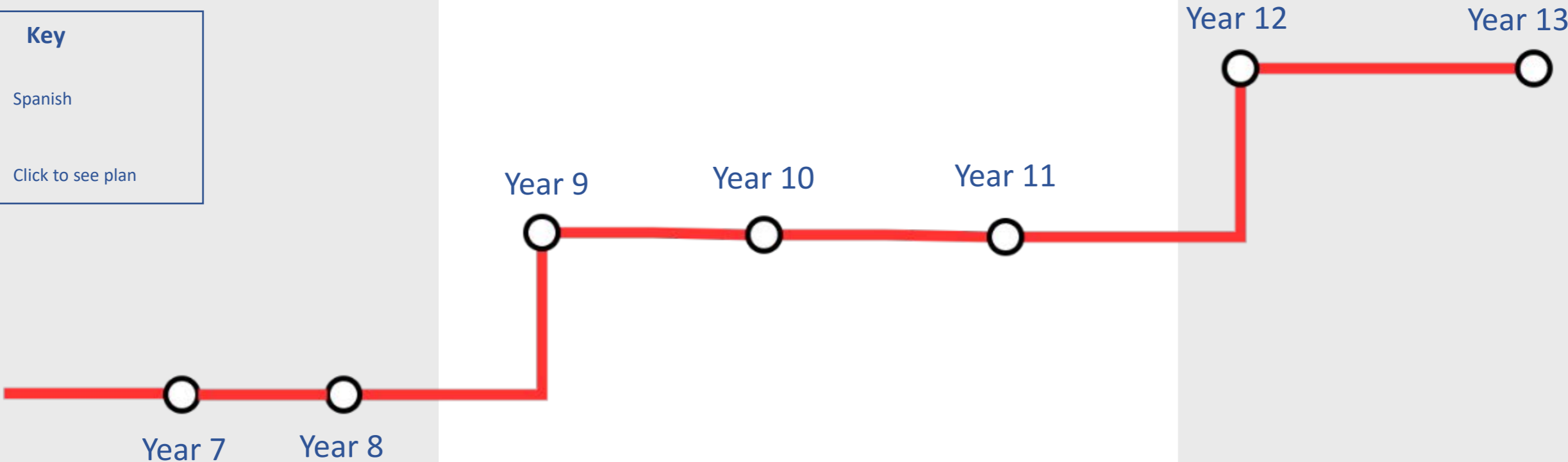


Key

Spanish

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# Spanish Curriculum

St Thomas More High School



Year 7	Personal Identity (THEME 1)	School (THEME 3)	Hobbies and spare time (THEME 1)
Communicative knowledge	<p>Greetings, introducing yourself, asking and saying what your name is, where you live and how you are</p> <p>Saying where you are from</p> <p>Describing people's personality</p> <p>Asking if someone has siblings and saying whether or not you have any</p> <p>Asking and saying how old you are</p> <p>Saying what day it is and when your birthday is</p> <p>Describing you family members: their age, birthday and personality</p> <p>Describing physical appearance: eye and hair colour, hair style, height, size, features</p> <p>Asking and saying if you have any pets</p> <p>Describing pets' physical appearance, age and personality (Pg 16)</p> <p>Saying how you get on with your family</p>	<p>Saying what subjects you study and giving and justifying your opinion on them</p> <p>Talking someone through your timetable</p> <p>Telling the time</p> <p>Describing your school's facilities</p> <p>Saying what you do and eat at break and lunchtime</p> <p>Describing your uniform</p>	<p>Asking and saying what you do in your free time and when/how often</p> <p>Giving your opinion on a variety of free time activities</p> <p>Describing the weather in each season</p> <p>Saying what you do in different weather</p> <p>Asking and saying what sports you practice</p> <p>Giving your opinion on a variety of sports</p> <p>Asking and saying what your weekend plans are</p> <p>Extra: Short story study</p>
Assessments and resources	<p><b>Resources:</b> PPTs, sentence builders, Pearson Viva textbook and authentic texts (advertisements, articles, letters, emails &amp; literary texts)</p> <p><b>Authentic texts and culture:</b> looking at notable figures from Spanish speaking countries</p> <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• Reading and listening assessment</li> <li>• Speaking: Conversation (giving information about yourself and asking questions)</li> </ul>	<p><b>Resources:</b> PPTs, sentence builders, Pearson Viva textbook and authentic texts (advertisements, articles, letters, emails &amp; literary texts)</p> <p><b>Authentic texts and culture:</b> exploring the school uniforms of different Spanish speaking countries</p> <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• Writing</li> <li>• Speaking: Conversation (giving and asking for information about school)</li> </ul> <p><b>Debating skills:</b> discussing the advantages and disadvantages of wearing a school uniform</p>	<p><b>Resources:</b> PPTs, sentence builders, Pearson Viva textbook and authentic texts (advertisements, articles, letters, emails &amp; literary texts)</p> <p><b>Authentic texts and culture:</b> exploring the climate and weather of Spain</p> <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• Reading and listening assessment</li> <li>• Speaking: Conversation (giving information about your hobbies and asking questions)</li> </ul> <p><b>Literacy:</b> Short story study</p>
Core grammar and vocabulary	<p>Numbers, months, alphabet, colours</p> <p>Nouns, definite and indefinite articles (mas, fem, sing, plu), subject pronouns, possessive pronouns, connectives, intensifiers</p> <p>Adjectival agreement</p> <p>Present tense</p> <p>Reflexive verbs</p> <p>Core verbs: LLAMARSE, VIVIR SER, TENER, HABER, LLEVARSE</p>	<p>Days of the week, colours, numbers</p> <p>Nouns, definite and indefinite articles (mas, fem, sing, plu), subject pronouns, possessive pronouns, connectives, intensifiers, exclamations, negatives</p> <p>Sequencers, time markers, frequency markers</p> <p>Adjectival agreement</p> <p>Present tense</p> <p>Opinion verbs: GUSTAR, ENCANTAR, MOLAR, ODIAR</p> <p>Core verbs: ESTUDIAR, TENER, HABER, HACER, JUGAR, COMER, BEBER, LEER, ESCRIBIR, DESAYUNAR, COMER, CENAR, LLEVAR</p>	<p>Days of the week, seasons</p> <p>Nouns, definite and indefinite articles (mas, fem, sing, plu), subject pronouns, possessive pronouns, connectives, intensifiers, exclamations, negatives</p> <p>Sequencers, time markers, frequency markers</p> <p>Adjectival agreement</p> <p>Verbs of opinion + infinitive</p> <p>Present and Near Future tense</p> <p>Opinion verbs: GUSTAR, ENCANTAR, MOLAR, ODIAR, PREFERIR</p> <p>Core verbs: BAILAR, MONTAR, TOCAR, SACAR, HABLAR, CANTAR, JUGAR, HACER</p>

