

Why we teach Spanish at St Paul's Academy




- When learning a second language, students acquire a set of transferable skills that will be used in their adult life such as analytical thinking, attention to detail, creativity, adaptability, resilience, memorisation techniques, effective communication and active listening.
- Learning a second language will help students improve their knowledge of their mother tongue.
- Other significant benefits of learning a second language are the development of an awareness of other cultures, traditions and communities and the growth of students' cultural capital as well as their tolerance, turning them into reflective global citizens.

School values/Careers Links





Learning a language at GCSE will help students in almost any career and will open up many opportunities in the future. Students might want to use their language skills to pursue a career in a related field, such as translator, interpreter or diplomatic service officer. However, many other fields like marketing, finance or aviation make use of language skills, so having a GCSE in a language would put students at an advantage over other candidates.

Top universities expect students to have studied a language at GCSE level. With a GCSE in a language, students can continue their language studies at sixth form by taking an A Level or International Baccalaureate. Alternatively, they could also take an A Level at a later date at higher education level to combine with other subjects.

Disciplinary Knowledge/Big Ideas

Listening and Reading 	<ul style="list-style-type: none"> - Identify overall messages, key points, details and opinions in a variety of spoken and written language across a range of specified contexts - Deduce meaning from a variety of short and longer texts or passages, involving some complex and unfamiliar language - Understand general and specific details within texts and speeches using high frequency familiar language across a range of contexts - Recognise and respond to key information and ideas in short and more extended written and spoken texts, including adapted authentic sources - Scan for particular information, organise and present relevant details, and draw inferences in context - Translate passages from Spanish into English
Speaking 	<ul style="list-style-type: none"> - Take part in conversations, asking and answering questions and exchanging opinions - Use and adapt language for different purposes, conveying information and narrating events - Respond spontaneously to unexpected questions, developing conversations and producing extended sequences of speech - Be able to initiate and sustain communication, interacting effectively through speech for a variety of purposes across a range of specified contexts - Make appropriate and accurate use of a variety of vocabulary and grammatical structures, including some complex forms and references to past, present and future events
Writing 	<ul style="list-style-type: none"> - Write texts for a variety of purposes, using familiar language to convey meaning and exchange information - Produce clear and coherent texts to present facts and express ideas and opinions appropriately for different purposes and settings - Make appropriate and accurate use of a variety of vocabulary and grammatical structures, including some complex forms and references to past, present and future events - Use and adapt language and a variety of structures and vocabulary for new purposes, including using appropriate style and register - Translate sentences and short texts from English into Spanish to convey key messages and apply grammatical knowledge of language accurately

Substantive Knowledge/Big Ideas

Phonics 	<ul style="list-style-type: none"> - Recognise and understand key sounds in Spanish - Be able to pronounce confidently Spanish words without knowledge of their meaning, starting by reading out loud single words and short passages, and building up to longer paragraphs and different types of texts which include familiar and unfamiliar language - Transcribe unfamiliar words using students' knowledge of phonics
Vocabulary 	<ul style="list-style-type: none"> - Develop and use a wide range of vocabulary to express needs and interests, narrate events and give and justify opinions on the following six overarching thematic contexts: <ol style="list-style-type: none"> <li style="background-color: #ff9933; padding: 2px;">1. My personal world <li style="background-color: #ffcc00; padding: 2px;">2. Lifestyle and wellbeing <li style="background-color: #99cc33; padding: 2px;">3. My neighbourhood <li style="background-color: #33cc33; padding: 2px;">4. Media and technology <li style="background-color: #9999ff; padding: 2px;">5. Studying and my future <li style="background-color: #003399; padding: 2px;">6. Travel and tourism
Grammar 	<ul style="list-style-type: none"> - Identify and use tenses and other structures which convey references to the present, past and future tenses - Use and manipulate a variety of key grammatical structures and patterns - Understand and make accurate use of grammar, spelling and punctuation
Cultural Knowledge 	<ul style="list-style-type: none"> - Introduction to the Spanish speaking world, cities and regions - Knowledge of different traditions and customs in the Spanish speaking world - Understanding of the importance of festivals and events in Spanish speaking life, and awareness of larger, most popular festivals - Awareness of Spanish way of life and comparison with that of UK - Introduction to a range of authentic materials such as films, music, texts, etc. - Awareness of social and global challenges and issues in Spanish speaking countries

