



SPANISH

CURRICULUM OVERVIEW



Quality of Education
NOTTINGHAM ACADEMY

SPANISH CURRICULUM- LONG TERM PLAN

CURRICULUM INTENT

At Nottingham Academy, our Spanish curriculum is designed to engage students with topics relevant to their lives, enabling them to understand and express language across a broad spectrum of subjects. Our program emphasizes the development of key language skills including speaking, listening, reading, and writing. We encourage students to share their experiences and opinions while comparing their lives to those of young people in the Spanish-speaking world.

In Year 7, students begin with foundational topics such as family, personal introductions, and descriptions of their city, using the present tense. As they progress to Year 8, students build on this knowledge by discussing their school life and holidays, incorporating the near future and preterit tenses. By Year 9, students are proficient in multiple tenses and can discuss a wider range of topics including leisure activities, building healthy habits, and school trips, preparing them for more complex topics & grammatical concepts needed at GCSE.

Our ambitious curriculum aims to equip all Key Stage 3 students with the necessary skills to successfully transition to GCSE Spanish. In Years 10 and 11, students follow the Edexcel GCSE course, covering modules on personal and social topics, health, school, and global issues. They expand their grammar knowledge with advanced tenses and structures, including the subjunctive mood, and focus on exam preparation through regular assessments and practice exams. By completing the teaching of new knowledge at the end of Year 10, we ensure that Year 11 is dedicated to thorough revision and targeted exam preparation, allowing students to achieve the best possible outcomes.

Adaptations for students with SEND needs include differentiated instruction and resources tailored to diverse learning requirements. We use visual aids, interactive activities, and technology to support understanding and engagement. Regular assessments and personalized feedback ensure all students know more, remember more, and do more. By focusing on these principles, we aim to ensure every student can excel and thrive in Spanish, gaining more knowledge, retaining it effectively, and applying it confidently.

Our ultimate goal is to inspire students to develop a lifelong appreciation for the Spanish language and culture, fostering a deep understanding and respect for the diverse Spanish-speaking world.

KEY CONCEPTS

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| <p>Speaking</p> <ul style="list-style-type: none"> Develop conversational skills in various contexts. Practice fluent speech and accurate pronunciation. | <p>Listening</p> <ul style="list-style-type: none"> Understand spoken Spanish in different accents and speeds. Interpret audio materials, such as conversations, announcements, and narratives. | <p>Reading</p> <ul style="list-style-type: none"> Comprehend written texts, including articles, stories, and dialogues. Extract key information and analyse text structure. | <p>Writing</p> <ul style="list-style-type: none"> Write coherent sentences and paragraphs in Spanish. Use correct grammar, punctuation, and vocabulary. |
| <p>Grammar</p> <ul style="list-style-type: none"> Master verb conjugations in various tenses (present, past, future). Understand and apply grammatical rules. | <p>Cultural Understanding</p> <ul style="list-style-type: none"> Learn about traditions, customs, and daily life in Spanish-speaking countries. Compare and contrast cultural aspects with students' own experiences. | <p>Vocabulary Development</p> <ul style="list-style-type: none"> Expand lexical knowledge across different topics. Use context to understand and memorize new words. | <p>Exam Preparation</p> <ul style="list-style-type: none"> Develop test-taking strategies for listening, speaking, reading, and writing exams. Practice past exam papers and mock tests. |

KEY CONCEPTS MAPPING

| | Half Term 1 | Half Term 2 | Half Term 3 |
|---------|----------------------------|---------------------------|-------------------------|
| Year 7 | My family & Me | In my free time... | My City |
| Year 8 | My School | My Holidays | Operation Summer |
| Year 9 | Mi tiempo libre | Buenas rutinas | Un viaje escolar |
| Year 10 | Mi mundo | Mi estilo de vida | Un mundo mejor |
| Year 11 | El futuro te espera | Exam preparation | Exams |

SPANISH KEY CONCEPTS

| | | | |
|-----------------|-------------------------------|-------------------------------|-------------------------|
| Speaking | Listening | Reading | Writing |
| Grammar | Cultural Understanding | Vocabulary Development | Exam Preparation |

