

Subject	Spanish
----------------	---------

<p style="text-align: center;"><u>Whole school curriculum purpose</u></p> <p>Our overall mission is to provide the young people of Greenwich with equal or better life chances than any other school in the UK with the accompanying vision of being a school where young people thrive and grow in an environment that brings out the best in everyone. In order to achieve this, we know that we must provide an excellent curriculum for our students, ensuring that they receive a world-class education which brings out the best in all of them and prepares them for success in education and life. Therefore, our curriculum equips children with powerful knowledge, maximises their cognitive development and nourishes their whole person and individual passions. Our overriding aim is that this curriculum liberates and empowers, providing students with the confidence to understand and shape the world around them, to be active and economically self-sufficient citizens, and to ‘enter into the conversation of mankind’ (Michael Oakeshott).</p>	<p style="text-align: center;"><u>Subject purpose</u></p> <p>Languages are an integral part of the curriculum. Learning a language is ‘a liberation from insularity and provides an opening to other cultures’. It helps to equip pupils with the knowledge and cultural capital they need to succeed in life. It encourages pupils to appreciate and celebrate difference. The languages curriculum should also provide the foundation for learning further languages. It should enable pupils to study and work in other countries. In doing this, the languages curriculum has a potential positive impact on business and the economy. (Ofsted Research Review, June 2021)</p> <p>At the John Roan School, we believe that the experience of learning a language opens students’ mind to the wider world and is key in promoting social justice. Through learning a language, students deepen their understanding of other cultures and are also challenged to consider their own identities. We aim to equip students with the essential vocabulary and grammatical structures that they need to be able to communicate confidently through the four skills of listening, speaking, reading and writing, empowering them to become global citizens and make a positive impact on society.</p>
<p style="text-align: center;"><u>Whole school curriculum principles</u></p> <ul style="list-style-type: none"> • Entitlement: Our curriculum is designed to be inclusive and cater for all of our students; all students have the right to learn what is in the curriculum, and our teachers have a duty to ensure that they are all taught the whole of it. • Coherence: Taking the National Curriculum as its starting point, our curriculum is carefully sequenced so that powerful knowledge builds term by term and year by year. We make meaningful connections within subjects and between subjects. • Mastery: We ensure that foundational knowledge, skills, and concepts are secure before moving on. Pupil’s revisit prior learning and apply their understanding in new contexts. • Adaptability: The core content – the ‘what’ – of our curriculum is stable and in line with what the best schools are teaching, but we ensure we bring it to life for our own local context in South-East London. Equally, 	<p style="text-align: center;"><u>Subject principles</u></p> <ul style="list-style-type: none"> • Entitlement: All pupils in England have the right to learn the basics of another European Language and to explore the culture(s) where that language is spoken. • Coherence: Our MFL curriculum for French and Spanish is carefully sequenced so that knowledge of vocabulary, grammar and phonics builds term by term and year by year. Linguistic competency deepens and expands at every step. • Mastery: We ensure that linguistic knowledge and its application in context are secure by ensuring that pupils revisit prior learning to apply vocabulary and lexicon in an increasingly sophisticated manner. • Adaptability: The core linguistic competencies and essential vocabulary are the same in all contexts, but departments and teachers adapt lessons and tailor specific content to meet the needs of their pupils. • Representation: Our curriculum presents French and Spanish as global languages, spoken by a diversity of people. • Education with character: MFL provide pupils with an opportunity to learn about other peoples, cultures and beliefs and compare them with their own.

teachers will adapt lessons – the ‘how’ – to meet the needs of their own classes.

- Representation: We are committed to the idea of ‘the mirror and the window’, that pupils see themselves in our curriculum, ensuring diversity and equality, but that our curriculum takes all pupils beyond their immediate experience, building cultural capital and aspiration.
- Education with character: Our curriculum, which includes the taught subject timetable as well as spiritual, moral, social, and cultural development, is intended to spark curiosity and to nourish both the head and the heart.