St Paul's Academy

Spanish Key Stage 3 Curriculum Map – Topics by Half Term

KS3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
Y7	<i>Mi vida</i> KQ: Can I give basic information about myself?	<i>Mi vida - cont</i> KQ: Can I give basic information about myself?	<i>Mi tiempo libre</i> KQ: Can I talk about my hobbies?	<i>Mi tiempo libre - cont</i> KQ: Can I talk about my hobbies?	<i>Mi insti</i> KQ: Can I talk about my school?	<i>Mi insti</i> KQ: Can I talk about my school?	<i>Mi familia y mis amigos</i> KQ: Can I describe my family and friends?	
	End of Module Assessment: Listening and Writing (inc. translation into TL)		End of Module Assessment: Reading (inc. translation into English) and Speaking (read aloud)		End of Module Assessment: Listening (inc. dictation) and Writing (inc. translation into TL)		End of Module Assessment: Reading (inc. translation into English) and Speaking (dialogue)	
	Alphabet and introduction to Spanish sounds Spellings Stress on syllables	Vowel sounds Ñ J, Z, B and V R, RR	J LL	CE, CI Cognates	Soft and hard C Soft and hard G	H (Silent)	L, LL Diphthongs	
	Introducing yourself Greetings and introductions Adjectives to describe personality	Numbers Days and months Age, brothers and sisters Birthdays Pets Colours	Hobbies and free time activities Adjectives Adverbs of frequency Weather	Connectives Sports Question words	Subjects Adjectives to extend opinion Intensifiers	School description Activities at break time	Family members Revisit colours Adjectives for physical descriptions	
Gender agreements Verb to be (<i>ser</i>)	Number agreements Verb to have (<i>tener</i>)	Opinion phrases Infinitives -AR regular present tense (singular forms)	Verb to do (<i>hacer</i>) Verb to play (<i>jugar</i>)	-AR present (we form) Revisit opinion phrases	Verb and number agreements A, some, the Regular -ER and -IR verbs (present tense)	Possessive adjectives Expand on verbs <i>ser</i> and <i>tener</i> Revisit adjectival agreements		
Spanish speaking countries European Day of Languages Black History Month	Day of the Dead Christmas celebrations	Flamenco Spanish speaking world: Argentina and Chile	World Book Day Spanish speaking world: Colombia and Costa Rica	Easter Day Spanish speaking world: Cuba and República Dominicana	Education in Spanish speaking countries and differences with education system in UK	Gaudí (colours and architecture) Summer sport project if appropriate (World Cup/Euros)		
Y8	<i>Mi ciudad</i> KQ: Can I describe my city and say what I do and when?	<i>Mi ciudad - cont</i> KQ: Can I describe my city and say what I do and when?	<i>Vacaciones</i> KQ: Can I talk about my holidays?	<i>Vacaciones - cont</i> KQ: Can I talk about my holidays?	<i>Todo sobre mi vida</i> KQ: Can I talk about what I do in my free time?	<i>Todo sobre mi vida - cont</i> KQ: Can I talk about what I do in my free time?	<i>A comer</i> KQ: Can I talk about the food I like?	<i>A comer - cont</i> KQ: Can I talk about the food I like?
	End of Module Assessment: Listening (inc. dictation) and Writing (inc. translation into TL)		End of Module Assessment: Reading (inc. translation into English) and Speaking (read aloud)		End of Module Assessment: Listening (inc. dictation) and Writing (inc. translation into TL)		End of Module Assessment: Reading (inc. translation into English) and Speaking (dialogue)	
	Z, soft C	B, V	LL	R, RR	Hard G and J	H	Ñ	D
Places in town Description of a town/village Telling the time (Revisit numbers) Food	Ordering in a café Free time activities Future tense	Transport Countries Revisit family members Past tense	Activities Adjectives to describe past events ¡Qué! expressions Sequencers	Activities related to technology Types of music TV programmes/TV guide	Free time activities	Food Mealtimes	Ordering a meal Buying for a party Giving an account of a party	