DISCIPLINARY LITERACY- KEYWORDS & TERMINOLOGY

| | Term 1 | Term 2 | Term 3 |
|---------|--|---|---|
| Year 7 | My family & Me Family members, appearance, ser vs estar, present tense key verbs | In my free time... Sports, digital activities, food & drink, present tense regular verbs | My City Places in a town, prepositions of place, modal verbs e.g., se puede |
| Year 8 | My School Teachers, describing my school, complex opinions, comparatives, me gustaría | My Holidays Holiday locations & activities, preterit, future & present tenses | Operation Summer Making holiday plans, weather, combining multiple tenses inc subjunctive |
| Year 9 | Mi tiempo libre Social media, TV & film, making plans, Present & past tense consolidation | Buenas rutinas Healthy living & positive habits, giving advice, modal verbs & conditional tense | Un viaje escolar Discussing previous trips, giving complex opinions, grammar consolidation |
| Year 10 | Mi mundo Aspirations & role models, talking about our city, combining multiple past tenses | Un mundo mejor Social & political issues, conditional tense, modal verbs & subjunctive | El futuro te espera School, careers, future plans, combining multiple future tenses & expressions |
| Year 11 | Exam preparation Regular assessments inform teaching & revision. | Exam preparation Regular assessments inform teaching & revision. | Exams Final exam preparation & exams |

ADAPTATIONS FOR SEND STUDENTS IN SPANISH LESSONS

GENERAL SPANISH SEND STRATEGIES

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| <p>READING SUPPORT</p> <ul style="list-style-type: none"> • Scaffolded tasks: Students use sentence builders (Y7-8) or knowledge organiser booklets (Y9+) which contain all key vocabulary and grammar students need to succeed. These are also used for homework to support learning. • Pre-reading activities: Activate prior knowledge by discussing topics related to the text. Use visual aids such as sentence builders to introduce new concepts. • Interactive reading: Use paired reading, where a more confident reader supports a less confident one. Employ choral reading for challenging passages to build fluency. • Post-reading discussion: Engage students in discussions about the text to deepen understanding and connect to personal experiences. Use comprehension questions that range from basic recall to higher-order thinking. |
| <p>EXAM PREPARATION</p> <ul style="list-style-type: none"> • Practice exams with accommodations: Provide practice exams that include accommodations such as extra time, breaks, and a quiet environment. This helps students become familiar with the exam format and reduces anxiety. • Scaffolded revision sessions: Break down revision into manageable chunks and provide clear, structured sessions focusing on specific skills and topics. Use visual aids, digital resources, and hands-on activities to reinforce learning. • Adapted revision materials: Share digital and paper revision materials adapted to a range of needs & ability levels from the start of Year 10 to ensure students can study effectively outside lesson |

SEND WITHIN SPANISH KEY CONCEPTS

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|---|---|---|--|
| <p>Speaking</p> <ul style="list-style-type: none"> • Use visual aids and prompts to support vocabulary recall. • Provide extra time and practice opportunities in smaller groups. | <p>Listening</p> <ul style="list-style-type: none"> • Use clear speech or audio recordings that only assess what students have explicitly studied. • Use interactive listening activities with visual supports. | <p>Reading</p> <ul style="list-style-type: none"> • Provide texts with simplified language and larger fonts. • Use sentence builders and knowledge organisers to help with text structure and comprehension. | <p>Writing</p> <ul style="list-style-type: none"> • Use sentence starters and writing frames. • Assess writing using consistent formats and mark schemes to avoid cognitive overload. |
| <p>Grammar</p> <ul style="list-style-type: none"> • Provide clear, step-by-step instructions and visual aids for grammar rules. • Use hands-on activities to reinforce grammatical concepts. | <p>Cultural Understanding</p> <ul style="list-style-type: none"> • Use multimedia resources (videos, images) to illustrate cultural aspects. • Create interactive projects that allow students to showcase their individual strengths. | <p>Vocabulary Development</p> <ul style="list-style-type: none"> • Use flashcards and interactive apps for vocabulary practice. • Revisit key vocabulary frequently to help build fluency. | <p>Exam Preparation</p> <ul style="list-style-type: none"> • Provide practice exams with accommodations (e.g., extra time, breaks). • Use scaffolding techniques to build confidence and familiarity with exam formats. |