Curriculum Overview

Term 1

	Autumn 1	Why this? Why now?	Autumn 2	Why this? Why now?
Year 7	Me presento	Students learn the basics of language including present tense verb conjugations of the verbs to have and to be, key phonics and adjectival agreement. This language allows them to introduce themselves and give basic information about name, age, and appearance. This language will then be built on in AUT2 when they start to think about the people around them and using third person descriptions.	Mi familia	In Year 7 after the basics of the languages (focusing heavily on sound-symbol correspondence and the context of the language in the world) we cover a unit on Family which allows pupils to learn descriptions and adjectival agreements as well as introducing opinions with simple justifications. This is also likely to provide a good consolidation and stretching opportunity to those who have learnt this language at Key Stage 2.
Year 8	De vacaciones	This unit on past holidays, which introduces the threshold concept of preterite tense verb conjugation with regular verbs, allows students to start expressing themselves using a different time frame whilst starting to consider the world on a wider level. Students will revisit the past tense throughout the year to consolidate their knowledge of conjugation and build confidence in using it in different contexts.	De vacaciones	Students develop their use of the preterite tense to be able to use irregular verbs to describe the weather and give opinions in the past. They also begin to develop the use of the near future tense to be able to talk about holidays they are going to go on. Students start to develop more knowledge about Spanish speaking countries, an excellent opportunity to start building cultural capital.
Year 9	Relaciones personales	This unit revisits essential language and grammatical concepts taught in year 7 to talk about family, friends, and personal descriptions. Students review the use of the present tense with regular and common irregular verb, adjectival agreement and the use of the comparative.	Relaciones personales	Students are introduced to the imperfect tense to be able to give descriptions in the past. They will also be able to confidently use reflexive verbs to describe relationships, therefore increasing the complexity of grammatical structures they can use. By the end of year 9,

		Alongside the consolidation of essential grammatical concepts, students develop use of more complex vocabulary to be able to give detailed descriptions of people, as well as relationships they have.		students should be able to use the past, present and future tenses which gives them a strong grammatical foundation before moving onto the GCSE course in year 10.
Year 10	El tiempo libre - música, televisión, cine y la tecnología móvil	Students develop language introduced in year 8 to be able to give detailed opinions on music genres, films and TV shows. Here students are introduced to the present continuous tense, building on their knowledge of the present tense to be able to denote actions happening in the exact moment.	Mi ciudad, barrio y región	Students develop language introduced in year 8 to be able to describe their house and local area in detail. They will be able to compare the advantages and disadvantages of living in a city and in the countryside to think about different ways people live. They are introduced to the more complex time structure of desde hace to say how long ago something has happened or started. Students have rigorous practice of giving justified opinions and using phrases with the infinitive.
Year 11	El trabajo y mis planes del futuro	Within this unit, students recap all three tenses needed for the GCSE exams, as well as developing use of the present subjunctive. Students consolidate their knowledge of the preterite and imperfect tenses when describing work experience, present tense verbs when talking about part-time jobs and house chores, as well as the future tense when discussing what they would like to do with their studies, careers and personal lives. This unit allows students to start to think about their plans post-16 and is relevantly timed with the approaching GCSE's and end of year 11. This makes this unit even more engaging for students as they consider their options moving forwards.	Los problemas locales y globales	In the final module of the GCSE specification, students are challenged to think about the world as a whole and the challenges that modern society faces. Students will consider the impact they can have on both a local and global level in terms of volunteering, protecting the environment and sustainable, healthy living. Within this module, students look at the complex grammatical concept of the subjunctive mood and modal verbs to be able to say what should be done to make the world a better place. In terms of wider thinking, this module encourages students to think the furthest away from their immediate environment and consider society as a whole.
Year 12	Aspects of Hispanic society: Social issues & trends	Students are introduced to key aspects of Hispanic society; changes in family, unions, and the influence of the Catholic Church. Alongside these topics, they will consolidate and develop their use of complex tenses to be able to	Aspects of Hispanic society: Social issues & trends	Students will continue to develop their knowledge of key aspects of Hispanic society alongside complex grammatical structures. They will look at the influence of the internet, social media and artificial intelligence, as well as women in work, machismo & feminism and the

		communicate using more subtle nuances of language.		rights of LGBTQ people. All topics covered in year 12 challenge students to develop on the awareness of the world they have acquired in years 7-11 to understand different views and beliefs in much greater depth.
Year 13	Multiculturalism in Hispanic society	Students address issues around immigration and the positive and negative impacts that it has on society. Students use complex grammatical structures to understand and express opinions on these topics.	Multiculturalism in Hispanic society	Students address issues the issues of racism and xenophobia, alongside the legislation surrounding them. Students use complex grammatical structures to understand and express opinions on these topics.