Year 8	Local area, holidays and travel (THEME 2)	Food and daily routine (THEME 1)	Media (THEME 1)
Communicative knowledge	<p>Asking and saying where you live (location and type of home) Describing your home and giving justified opinions Asking and saying what there is and there isn't in your/a town/city Asking and saying what one can do in your/a city Give a detailed justification on whether or not you like your/a city</p> <p>Saying where you went on holiday, with whom and how you got there Saying what activities you did there and when Giving a daily account of your holiday Expressing a justified opinion about a past holiday</p>	<p>Describing your daily routine in detail Telling the time Talking about your favourite food Saying what you have for each meal Discussing healthy eating habits Narrating a special day in the past Extra: Short story study</p>	<p>Asking and saying what you do on your phone Discussing the advantages and disadvantages of technology and social media Describing music genres and expressing preferences Comparing music genres Describing TV genres and expressing preferences Comparing TV genres Describing reading material (VIVA foundation textbook)</p>
Assessments and resources	<p><b>Resources:</b> PPTs, sentence builders, Pearson Viva textbook and authentic texts (advertisements, articles, letters, emails &amp; literary texts) <b>Authentic texts and culture:</b> exploring a Spanish speaking city <b>Transactional language:</b> making plans <b>Assessments:</b></p> <ul style="list-style-type: none"> <li>Reading and listening assessment</li> <li>Speaking: Role-play (making plans)</li> </ul>	<p><b>Resources:</b> PPTs, sentence builders, Pearson Viva textbook and authentic texts (advertisements, articles, letters, emails &amp; literary texts) <b>Authentic texts and culture:</b> exploring cuisine from a Spanish speaking country <b>Transactional language:</b> ordering at a restaurant <b>Assessments:</b></p> <ul style="list-style-type: none"> <li>Writing (comic strip with student's daily routine including eating habits)</li> <li>Speaking: Role-play (ordering food at a restaurant)</li> </ul> <p><b>Literacy:</b> Short story study</p>	<p><b>Resources:</b> PPTs, sentence builders, Pearson Viva textbook and authentic texts (advertisements, articles, letters, emails &amp; literary texts) <b>Authentic texts and culture:</b> exploring an artist from a Spanish speaking country <b>Transactional language:</b> purchasing tickets <b>Assessments:</b></p> <ul style="list-style-type: none"> <li>Reading and listening assessment</li> <li>Speaking: Role-play (purchasing tickets)</li> </ul> <p><b>Debating skills:</b> discussing the advantages and disadvantages of technology and social media</p>
Core grammar and vocabulary	<p><b>Cardinal points</b> Nouns, definite and indefinite articles (mas, fem, sing, plu), possessive pronouns, subject pronouns, connectives, intensifiers, exclamations <b>Adjectival agreement</b> <b>Verbs of opinion + infinitive</b> <b>Present and Near Future tense</b> <b>Impersonal verbs (hay/se puede)</b> <b>Sequencers, time markers, frequency markers</b> <b>Comparatives and superlatives</b> <b>Present, and Preterite tense</b> <b>Opinion phrases:</b> LO MEJOR/PEOR DE, LO BUENO/MALO DE <b>Core verbs:</b> IR, VISITAR, COMPRAR, SACAR, MONTAR, DESCANSAR, MANDAR, BAILAR, NADAR, TOMAR, COMER, BEBER, CONOCER, VER, SALIR, ESCRIBIR</p>	<p><b>Days of the week</b> Nouns, definite and indefinite articles (mas, fem, sing, plu), subject pronouns, possessive pronouns, connectives, intensifiers, exclamations, negatives <b>Sequencers, time markers, frequency markers</b> <b>Adjectival agreement</b> <b>Reflexive verbs</b> <b>Present tense</b> Opinion verbs: GUSTAR, ENCANTAR, MOLAR, ODIAR <b>Core verbs:</b> DESPERTARSE, LEVANTARSE, DUCHARSE, LAVARSE, VESTIRSE, IR, VOLVER, ACOSTARSE, DESAYUNAR, COMER, MERENDAR, CENAR</p>	<p>Nouns, definite and indefinite articles (mas, fem, sing, plu), subject pronouns, possessive pronouns, connectives, intensifiers, exclamations <b>Adjectival agreement</b> <b>Sequencers, time markers, frequency markers</b> <b>Comparatives and superlatives</b> <b>Present, Near Future and Preterite tense</b> Opinion verbs: GUSTAR, ENCANTAR, MOLAR, FLIPAR, CHIFLAR, ODIAR, DETESTAR, PREFERIR <b>Core verbs:</b> SACAR, HABLAR, MANDAR, DESCARGAR, CHATEAR, JUGAR, LEER, VER, COMPARTIR, MONTAR, BAILAR, SALIR, HACER</p>

