10	Unit 3 Lifestyle and Wellbeing	Y10 students will complete unit 3 this half term, with a focus on healthy eating, self-care and the problems faced by young people. Exam skills continued to be exposed each lesson to gradually build student confidence with approaching these kinds of questions. There is a strong focus on phonics, speaking and writing skills to prepare students for their speaking mock exam.	Unit 4 Studying and My Future	Y10 students will complete unit 4 this half term. They will learn how to talk about their education and future dreams for their career. They will revisit all three tenses this half term with the aim of writing a coherent piece which switches seamlessly between tenses. Reading and writing skills have a stronger focus this half term in preparation for further exam practice ahead of their mocks.
Year 11	Module 7: Jobs and Future Plans	We teach Module 7 close to the end of Y11 as the topic of jobs and future plans is more pertinent to their real life experience at this point. Therefore, conversations in the target language about A Level choices, working abroad and learning new skills through work experience are informed by their reality, which serves to make writing and speaking work much more detailed and mature	Module 8: Social and Global Issues	We finish Y11 with Module 8 and the teaching of both environmental and social issues in their local area. Recycling, poverty, homelessness and charity work all require students to reflect on the issues in their local area as well as the global issues we face. Students will think about solutions to poverty, homelessness and litter to be able to share their hopes for a better world in the future.



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		compared to Y8 when students simply expressed the jobs their family members did.		
Year 12	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.
Year 13	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.



Term 3	Summer 1	Why this? Why now?	Summer 2	Why this? Why now?
Year 7	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.
Year 8	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.
Year 9	Unit 11: Exploring a French-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.
Year 10	Unit 5 Travel and Tourism	Y10 students will complete unit 5 this half term. This unit revises the topic of holidays which they have studied in KS3 but builds on the grammar and vocabulary. There is a focus on complex structures to ensure students are fully prepared for their first set of mock exams. They will also begin revising topics taught earlier in the year to ensure they are confident with all structures and vocabulary.	Revision and exam skills	This half term focuses on revision and exam skills as well as feedback on their mock exams. The aim is to end the year with students feeling confident about what they have learnt this year and able to return in September ready to complete the course and be successful in their exams. This period of revision and exam skills will consolidate learning from across the school year.



Year 11	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.		
Year 12	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.
Year 13	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

<p>Extracurricular Opportunities (competitions, associations and clubs)</p> <ol style="list-style-type: none"> GCSE Spanish club Take a GCSE in your home language: speak to Mrs Karapetyan DuoLingo: download the app on your phone to learn more French in your free time Duolingo - The world's best way to learn a language Foreign language drama: Categories - World Drama - All 4 (channel4.com) Spanish language radio: Spanish radio stations Listen live & for free Instituto Cervantes Home: Instituto Cervantes in London: language and culture from Spain and Latin America Competitions: Routes into Languages Promoting the take-up of languages and student mobility 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 	<p>Revision Guides</p> <ol style="list-style-type: none"> Edexcel GCSE Spanish — for the 2024 specification CGP Books – 3 different revision and practise books. A level Spanish: AQA Spanish A Level and AS Grammar & Translation Workbook: Get Revision with Results: Amazon.co.uk: Everett, Vincent: 9780198415558: Books
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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 \(ifsw.org\)](#)