	Spring 1	Why this? Why now?	Spring 2	Why this? Why now?
Year 7	Mi colegio	Students will start to express justified opinions, a key component of language learning, through the topic of school subjects, in order to start thinking about the world they experience on a daily basis. They will continue to deepen their knowledge of present tense verb conjugation with ar verbs, as well as adjectival agreement and the use of direct and indirect object pronouns, a more complex grammatical concept.	Mi colegio	Students build on their ability to conjugate present tense ar verbs by learning to conjugate er verbs. They develop more complex opinions with the introduction of the comparative and superlative. Students are able to use a wider range of vocabulary to discuss their timetable, teachers and school environment.
Year 8	Tiempo libre y pasatiempos	Students begin to think beyond their daily school life to activities and hobbies outside in their free time. Here they build on present tense structures, including the use of the verb soler with the infinitive to express habitual activities in a more complex way.	Rutina y vida sana	Students learn to conjugate reflexive verbs in the present tense to describe their daily routine. They are also introduced to the near future tense to be able to express plans for going out.
Year 9	Festivales y tradiciones	Students begin to build cultural capital through exposure to traditions and customs in the Hispanic world. They are also given the language to be able to talk about festivals and traditions that are important to them. This is a particularly engaging topic, even for students who do not plan to continue with a language for GCSE.	Festivales y tradiciones	Students develop grammatical knowledge acquired in year 8 to conjugate reflexive verbs in the past tense to describe special days, as well as being able to order food in a restaurant. This equips students with language they can apply in the real world.
Year 10	Mis estudios y planes para el futuro	Students revisit content introduced in year 7 to be able to discuss their school life in greater depth and complexity. Students give complex opinions using the comparative and the superlative to describe their subjects, teachers, extra-curricular activities and school rules. They will also be able to compare their primary school with their secondary school using the imperfect tense.	El tiempo libre – comida, deporte y la vida sana	Students build on language acquired in year 8 to be able to practice situational language needed for the role-play task at GCSE and to discuss their lives in detail. Students consolidate their knowledge of grammar to be able to discuss their lives in all three tenses.

		Students also develop their cultural knowledge by making comparisons between English and Spanish schools.		
Year 11	Repaso	Students have time to consolidate any gaps in knowledge based on results from mock exams. Students will also have regular practice of exam skills for listening, speaking, reading and writing to set them up for success in the exams.	Repaso	Students have time to consolidate any gaps in knowledge based on results from mock exams. Students will also have regular practice of exam skills for listening, speaking, reading and writing to set them up for success in the exams.
Year 12	Artistic culture in the Hispanic world	Students develop their cultural knowledge of Hispanic society through modern day idols in music, cinema and modelling through the acquisition of a range of challenging vocabulary and complex grammatical structures to build on their knowledge of Hispanic society gained in term 1.	Artistic culture in the Hispanic world	Students develop their regional knowledge of Hispanic society through traditions, gastronomy and languages. They also develop the knowledge gained in SPR1 to consider cultural heritage, historical sites, art & architecture.
Year 13	Aspects of political life in the Hispanic world	Students consider how young people in Hispanic society are affected by politics, as well as their views of an ideal society, using complex language and grammatical structures to express their opinions and understand those of others. This encourages students to think about young people in different countries and contexts, comparing them to their own and becoming more tolerant, global citizens.	Aspects of political life in the Hispanic world	Students consider the roles and impacts of monarchies and dictatorships, as well as popular movements in society, using complex language and grammatical structures to express their opinions and understand those of others. This allows students to build on their knowledge from SPR1 to gain an in-depth understanding of politics in the Hispanic world and how citizens are affected. as well as different ways in which societies are managed.