	<p>A, some, many Verb to go (ir) There is/are (hay)</p> <p>Day of the Dead festival European Day of Languages Black History Month</p>	<p>timeframes</p> <p>Verb to want (<i>querer</i>) Near future tense Use present and near future together</p> <p>Introduction to Spanish tapas (create your pintxo)</p>	<p>timeframes</p> <p>Verb <i>ir</i> in the preterite tense Preterite tense of regular -AR verbs</p> <p>Christmas traditions: Three Wise Men</p>	<p>Preterite tense of -ER and -IR verbs Preterite tense of <i>ser</i> Opinions in the past tense</p> <p>Introduction to Spanish festivals: Carnaval</p>	<p>Revisit the present tense Revisit justified opinions Use of comparatives and superlatives</p> <p>World Book Day Spanish speaking world: Ecuador and El Salvador</p>	<p>Revisit the preterite Use present and preterite together Revisit <i>querer</i> Verb to be able to (<i>poder</i>)</p> <p>Spanish speaking world: Guinea Ecuatorial and Guatemala</p>	<p>Increase the range of opinions Use of negatives</p> <p>Research on Spanish food, mealtimes and related customs</p>	<p>Use of <i>Usted/Ustedes</i> Revisit the near future Use three tenses together</p> <p>Use of <i>Usted/Ustedes</i> Summer project on Spanish festivals: Fallas, Tomatina, Feria de Sevilla and San Fermin</p>
	Somos así KQ: Can I talk about my week and days out?	Somos así - cont KQ: Can I talk about my week and days out?	Orientate KQ: Can I talk about jobs and future plans?	Orientate KQ: Can I talk about jobs and future plans?	En forma KQ: Can I talk about my lifestyle and daily routine?	En forma - cont KQ: Can I talk about my lifestyle and daily routine?	Una aventura en Madrid KQ: Can I talk about visiting new cities?	Una aventura en Madrid - cont KQ: Can I talk about visiting new cities?
	End of Module Assessment: Listening (inc. dictation) and Writing (inc. translation into TL)		End of Module Assessment: Reading (inc. translation into English) and Speaking (read aloud)		End of Module Assessment: Listening (inc. dictation) and Writing (inc. translation into TL)		End of Module Assessment: Reading (inc. translation into English) and Speaking (photo description)	
Y9	<p>Hard and soft C</p> <p>Hobbies Complex opinions Revisit days of the week Types of films and film related vocabulary Arranging to</p> <p>Revisit verb number agreements Revisit present tense (regular) Revisit near future tense</p> <p>European Day of Languages Black History Month</p>	<p>Soft G (a,o,u)</p> <p>go out** Making excuses** Birthday celebrations</p> <p>Revisit preterite tense (regular + ir) Key verbs for descriptions (<i>ser, estar, haber, tener</i>)</p> <p>Spanish speaking world: Honduras and Mexico</p>	<p>J</p> <p>Jobs Tasks Adjectives to describe jobs, tasks and colleagues</p> <p>Modal verb I have to (<i>tengo que</i>) Revisit adj. agreement Future I would like to (<i>me gustaría</i>)</p> <p>Christmas traditions and values</p>	<p>CH</p> <p>Future plans Revisit time frames (present and future) Clothes Revisit colours</p> <p>Revisit present vs. near future tense and using both together Adjectival agreement (number and gender) Verb to wear (<i>llevar</i>)</p> <p>Spanish speaking world: Nicaragua and Panamá</p>	<p>GUE, GUI, QUE, QUI</p> <p>Food Revisit complex opinions Adjectives to describe food Sports Daily routine</p> <p>Direct object pronouns Stem-changing verbs to play (<i>jugar</i>) and to prefer (<i>preferir</i>) Reflexive verbs</p> <p>Street food Colombia - short film Recipes</p>	<p>J, hard G</p> <p>Getting fit Illnesses</p> <p>Modal verb must (<i>se debe, no se debe</i>) Verb to hurt (<i>doler</i>) + verb agreements</p> <p>Spanish speaking world: Paraguay and Perú</p>	<p>R, RR</p> <p>Greetings and meeting people Expressing needs Sightseeing Directions</p> <p>Expressions with to have (<i>tener</i>) This/These Focus on 3rd person sing. Superlative</p> <p>Spanish speaking world: Puerto Rico and Uruguay</p>	<p>C, Z B, V</p> <p>Souvenirs Revisit key activity verbs Revisit the weather Making yourself understood in a conversation – key words, strategies and responses</p> <p>Revisit comparatives Simple future tense</p> <p>Summer sport project if appropriate (World Cup/Euros)</p>