LONG TERM PLAN- A CURRICULUM OVERVIEW

| | Term 1 | Term 2 | Term 3 |
|---------|---|---|---|
| Year 7 | <p>My family & Me</p> <p>Students will begin their Spanish studies by learning basic introductions, numbers, and describing family members in the present tense. Assessments include listening and writing tests.</p> | <p>In my free time...</p> <p>Students will build on their present tense knowledge by discussing their leisure activities and expressing opinions on food. Assessments focus on listening and writing skills.</p> | <p>My City</p> <p>Students will describe their city and neighbourhood using present tense skills. The year concludes with a review of Year 7 topics and comprehensive reading, listening, and writing assessments.</p> |
| Year 8 | <p>My School</p> <p>Students will review the present tense to describe their school, teachers, and subjects, and discuss future study plans using the near future tense. Assessments include listening and writing tests.</p> | <p>My Holidays</p> <p>Students will learn the preterite (past) and near future tenses to discuss past, present, and future holidays, including activities and opinions. Assessments focus on listening and writing skills.</p> | <p>Operation Summer</p> <p>Students will create detailed holiday plans using learned vocabulary and prepare group presentations on their chosen holidays. Assessments include writing and speaking tasks, covering vocabulary and speaking skills.</p> |
| Year 9 | <p>Mi tiempo libre</p> <p>Students will build on their existing grammar knowledge to discuss what they do in their free time in a range of tenses. Topics include social media, food, and sports. Assessments include listening, reading, and writing tests.</p> | <p>Buenas rutinas</p> <p>Students will learn about good habits for their mental and physical health and for their lives at school, including giving opinions on what should be changed and giving advice to others. Assessments focus on writing and translation.</p> | <p>Un viaje escolar</p> <p>Students will discuss school trips they have been on in the past and a future trip to Barcelona, using multiple tenses and complex grammatical structures to consolidate their learning from the past three years. Students sit an end-of-year writing assessment modelled on the GCSE Foundation paper.</p> |
| Year 10 | <p>Mi mundo</p> <p>Students cover the modules Mi gente mi mundo and Mi barrio y yo from the Edexcel GCSE course and learn to discuss their values, experiences and how things have changed over time using a range of grammatical structures. Students gain exposure to GCSE-style assessment in lessons and end of topic tests.</p> | <p>Un mundo mejor para todos</p> <p>In half term 3, students practice speaking and consolidate knowledge of all tenses learnt so far. They conclude the half term with their first Speaking PPE exam. In half term 4, students move on to Un mundo mejor para todos, in which they discuss social issues and ways to tackle these. Students learn the subjunctive mood and other complex structures for the Higher tier exam.</p> | <p>El futuro te espera</p> <p>Students cover El futuro te espera, discussing their different options for after Year 11 and their own plans for the future using a range of future expressions. In the latter half of the term, students will sit PPE exams that cover all topics learned so far. This helps staff and students to make an initial decision on what tier students will sit in Year 11.</p> |
| Year 11 | <p>Repaso</p> <p>Students begin intense revision of the GCSE course. By now most students know which tier they will sit in June (although this can change until February) and focus on vocabulary and grammar specific to this exam to ensure success. In half term 2, students sit PPE exams in all 4 skills.</p> | <p>Exam preparation</p> <p>Students will continue intensive revision of the GCSE course, with teachers planning content flexibly based on frequent formative assessment. They will focus on vocabulary and grammar specific to the tier they will sit in the final exam to ensure success. Students will sit another round of PPE exams in all four skills.</p> | <p>Exams</p> <p>Students will sit their final speaking exam after returning from the Easter holiday. After this, students will revise for their exams with the help of their teacher and other members of the MFL team.</p> |

SPANISH AT PRIMARY PHASE- AT A GLANCE

| | Term 1 | Term 2 | Term 3 |
|--------|--|---|--|
| Year 3 | <p>Introduction to Spain, Greetings Basic phrases Cultural introduction</p> <p>Key skills: Listening, Speaking</p> | <p>All About Me Personal introductions Describing oneself</p> <p>Key skills: Listening, Speaking</p> | <p>The Family Family members Descriptions of family</p> <p>Key skills: Listening, Speaking, Writing</p> |
| Year 4 | <p>My Home Describing rooms Furniture vocabulary</p> <p>Key skills: Listening, Speaking, Writing</p> | <p>The Weather Weather conditions Seasonal vocabulary</p> <p>Key skills: Listening, Speaking, Reading</p> | <p>Animals Types of animals Descriptions and habitats</p> <p>Key skills: Listening, Speaking, Writing</p> |
| Year 5 | <p>Colours Colour vocabulary Describing objects with colours</p> <p>Key skills: Listening, Speaking, Writing</p> | <p>Dates Days of the week Months and dates</p> <p>Key skills: Listening, Speaking, Reading</p> | <p>Introduction to Spanish Culture Cultural traditions Festivals and holidays</p> <p>Key skills: Listening, Speaking, Reading</p> |
| Year 6 | <p>Advanced Greetings and Conversations Complex phrases Everyday conversations</p> <p>Key skills: Listening, Speaking, Writing</p> | <p>Daily Routines Daily activities Time vocabulary</p> <p>Key skills: Listening, Speaking, Writing</p> | <p>Preparing for Secondary Spanish Review of primary Spanish Introduction to secondary topics</p> <p>Key skills: Listening, Speaking, Reading, Writing</p> |