Term 2

	Summer 1	Why this? Why now?	Summer 2	Why this? Why now?
Year 7	Dónde vivo	Students start to consider the environment around them and are given the vocabulary and grammatical structures to be able to describe what is in their town and what activities can be done there. Students continue to build language around opinions and descriptions and are introduced to ir verb conjugation in the present tense, developing further this essential threshold concept.	La revisión y la consolidación	Students are given time to consolidate any gaps in knowledge based on results of assessments, as well as areas for development identified by class teachers. Misconceptions can be addressed and both vocabulary and grammatical structures can be consolidated before moving onto new content in year 8.
Year 8	Mis planes del futuro	The last unit in Year 8, School and Future Plans allows revisiting of key language from Year 7: personality description, school subjects and expressing simple future wishes; phonics, vocabulary and grammar are revisited. In this unit Year 7 structures are extended by adding more ways to express future wishes and by focusing on third person descriptions rather than first person. New language such as professions is introduced.	La revisión y la consolidación	Students are given time to consolidate any gaps in knowledge based on results of assessments, as well as areas for development identified by class teachers. Misconceptions can be addressed and both vocabulary and grammatical structures can be consolidated before moving onto new content in year 9.
Year 9	Mi región y el mundo hispano / nuestro mundo	Students revisit knowledge introduced in year 8 to be able to compare their local environment to those in other Spanish speaking countries. Here they develop again their use of complex opinions using the superlative, as well as the future tense to talk about activities in their local area.	La revisión y la consolidación	Students are given time to consolidate any gaps in knowledge based on results of assessments, as well as areas for development identified by class teachers. Misconceptions can be addressed and both vocabulary and grammatical structures can be consolidated before moving onto new content in year 10.
Year 10	Mis vacaciones desastrosas y ideales / los festivales en el mundo Hispanico	Students revisit knowledge introduced in year 8 to be able to describe past and future travel in detail with complex opinions. This allows students to build on their descriptions of their local environment to describe other countries, foods and cultures. Students will be	La revisión y la consolidación	Students are given time to consolidate any gaps in knowledge based on results of assessments, as well as areas for development identified by class teachers. Misconceptions can be addressed and both vocabulary and

		able to use the preterite and imperfect tense, as well as describe future holiday plans.		grammatical structures can be consolidated before moving onto new content in year 11.
Year 11	Repaso	Students have time to consolidate any gaps in knowledge based on results from mock exams. Students will also have regular practice of exam skills for listening, reading and writing to set them up for success in the exams.	NA	
Year 12	Study of a TL film (EL Laberinto del Fauno)	Students build a historical and societal context behind the film El Laberinto del Fauno during the time of Franco's dictatorship in Spain. They look at the politics at this time and the impact that the civil war had on society.	Study of a TL film (EL Laberinto del Fauno)	Students continue to develop their knowledge of the film and how it portrays the Spanish civil war and the symbolism and metaphors used to depict this. Students also develop the skills and language to be able to write essays about key themes in the film.
Year 13	Literary Text – La Casa de Bernarda Alba	Students build a historical picture of Spain in 1936 and the challenges faced in society, particularly by the working class and women. Students are challenged to consider how attitudes impacted the opportunities women had and how this is symbolised metaphorically in La Casa de Bernarda Alba. Students look at how societal restrictions are portrayed through the characters and the themes in the play. The study of the play runs alongside the topics introduced in the Autumn and Spring terms to build a strong knowledge of the content and historical and societal context around the play.	Literary Text – La Casa de Bernarda Alba	Students develop the skills to write essays on the key themes in La Casa de Bernarda Alba. They will develop the vocabulary, lexicon and structural skills to write a detailed analysis of the play.

Term 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
--	-----------------	-----------------	-----------------	-----------------	-----------------	-----------------

Year 7	Me presento	Mi familia	Mi colegio	Mi colegio	Dónde vivo	La revisión y la consolidación
Year 8	De vacaciones	De vacaciones	Tiempo libre y pasatiempos	Rutina y vida sana	Mis planes del futuro	La revisión y la consolidación
Year 9	Relaciones personales	Relaciones personales – REVISIT?	Festivales y tradiciones	Festivales y tradiciones	Mi región y el mundo hispano / nuestro mundo	La revisión y la consolidación
Year 10 **Sequencing to be amended for 2023	El tiempo libre - música, televisión, cine y la tecnología móvil 2023 – change to SPR1	Mi ciudad, barrio y región 2023 – change to AUT1 and 2	Mis estudios y planes para el futuro 2023 – change to SUM1	El tiempo libre – comida, deporte y la vida sana 2023 – change to SPR 2	Mis vacaciones desastrosas y ideales / los festivales en el mundo Hispanico 2023 – SUM2	La revisión y la consolidación
Year 11	El trabajo y mis planes del futuro	Los problemas locales y globales	La revisión y la consolidación			
Year 12	Aspects of TL society	Aspects of TL society	Artistic culture in the TL world	Artistic culture in the TL world	Study of a TL film (El Laberinto del Fauno)	Study of a TL film (El Laberinto del Fauno)
Year 13	Multiculturalism in TL society	Multiculturalism in TL society	Aspects of political life in the TL world	Aspects of political life in the TL world	La Casa de Bernarda Alba (running alongside term 1, 2 & 3)	La Casa de Bernarda Alba (running alongside term 1, 2 & 3)

Theme 1	
Theme 2	
Theme 3	