Thematic contexts	1. My personal world	2. Lifestyle and wellbeing	3. My neighbourhood	4. Media and technology	5. Studying and my future	6. Travel and tourism
--------------------------	-----------------------------	-----------------------------------	----------------------------	--------------------------------	----------------------------------	------------------------------

St Paul's Academy

Spanish Key Stage 4 Curriculum Map – Topics by Half Term

KS4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
	Módulo 1 ¡Diviértete! KQ: Can I talk about my online world, free time activities and what I did in the past?	Módulo 2 Viajes KQ: Can I talk about my holidays, festivals and my travel plans?	Módulo 3 Mi gente, mi mundo KQ: Can I talk about my family, friends and people I admire?	Módulo 3 - cont KQ: Can I talk about family, friends and people I admire?	Módulo 4 Mi estilo de vida KQ: Can I talk about health, good habits and lifestyles?	Módulo 4 - cont KQ: Can I talk about health, good habits and lifestyles?	Módulo 5 ¡A clase! KQ: Can I talk about my life in school?
	Assessment: Listening (inc. dictation), Reading (inc. translation into English) and Writing (photo description and translation into TL)	Assessment: Listening (inc. dictation), Reading (inc. translation into English) and Writing (photo description and short development task)	Assessment: Listening (inc. dictation), Reading (inc. translation into English) and Writing (translation into TL and extended written task)		Assessment: Listening (inc. dictation), Reading (inc. translation into English) and Writing (extended written tasks)		Assessment: Speaking
Y10	Vowels Soft and hard C Life online Sports Free-time activities Arrangements to go out Plans for the weekend Days that went wrong Present tense Irregular <i>ir, ser, tener</i> (present) Stem-changing verbs Opinions (number agreement) Near future tense Preterite tense Direct object pronouns Expressions of frequency Spanish-speaking countries and sports stars Black History Month	LL J, GE, GI, H QUE, QUI Travel plans Transport Booking a table Festivals Holiday activities Accommodation Comparatives <i>Se puede(n) + infinitive</i> <i>Hay que, hay</i> <i>Me gustaría, quisiera</i> Superlatives <i>If</i> clauses Preterite tense <i>Acabo de + infinitive</i> <i>Suelo + infinitive</i> Imperfect	V, B J, GE, GI H (silent) Family Physical descriptions Role models Friendships and relationships Possessive adjectives Present continuous <i>Ser vs. estar</i> Adjectival agreement Grammatical agreement Desde <i>hace</i> Reflexive verbs Día Internacional de la Familia	Identity and values Problems and advice <i>Para + infinitive</i> Complex opinions <i>Debes/Tienes que + infinitive</i> <i>Podrías/deberías + infinitive</i> Identity and equality in Spain	CH R, RR Adjectives of nationality (agreements) Food and drink Healthy daily routines <i>Tener</i> with a noun (expr.) Indefinite adjectives <i>Antes de/después de</i> Reflexive pronouns International Women's Day Typical foods in Spanish speaking countries	CE, CI CA, CO, CU, CU + vowel Mealtimes and food trends Comparing new and old habits Illnesses and injuries Health and wellbeing Direct object pronouns Impersonal verbs Imperfect tense for past routines <i>Ya no + verb</i> Preterite tense Verb number agreements <i>If</i> clauses Simple future tense Picasso and the body Summer festivals in Spain: la Tomatina and San Fermín	CE, CI Z R, RR ñ Aspects of school life School subjects What could be improved in school Students and teachers at school School trips Absolute superlatives Relative pronouns Key irregular verbs in the present tense <i>Lo que + expressions</i> Opinions of others Conditional tense Impersonal verbs with an infinitive Negatives Forming questions Adjectives vs. adverbs Learning about schools in Spain
Y11	Módulo 6 Mi barrio y yo KQ: Can I describe my city and say what I do and when?	Módulo 7 Un mundo de esperanza para todos KQ: Can I talk about my holidays?	Módulo 8 El futuro te espera KQ: Can I talk about my future plans and the jobs I am interested in?	Exam preparation - Revisiting all thematic contexts - Speaking exam preparation	Exams	Exams	

