

Curriculum Intent

'You live a new life for every language you speak. If you only know one language, you only live once' – Caech Proverb

Our aim is to ensure that learning to communicate effectively in Spanish will open up students' minds and liberate them from insularity, thus promoting our Catholic ethos, by fostering a passion for and appreciation of other people's, cultures and literature, within socio-historical and geographical contexts. It also improves overall literacy and communication skills, both verbal and written, in both the target language and English. As a result, students are equipped with the skills to learn any new foreign languages in the future, as the opportunity arises.

At St Cuthbert's Catholic High School, students focus on the four key skills of language learning: listening, reading, speaking and writing.

Teaching and Learning Pedagogy

Every unit of work, in every year group, incorporates activities leading to the development of all four skill areas: Listening, Speaking, Reading and Writing.

This interleaving of the four skill areas permeates the scheme of learning for each year group, ensuring that skills are consistently revisited and developed, leading to an improved knowledge and a stronger mastery of the skills needed for effective communication.

Flipped learning is used to introduce new vocabulary with regular opportunities for students to check their ability to speak, understand, read and spell the relevant vocabulary, in the form of fortnightly reviews of learning, covering the vocabulary identified by the class teacher.

There is a sequential approach to the teaching of grammar points at both KS3 and 4, with the order explicitly identified in the Scheme of Learning/Curriculum Map. This ensures each unit of work lays the foundation for further study, enabling the grammar skills needed to be developed incrementally.

Key Stage 3

The topics and themes covered at KS3 form the basis of those studied at KS4. Students learn the vocabulary and grammar points, they will need to communicate effectively in both the written and spoken form.

At the start of each year group, there is an introduction to the strategies students can use, to develop their memory, and recall of vocabulary and grammar. Students are introduced to the different memory aids through structured activities and the 'Look, Say, Cover, Write, Check' vocabulary booklet, which will be introduced for use throughout the academic year. The purpose of this is to introduce students to the different revision aids they can use throughout their time at St Cuthbert's.

Throughout the Key Stage, the complexity of the themes covered intensifies. In Year 7, the focus is on acquiring vocabulary and stating facts and progresses to being able to express ideas and opinions on a range of topics, from favourite school subjects (Y8) to global issues in Y9.

Year 7



The Year 7 curriculum lays the foundation for the study of Spanish throughout KS3. Students learn how to introduce themselves, the numbers 1-100 and colours. They also learn how to communicate their ideas about different sports, where they live and Spanish festivals, celebrated in Spanish speaking countries.

Year 8

The year begins with a description of places to visit in the local area. Students learn to give directions and to explain their plans for the weekend. This builds on their knowledge of the vocabulary associated with the local area, which was covered in Year 7. They learn to describe urban and rural areas. They deepen their knowledge and skills by describing how places have changed over time. The vocabulary associated with school is introduced with students learning how to talk about their timetables; the subjects studied and their preferences. Students will learn how to express their ideas about the differences between English and Spanish schools. The remaining themes for the year are food and drink, the body and health and holidays.



Year 9

The year begins with a focus on the different uses of technology. Students are given the opportunity to create an online profile of themselves, using the vocabulary relating to self, which was introduced in year 7 and 8. This is extended to cover future jobs and careers. Relationships with other people are also covered. Other topics covered are Shopping, Clothing, and Global Issues. The Key Stage ends with a study of Spanish speaking countries.

The themes covered by the KS3 Scheme of Learning link to the following KS4 themes:

Theme 1: Identity and culture covers the following four topics with related sub-topics shown as bullet points:

- Topic 1: Me, my family and friends, Relationships with family and friends
- Topic 2: Technology in everyday life, Social media, Mobile technology
- Topic 3: Free-time activities, Music, Cinema and TV, Food and eating out, Sport
- Topic 4: Customs and festivals in Spanish-speaking countries/communities

Theme 2: Local, national, international and global areas of interest covers the following four topics with related sub-topics shown as bullet points:

- Topic 1: Home, town, neighbourhood and region
- Topic 2: Social issues, Charity/voluntary work, Healthy/unhealthy living
- Topic 3: Global issues, The environment, Poverty/homelessness
- Topic 4: Travel and tourism

Theme 3: Current and future study and employment covers the following four topics:

- Topic 1: My studies
- Topic 2: Life at school/college
- Topic 3: Education post-16
- Topic 4: Jobs, career choices and ambitions

Key Stage 4

KS4 involves a more in depth study of the themes and topics from KS3 (see above). Again, there is an equal focus on all four skill areas.

