



Northampton International Academy

Spanish Curriculum Overview



Why teach Spanish?

Learning another language is an integral skill in thriving in a growing, global world. Proficiency in a second language will give learners the opportunity to engage with the world in a more immediate and meaningful way. It allows us to understand and celebrate other cultures, beliefs, and people from all over the world.

The study of language provides us with opportunities to develop our literacy and communication skills; not only in the taught language but proficiency is developed in learners' first language too. Our curriculum aims to support learners in becoming confident speakers, astute listeners, and purposeful writers all whilst developing their intercultural understanding of the world around us.

We aim to provide language learning which challenges children beyond their boundaries, promotes the love of languages and cultures, as well as providing opportunities to thrive in our global community and in the subsequent steps of their educational journey.

Our Common Teaching approaches:

- Retrieval starters every lesson
- Cold calling and other checking for understanding strategies to make sure everyone is learning
- Modelling new information and skill
- Strong literacy links
- Choral repetition and consistent recycling of language structures

The 6 Big Ideas of the Spanish Curriculum

Curriculum maps detail the sequencing of substantive knowledge through six 'big ideas' to enable pupils to build schemata of important concepts over time.

Future aspirations	The world around us
Hobbies & interests	Culture, food & travel
Me, my family & friends	School life & daily routine

Learning Spanish – The key aims of our language curriculum.

Pupils learn the Spanish language in its spoken and written forms. Spanish is produced and understood through speaking, listening, reading and writing. Through these core approaches, we teach pupils how phonics (the relationship between sounds and letters), grammar and vocabulary combine so pupils understand and produce ever more complex language.

Recognise and use phonics with accuracy	To learn the relationship between sounds and letters in Spanish. To recognise these and use them with accuracy.
Understanding and application of grammar	To learn important foundations of another language such as the grammatical aspect of learning the gender of words.
Retrieval skills and vocabulary retention	To consistently learn and remember vocabulary and retrieve this in different contexts or using different skills (reading/aurally).
Listening and reading for gist	To develop comprehension so that pupils can understand authentic texts. Pupils do not have to understand every word to be good linguists – but they will have a secure general sense of meaning.
Successful communication Skills	To be understood by others and to express ideas, thoughts and feelings to another person in another language. Learning the importance of accurate pronunciation, intonation and noticing punctuation when written.

Linguistic skills we develop:

	Speaking and Reading Aloud
	Listening and Dictation
	Reading
	Translating
	Writing
	Intercultural Understanding

Learning for Life Employability skills

Studying a language supports careers requiring good literacy, research, resilience, communication, presentation and pattern spotting/ analysis.

Studying Spanish and building language learning skills can give learners access to the jobs markets of the Hispanic world. Closer to home a language is appreciated by many employers in the hospitality industry and is especially beneficial in fields such as: Education, law, translation and interpreting services, journalism, travel and tourism, governance and diplomacy, politics, military and intelligence or business.

Examples of qualification pathways

Many of the Russell group Universities especially value a GCSE in a language and some expect students to have a language qualification before they will consider them for undergraduate study. Many students continue to study Spanish to degree level within courses such as Spanish with Business/ Law as a joint honours degree. Other options combine Spanish with another language; or a subject from another discipline such as History or International Relations.



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Modern Foreign Languages Curriculum Map – KS3 & KS4 Spanish 2023-24