SPANISH KEY CONCEPTS

| | | | |
|-----------------|-------------------------------|-------------------------------|-------------------------|
| Speaking | Listening | Reading | Writing |
| Grammar | Cultural Understanding | Vocabulary Development | Exam Preparation |

NOTTINGHAM ACADEMY SPANISH & NATIONAL CURRICULUM COMPLIANCE

Grammar and Vocabulary

| Identify and use tenses or other structures which convey the present, past, and future | Use and manipulate a variety of key grammatical structures and patterns, including voices and moods |
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| <p>Nottingham Academy Curriculum Alignment:</p> <p>Year 7 - focus on the present tense, including conjugating regular verbs & key irregulars.</p> <p>Year 8 - introduction of set structures in the preterit, imperfect, near future, simple future & conditional tenses. Focus on conjugating near future & conditional with a range of infinitive verbs.</p> <p>Year 9 - review of Year 7/8 grammar, moving away from set phrases to manipulation of each tense.</p> <p>Year 10 - extension grammar including subjunctive</p> | <p>Nottingham Academy Curriculum Alignment:</p> <p>See tenses/structure section.</p> <p>Year 7 begins with focus on the first person but then extends this from half term 2 onwards. Emphasis on using a variety of grammatical structures throughout.</p> |
| Develop and use a wide-ranging and deepening vocabulary | Use accurate grammar, spelling, and punctuation |
| <p>Nottingham Academy Curriculum Alignment:</p> <p>Year 7 - focus on describing my own life.</p> <p>Year 8 - discuss school & holidays using a range of vocab & structures.</p> <p>Year 9 - Extension of prior vocab to give advice, talk about routines, make plans etc.</p> <p>Year 10 - Revision of KS3 topics through GCSE lens and addition of GCSE-specific vocabulary</p> | <p>Nottingham Academy Curriculum Alignment:</p> <ul style="list-style-type: none"> All Years: Integrated into all topics and assessments |

Linguistic Competence

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| <p>1. Listen to a variety of forms of spoken language to obtain information and respond appropriately</p> | <p>2. Transcribe words and short sentences that they hear with increasing accuracy</p> | <p>3. Initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address</p> | <p>4. Express and develop ideas clearly and with increasing accuracy, both orally and in writing</p> |
| <p>Integrated into all lessons & topics from Year 7</p> | <p>Dictation explicitly taught and assessed from HT1 Year 7 onwards</p> | <p>Conversation and speaking skills are included in every half term from Year 7 onwards. Explicit speaking assessments are included from Year 8 onwards.</p> | <p>All Years: Integrated into all speaking & writing activities</p> |
| <p>5. Speak coherently and confidently, with increasingly accurate pronunciation and intonation</p> | <p>6. Read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas, and details, and provide an accurate English translation of short, suitable material</p> | <p>7. Read literary texts in the language [such as stories, songs, poems and letters] to stimulate ideas, develop creative expression and expand understanding of the language and culture</p> | <p>8. Write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language</p> |
| <p>All Years: Integrated into all speaking activities EPI method employed to embed improved pronunciation and intonation.</p> | <p>Reading and translation included in every topic from Year 7 onwards. Explicit translation assessments included from Year 9 onwards, modelled on translation mark schemes.</p> | <p>Literary texts introduced in Year 9, then regularly included from Year 10 onwards</p> | <p>Writing skills are taught explicitly from the start of Year 7 and assessed once per half term through Year 7 - 8. Writing & translation exercises and assessments included from there onwards until the end of Year 11.</p> |