The Scheme of Learning follows the *Kerboodle* package as this ensures grammar points are taught in an incremental way, in keeping with KS3. The units are taught as discreet themes to ensure all the relevant topics are covered; however, to ensure mastery of the vocabulary relating to these themes, students are required to use the grammar they acquire in one unit to communicate effectively in another, in order to develop the transferability of listening, speaking, reading and writing skills. This transferability of skills is an important aspect of the KS4 curriculum and as such, themes are frequently revisited throughout KS4 as a review of learning, to ensure students retain the vocabulary relating to all themes.



Progression in key words/skills, concepts and grammar across all years

Year 7	Year 8	Year 9	Year 10	Year 11
Verb endings Accent Pronunciation Fluency/fluent Conjunction Verb- <i>tener</i> Verb- <i>ser</i> Verbs- <i>jugar</i> and <i>hacer</i> Possessive adjectives Adjectives-endings Present tense Regular verbs Irregular verbs Masculine Feminine Singular Plural Cognates Comparatives- <i>más</i> and <i>menos</i> Comparatives-tan and tancomo Using <i>es</i> and <i>está</i> Verb- <i>vivir</i> Definite article Preposition Imperative Synonyms Imperfect tense Verb <i>estudiar</i> Using <i>se puede</i> and <i>se debe</i> Using <i>antes de</i> and <i>después</i>	hay with singular and plural nouns comparatives tan and tan...como Imperfect tense exclamations with ¡qué...! <i>antes de/después de haber</i> use of <i>tú</i> and <i>usted</i> in informal/formal exchanges forming negative expressions preterite tense (regular and irregular)	<i>mientras/desde</i> <i>hace/acabar de</i> developing greater complexity demonstrative adjectives <i>este, esta, estos, estas, ese, esa, esos, esas</i> present continuous direct object pronouns radical changing verbs perfect tense regular verbs irregular past participles in the perfect tense Combining the future and conditional	adjective agreement and position rules interrogative words <i>unos/unas</i> for some <i>poder</i> + infinitive <i>los/las que</i> + verb; <i>gustar</i> interrogatives <i>dónde</i> and <i>por qué</i> <i>deber</i> +infinitive <i>hay que</i> + infinitive extend range of two verbs together adverbs such as <i>por lo general</i> formation of regular adverbs such as <i>normalmente</i> clauses introduced by <i>cuando</i> and <i>si</i> disjunctive pronouns such as <i>conmigo</i> and <i>para mí</i> reflexive constructions such as <i>se puede, se necesita</i> possessive pronouns <i>mío</i> use of 'lo' in 'lo que' and <i>lo</i> + adjective; building on <i>si</i> clauses with present and future more complex two verb structures (<i>tener la intención de/tener ganas de/tener el derecho de</i>)	modal verbs pluperfect tense perspective subjunctive imperfect continuous enhanced statements of possibility including subjunctive after conjunctions of time (<i>cuando</i>) enhanced statements of possibility including <i>permitir, es posible que</i> + subjunctive <i>si tuviera que...</i> with conditional completions <i>hay que</i> + infinitive and <i>es</i> <i>importante que</i> + subjunctive verbs of emotion + subjunctive



Assessment opportunities

In each half term, there is one formative assessment, which enables teachers to monitor the progress being made by students. When responding to these tasks, staff identify the strength in student's work and key areas for development. This enables both individual and class misconceptions to be addressed in readiness for the summative assessment, which takes place towards the end of each half-term, which is used to track the progress made by students in each unit of work. As these, cover a range of skills it enables staff to form a holistic view of student progress. There are more formally assessed reading and listening tasks than speaking and writing, as these two skills have been identified, as the weakest of the four skill areas.