	Year 7	Year 8	Year 9	Year 10	Year 11
Autumn 1	<p>Mi vida</p> <ul style="list-style-type: none"> Introduction to the Hispanic world: language map, cognates, importance of learning languages. To understand classroom instructions in the target language and learn classroom items. To learn the alphabet and understand and practice the Hispanic phonic system. To be able to introduce yourself and count to 100; use a variety of questions words; learn the colours and to give basic opinions. 	<p>Así me entretengo</p> <ul style="list-style-type: none"> To discuss musical preferences To discuss entertainment preferences. To express your opinion on TV and Films. To discuss how you use your mobile phone and social media habits. To describe what you did yesterday using the preterite tense. To begin to use the future tense to talk about your plans for the weekend. 	<p>Así me entretengo</p> <ul style="list-style-type: none"> To discuss how you use your mobile phone and social media habits. To describe what you did yesterday using the preterite tense. To begin to use the future tense to talk about your plans for the weekend. 	<p>Mi gente (Theme 1)</p> <ul style="list-style-type: none"> To be able to discuss and describe socialising habits and our relationships with friends/family. 	<p>Ciudades (Theme 2)</p> <ul style="list-style-type: none"> To be able to describe the features of a region, develop our understanding of the geography of Spain and talk about problems in a town.
	<p>Me, my family & friends School life</p>				
Autumn 2	<ul style="list-style-type: none"> To be able to describe yourself and other people using adjectival agreements. To give opinions about your family. To describe where you live. To be able to understand how to conjugate verbs. 	<p>Dieta y salud</p> <ul style="list-style-type: none"> To describe past meals and to discuss if they are healthy or unhealthy choices. To talk about typical dishes in Hispanic countries. To be able to order food in Hispanic restaurants. 	<p>Dieta y salud</p> <ul style="list-style-type: none"> To describe past meals and to discuss if they are healthy or unhealthy choices. To talk about typical dishes in Hispanic countries. To be able to order food in Hispanic restaurants. 	<p>Intereses e influencias (Theme 1)</p> <ul style="list-style-type: none"> To discuss free time activities and topics that interest us. To discuss different forms of entertainment and talk about our inspirations 	<p>Hacia un mundo mejor (Theme 2)</p> <ul style="list-style-type: none"> To discuss global issues, local actions, natural disasters, and a healthy lifestyle.
	<p>Me, my family & friends School life</p>				
Spring 1	<p>En mi tiempo libre</p> <ul style="list-style-type: none"> To be able to talk about hobbies and give your opinion on popular hobbies. To discuss sports and conjugate irregular verbs. To describe what activities you do depending on the weather. To discuss your musical preferences. To express your opinion on TV and Films. To discuss how you use your mobile phone and social media habits. To describe what you did yesterday using the preterite tense. 	<p>Los ídolos</p> <ul style="list-style-type: none"> To discuss the influence of Hispanic idols worldwide. To determine what a good role model is. Getting to know some famous Spanish-speaking musicians and give your opinion on them. Comparing celebrity profiles on social media. Discussing Hispanic sport stars in the past tense. Talk about TV and film idols and celebrities. 	<p>En Northampton</p> <ul style="list-style-type: none"> To be able to describe your town using 'ir' (to go) (present and past) To be able to give directions (imperative). To talk about the plans for the weekend using the time in Spanish. To compare rural and urban environment and their advantages and disadvantages. 	<p>Mi vida en el insti (Theme 3)</p> <ul style="list-style-type: none"> To describe school life with justified opinions as well as school issues and future plans. 	<p>¡A currar! (Theme 3)</p> <ul style="list-style-type: none"> To be able to discuss jobs, careers and plans for the future
	<p>Hobbies & interests</p>				
Spring 2	<ul style="list-style-type: none"> To describe what you did yesterday using the preterite tense. 	<p>Mis aspiraciones</p> <ul style="list-style-type: none"> To learn about different job titles. To describe and justify your future aspirations using the future and the conditional tenses. 	<p>Mis aspiraciones</p> <ul style="list-style-type: none"> To learn about different job titles. To describe and justify your future aspirations using the future and the conditional tenses. 	<p>¡A currar! (Theme 3)</p> <ul style="list-style-type: none"> To be able to discuss jobs, careers and plans for the future 	<p>¡A currar! (Theme 3)</p> <ul style="list-style-type: none"> To review and develop our knowledge and understanding of the key topics from the GCSE syllabus across all four skills. External assessments
	<p>Hobbies & interests</p>				
Summer 1	<p>Una vida saludable</p> <ul style="list-style-type: none"> To talk about your food preferences. To describe mealtimes and discuss if they are healthy or unhealthy choices. To be able to order food in Hispanic restaurants. To talk about typical dishes in Hispanic countries. To discuss healthy living styles. To talk about your plans to lead a healthy life using the future tense and the conditional tense. Revision and consolidation. EOY Assessments. 	<p>Una vida saludable</p> <ul style="list-style-type: none"> To talk about your food preferences. To describe mealtimes and discuss if they are healthy or unhealthy choices. To be able to order food in Hispanic restaurants. To discuss healthy living styles. To talk about your plans to lead a healthy life using the future tense and the conditional tense. Revision and consolidation. EOY Assessments. Revision, catch-up and consolidation EOY Assessments 	<p>La vida en el mundo hispano</p> <ul style="list-style-type: none"> To discover different countries in the Hispanic world. To discuss daily routines using reflexive verbs and discuss cultural differences. To discuss your relationships with people around you. To discuss global issues affecting Hispanic countries and possible solutions. Revision, catch-up and consolidation EOY Assessments 	<p>Desconéctate! (Theme 2)</p> <ul style="list-style-type: none"> To be able to discuss holiday habits in a range of tenses. 	<p>Repaso (Theme 1, 2 and 3)</p> <ul style="list-style-type: none"> To review and develop our knowledge and understanding of the key topics from the GCSE syllabus across all four skills. External assessments
	<p>The world around us Daily routines</p>				
Summer 2	<ul style="list-style-type: none"> Revision and consolidation. EOY Assessments. 	<ul style="list-style-type: none"> Revision and consolidation. EOY Assessments. Revision, catch-up and consolidation EOY Assessments 	<ul style="list-style-type: none"> Revision, catch-up and consolidation EOY Assessments 	<p>EOY Consolidation</p> <ul style="list-style-type: none"> Revision and reinforcement of all skills described above. Mock and exam preparation 	<p>External assessments</p>
	<p>The world around us Daily routines</p>				