	<i>Assessment: Exam papers and skills to be arranged according to PPE school calendar.</i>	<i>Assessment: Exam papers and skills to be arranged according to PPE school calendar.</i>	<i>Assessment: Exam papers and skills to be arranged according to PPE school calendar.</i>			
	<p>LL, RR CUA, CUE</p> <p>Descriptions of cities Directions Changes in cities and comparing then and now Shopping preferences Descriptions and complex opinions about hometown Future plans</p> <p>Demonstrative adjectives Perfect tense Prepositions of place Imperfect tense Revisit object pronouns Comparatives Key present subjunctive verbs Future tense structures</p> <p>Diverse geography in Colombia La Feria de las Flores (Colombia)</p>	<p>C + vowel J, GE, GI B, V</p> <p>How to help the community Environmental issues and climate change Actions to help the environment Social issues and solutions</p> <p>Prepositional pronouns Imperfect continuous Imperative Impersonal verbs for expressions Passive voice Avoiding the passive Negatives Present subjunctive Se debería + infinitive Relative pronouns</p> <p>Natural wonders of Spanish speaking countries</p>	<p>Correct stress patterns J, G + vowel</p> <p>Jobs and professions Plans for the future Getting a job Future career intentions Learning languages Changes in the world of work The impact of AI</p> <p>Gender agreements Future tense structures Revisit simple future tense Gerund structures Possessive pronouns Prepositions + infinitive Modal verbs Infinitive as a noun Subjunctive structures</p> <p>Latino trailblazers Multilingualism in Spain</p>			

<i>Thematic contexts</i>	1. My personal world	2. Lifestyle and wellbeing	3. My neighbourhood	4. Media and technology	5. Studying and my future	6. Travel and tourism
--------------------------	----------------------	----------------------------	---------------------	-------------------------	---------------------------	-----------------------

St Paul's Academy
Spanish Curriculum Map – KS3 Disciplinary Knowledge Progression Overview

End of...	<i>Listening and reading</i>	<i>Speaking</i>	<i>Writing</i>
Year 7	<ul style="list-style-type: none"> - To acquire understanding of the phonetic system in Spanish, identifying key sounds and linking them to specific graphemes. - To demonstrate understanding of main points and opinions (possibly with reasons) from a sequence of related sentences using a range of familiar vocabulary. - To transcribe words and familiar shorter phrases. - To demonstrate understanding of main points and opinions with reasons in short written texts using a range of vocabulary, as well as common verbs in the present tense. May include deducing a few simple words using strong contextual clues and cognates. - To translate single words and short written sentences from Spanish into English. 	<ul style="list-style-type: none"> - To pronounce high frequency and familiar sounds in words correctly, beginning to show awareness of sound patterns. - To ask and answer a range of simple questions, showing awareness of how to manipulate grammatical structures. - To take part in dialogues, using short sentences, and sometimes more complex sentences or opinions with reasons, referring to the present. 	<ul style="list-style-type: none"> - To write short texts for different purposes, using simple sentences and familiar language accurately to convey meaning and exchange information. These may include opinions and reasons and may refer to a single time frame. - To translate words and sentences from English into Spanish, showing some ability to manipulate grammar.
Year 8	<ul style="list-style-type: none"> - To understand overall messages and identify key points, details and opinions in a variety of spoken passages, including some complex language and two tenses. - To transcribe longer phrases. - To understand general and specific details within short texts written for target-language learners which include main points, opinions with reasons and details in a range of familiar contexts. May occasionally require pupils to deduce the meanings of words. - To understand short authentic texts adapted for target-language learners. - To translate longer sentences and short written passages from Spanish into English. 	<ul style="list-style-type: none"> - To use a range of common vocabulary and grammatical structures referring to two timeframes. - To take part in conversations, describing, informing, giving details and expressing and justifying opinions. - To describe and give information in short dialogues using a range of vocabulary and common grammatical structures. This might include describing a picture at some length. - To begin to speak spontaneously (e.g. by giving an unsolicited opinion). 	<ul style="list-style-type: none"> - To make accurate use of a variety of familiar vocabulary and grammatical structures to write texts, including some complex elements to describe, inform, give details and express and justify opinions, making some successful references to two tenses. - To translate into the target language longer sentences containing familiar words and grammatical structures.
Year 9	<ul style="list-style-type: none"> - To demonstrate understanding of overall messages which include opinions with reasons, justifications, 	<ul style="list-style-type: none"> - To make appropriate and accurate use of a variety of vocabulary and grammatical structures, including some complex language, taking part in 	<ul style="list-style-type: none"> - To write short texts in a range of contexts, giving and seeking information and opinions and making some successful references to the present, the