Year 9	AUTUMN TERM		SPRING TERM		SUMMER TERM	
Topic	Lifestyle and wellbeing		Relationships		School	
Communicative knowledge	<ul style="list-style-type: none"><li>The body and going to the doctor’s office</li><li>Healthy diet: food, drink and mealtimes</li><li>Healthy lifestyle: daily routine, sports and substances</li><li>Mental health issues in young people: identity, addiction (phone/vaping), FOMO, peer pressure</li></ul>		<ul style="list-style-type: none"><li>Learning about family members</li><li>Describing people in detail (physical and personality descriptions)</li><li>Describing relationships with friends, romantic interests and family</li><li>Talking about role models</li></ul>		<ul style="list-style-type: none"><li>Giving opinions about school subjects</li><li>Describing school uniform and the school day</li><li>Describing school’s facilities</li><li>Comparing secondary and primary schools</li><li>Talking about school rules and problems</li><li>Talking about plans for a school exchange</li><li>Talking about extracurricular activities and achievements</li></ul>	
Core grammar	The present simple The present perfect The imperfect The near future	Reflexive verbs Adjectival agreement Adverbs of frequency Reflexive verbs Interrogative/question words	The present simple The imperfect The preterite The present perfect The present continuous	Uses of ‘Ser’ and ‘estar’ Comparatives and superlatives Negatives Desde (hace) Adjectival agreement Reflexive verbs Possessive pronouns Interrogative/question words	The present simple The imperfect The near future The conditional The present continuous	Uses of ‘Ser’ and ‘estar’ Comparatives and superlatives Negatives Direct object pronouns Verb + infinitive Desde (hace) Adjectival agreement Interrogative/question words
Assessment	Paper 3 ‘Reading’ (Translation) Paper 1 ‘Speaking’ (Role-play) “At the doctor’s office” EOM Papers 2, 3 and 4		Paper 3 ‘Reading’ (Translation) x2 Paper 1 ‘Speaking’ (Picture task) Paper 4 ‘Writing’ (90 word question) EOM Papers 2, 3 and 4		Paper 3 ‘Reading’ (Translation) Paper 1 ‘Speaking’ (Broader conversation) Paper 4 ‘Writing’ (90 word question) EOM Papers 2, 3 and 4	
Resources	CLASS: PPTs, sentence builders, teaching assistant for conversation sessions if available, Pearson Viva GCSE textbook and authentic texts (advertisements, articles, letters, emails & literary texts). EL/Revision: Pearson <i>ActiveLearn</i> subscription, ZigZag Education resources (exam practice), sentence builders, verb mat, vocabulary and grammar booklets.					
Extra-curricular opportunities	<ul style="list-style-type: none"><li>In school theatre (Yr 8, 9, 10 and 11)</li><li>Primary school visit to teach Spanish (Yr 10)</li><li>Trip to Spain (Yr 10 and 11)</li><li>GCSE exam workshop (Yr 11)</li><li>Association for Language Learning (ALL) National Competition (Yr 9 and 10)</li></ul>					
Exam specification aims	The aims of this qualification are to: <ul style="list-style-type: none"><li>provide a coherent, satisfying and worthwhile course of study.</li><li>develop confidence in, and a positive attitude towards, Spanish and to recognise the importance of languages.</li><li>provide a strong linguistic and cultural foundation for students who go on to study languages at a higher level post-16.</li><li>develop students’ ability and ambition to communicate independently in speech and writing with speakers of the language for authentic purposes.</li><li>develop students’ ability to communicate independently about subjects that are meaningful and interesting to them</li><li>build students’ confidence and broaden their horizons, enabling them to step beyond familiar cultural boundaries, develop new ways of seeing the world, and better understand relationships between the foreign language and the English language.</li><li>enable students to become familiar with aspects of the contexts and cultures of the countries and communities where the language is spoken.</li></ul>					
Links	<ul style="list-style-type: none"><li><a href="#">Duolingo - The world's best way to learn a language</a></li><li><a href="#">Anki - powerful, intelligent flashcards (ankiweb.net)</a></li><li><a href="#">Learn Spanish with Biel! - YouTube</a></li><li><a href="#">TeachVid - Home: Teach languages with videos</a></li></ul>					