Language Big Ideas

Me, my family & friends

The world around us

School life & daily routine

Hobbies & interests

Future aspirations

Culture, food & travel



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Modern Foreign Languages Curriculum Map – **KS5 Spanish 2023-24**



	Year 12	Year 13	
Autumn 1	<p>Grammar workshop and Film study An introduction to key concepts and film studies in A-Level Spanish.</p> <p>Los valores tradicionales y modernos To discuss traditional and modern values: differences in family life, religious traditions, the institution of marriage, different types of families, their experiences, and difficulties.</p>	<p>Multiculturalismo in la Sociedad Hispánica To discuss immigration: origin, distribution and integration and its consequences. To analyse the expulsion of Muslims and Jews and their current situation and discuss the measures taken to combat racism. To learn about the historical coexistence of different groups, their different opinions, and points of views in the past and nowadays in Hispanic countries.</p> <p>La Casa de Bernarda Alba Reading and analysis in preparation for Paper 2 IRP Film consolidation and revision The world around us</p>	
	Me, my family, and friends	The world around us	
Autumn 2	<p>El ciberespacio To learn about the uses of the internet and its positive and negative features; how new technologies change our lives; influences of the use of smartphones today and their impact in our daily routines.</p> <p>La igualdad de los derechos To study equal rights: a historical perspective on the changes and perspective on the changes and improvements in women's rights in Hispanic societies; the opinion and experiences of LGBTQ+ communities in Latin American countries; improvements in the situation of women in the Hispanic world.</p>	<p>Jóvenes de hoy, ciudadanos de mañana To study young people and their futures in Spain and Latin America and the problem of youth unemployment in Spain and Latin America. To analyse the aspirations of young people and their ideal society. IRP Film & Literary text consolidation and revision</p>	
	Daily routine	Future aspirations	
Spring 1	<p>La influencia de los ídolos To discuss the influences of idols in music, sport, television and cinema in the Hispanic world and their influence around the world: influence of famous singers and musicians; Hispanic sporting role models and their influence; the influence of celebrities from the world of television and the cinema.</p> <p>El patrimonio cultural To study cultural heritage: Spanish conquest of Peru; the work of great Mexican artists; the variety and importance of Arabic architecture in Spain; musical styles in the Hispanic world.</p>	<p>Monarquías y dictaduras To study and analyse monarchies, republics and dictatorships in Spain and Latin America including: the dictatorship of Franco, the evolution of Spanish monarchy and Latin American dictatorships.</p> <p>Movimientos sociales To discuss social movements: trade unions in Spain and direct action in the Hispanic world; social protests in Argentina and Chile; the 15-M protests in Spain and similar ones in Argentina. IRP Film & Literary text consolidation and revision</p>	
	Culture, food & travel	Hobbies and interests	The world around us
Spring 2	<p>Identidad regional To analyse Hispanic societies and their cultural differences (regional differences in Spain)</p>	<p>Repaso To review and develop our knowledge and understanding of the key topics from the A-level syllabus across all skills</p>	
	Culture, food & travel	The world around us	
Summer 1	<p>Literature and film: Ocho apellidos vascos To increase exposure to authentic Spanish texts; to analyse Hispanic society; to develop a range of critical and analytical skills to write a well-argued and well-constructed essay, including the analysis of the techniques used by an author to recreate a period effectively.</p>	External assessments	
	Culture, food & travel	The world around us	
Summer 2	<p>Literature and Film: La casa de Bernarda Alba To increase exposure to authentic Spanish texts; to analyse Hispanic society; to develop a range of critical and analytical skills to write a well-argued and well-constructed essay, including the analysis of the techniques used by an author to recreate a period effectively and to examine the setting of a book in history and considering whether it is a product of its time</p> <p>IRP introduction</p>	External assessments	
	Culture, food & travel		

Language Big Ideas	Me, my family & friends	The world around us	School life & daily routine	Hobbies & interests	Future aspirations	Culture, food & travel
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