	<p>details and reference to three timeframes (present, future and past)</p> <ul style="list-style-type: none"> - To transcribe sentences - To understand a range of short and longer texts which include justified opinions and refer to the present, the past and the future, including short authentic texts (e.g. adapted adverts, information leaflets, poems and songs). - To translate extended and compound sentences from Spanish into English. 	<p>conversations for a variety of purposes in an increased range of contexts, as well as expressing opinions and narrating events with references to past, present and future.</p> <ul style="list-style-type: none"> - To demonstrate spontaneity by asking unsolicited questions, and expand answers. - To use increasingly accurate pronunciation and intonation. 	<p>past and the future, using style and register appropriately in familiar settings with increasing accuracy and fluency.</p> <ul style="list-style-type: none"> - To translate short passages into the target language containing a range of familiar words and grammatical structures.
--	--	--	---

St Paul's Academy
Spanish Curriculum Map – KS4 Disciplinary Knowledge Progression Overview

End of...	<i>Listening and reading</i>	<i>Speaking</i>	<i>Writing</i>
Year 10	<ul style="list-style-type: none"> - To recognise phonemes from a variety of familiar vocabulary, being able to transcribe these correctly. - To deduce meaning from a variety of short and longer spoken and written passages, addressing a wide range of contemporary and cultural themes. - To understand spoken and written passages from a range of specified contexts, involving some complex as well as unfamiliar language. - To translate a short, written passage from Spanish into English in a range of tenses. 	<ul style="list-style-type: none"> - To make accurate use of phonics to read short sentences out loud. - To give short responses to prompts related to a series of familiar contexts, answering and asking questions. - To convey information and describe, narrate events and express opinions using and adapting language for different purposes. - To be able to give short responses to unprepared questions on a familiar range of topics, using a familiar range of grammatical structures and vocabulary. 	<ul style="list-style-type: none"> - To communicate effectively in writing, producing clear and coherent texts of extended length to present facts and express ideas and opinions appropriately for different purposes in a variety of familiar settings. - To translate short passages including a variety of familiar and complex language from English into Spanish.
Year 11	<ul style="list-style-type: none"> - To recognise and respond to key information, important themes and ideas in more extended spoken texts, including authentic sources which might be adapted. - To deduce meaning from an extended range of contexts, involving more complex language and unfamiliar, authentic material which addresses a wide range of relevant contemporary and cultural themes. - To search for particular information, draw inferences in contexts and recognise implicit meaning where appropriate. - To translate short written passages from Spanish into English which include a variety of tenses and a range of complex structures. 	<ul style="list-style-type: none"> - To make consistently clear, accurate and comprehensible use of phonics to read short texts out loud. - To give consistently accurate short responses to prompts related to a series of familiar contexts, answering and asking questions. - To speak with increasing spontaneity, giving relevant responses to unexpected questions that include a variety of grammatical structures and vocabulary. - To be able to sustain communication, initiating and developing conversations, producing extended sequences of speech. 	<ul style="list-style-type: none"> - To produce coherent written texts of extended length making independent, creative and more complex use of language, as appropriate, to communicate detailed information, make effective development of key points and ideas, and justify individual thoughts and points of view in order to narrate, interest, inform or convince the reader. - To translate sentences and short texts from English into Spanish to consistently convey key messages accurately, applying grammatical knowledge of language in context.