Year 10	AUTUMN TERM		SPRING TERM		SUMMER TERM	
Topic	Module 4: Hobbies and free time (THEME 1)		Module 5: Local area (THEME 2)		Module 8: International and global dimensions (THEME 5)	
Communicative knowledge	Talking about free time activities Discussing TV programmes and films Talking about how you spend your free time Talking about sports Talking about what is trending Discussing different types of entertainment Talking about role models		Talking about places in a town Describing the features of a region Planning what to do Talking about shops Shopping for clothes and presents Talking about problems in a town Describing a visit in the past		Describing types of houses Talking about the environment Considering global issues Talking about local actions Talking about natural disasters Talking about healthy eating Discussing healthy lifestyles Talking about international sporting events	
Core grammar	The present simple The imperfect The near future The conditional The preterite The present perfect The present continuous	Definite and indefinite articles Verb + infinitive Indefinite determiners and pronouns Conditional clauses Stem-changing verbs	The present simple The imperfect The near future The conditional The preterite The present perfect The future simple The present continuous The imperative: common forms	Negatives Verbs with 'usted' The passive voice with 'se puede(n)' Demonstrative adjectives Conditional clauses	The present simple The imperfect The near future The conditional The preterite The present perfect The future simple The present subjunctive The present continuous The pluperfect The imperfect continuous The imperfect subjunctive: common verbs The imperative: common forms	Superlatives The passive voice with 'se debería(n)' Verb + infinitive Conditional clauses Indirect object pronouns
Assessment	Writing assessment EOM Reading, Listening, Speaking assessment (Part 3 conversation)		Writing assessment EOM Reading, Listening, Speaking assessment (Part 1 Roleplay)		Writing assessment Complete GCSE exam (Foundation/Higher depending on the student)	

Year 11	AUTUMN TERM		SPRING TERM		SUMMER TERM
Topic	Module 7: Future aspirations, study and work (THEME 4)		Module 6: Customs and traditions (THEME 1)		NA
Communicative knowledge	Talking about different jobs and discussing preferences Talking about how you earn money Talking about work experience Talking about the importance of learning languages Applying for a summer job Discussing gap years Discussing plans for the future		Describing mealtimes Talking about daily routine Talking about typical foods Ordering in a restaurant Describing a special day Comparing different festivals Talking about a music festival		
	Core grammar	The present simple The imperfect The near future The conditional The preterite The present perfect The future simple The present continuous The present subjunctive The pluperfect The imperfect continuous The imperfect subjunctive: common verbs	Verb + infinitive Conditional clauses Indirect object pronouns	The present simple The imperfect The near future The conditional The preterite The present perfect The future simple The present continuous The present subjunctive The pluperfect The imperfect continuous	
Assessment		Yr 11 Mocks AO1 – Full exam (Paper 2: Speaking to be completed in lesson time)		Yr 11 Mocks AO2 – Full exam (Paper 2: Speaking to be completed in lesson time)	

Year 12	AUTUMN TERM	SPRING TERM	SUMMER TERM
Topic	THEME 1	THEME 2	THEME 3 + FILM STUDY
Communicative knowledge	<p>Modern and traditional values</p> <ul style="list-style-type: none"> <li>• Changes in family structures</li> <li>• Attitudes to marriage and divorce</li> <li>• The influence of the Catholic Church</li> </ul> <p>Cyberspace</p> <ul style="list-style-type: none"> <li>• The influence of the Internet</li> <li>• Social networks: pros and cons</li> <li>• Smartphones in society</li> </ul> <p>Equal rights</p> <ul style="list-style-type: none"> <li>• Women in the job market</li> <li>• Sexism and feminism</li> <li>• LGBT rights</li> </ul>	<p>Modern day idols</p> <ul style="list-style-type: none"> <li>• Cantantes y músicos</li> <li>• Estrellas de televisión y cine</li> <li>• Modelos</li> </ul> <p>Spanish regional identity</p> <ul style="list-style-type: none"> <li>• Tradiciones y costumbres</li> <li>• La gastronomía</li> <li>• Las lenguas</li> </ul> <p>Cultural heritage</p> <ul style="list-style-type: none"> <li>• Sitios turísticos y civilizaciones prehispánicas: Machu Picchu, la Alhambra, etc</li> <li>• Arte y arquitectura</li> <li>• El patrimonio musical y su diversidad</li> </ul>	<p>Immigration</p> <ul style="list-style-type: none"> <li>• Los beneficios y los aspectos negativos</li> <li>• La inmigración en el mundo hispanico</li> <li>• Los indocumentados – problemas</li> </ul> <p>Racism</p> <ul style="list-style-type: none"> <li>• Las actitudes racistas y xenófobas</li> <li>• Las medidas contra el racismo</li> <li>• La legislación anti-racista</li> </ul> <p>Integration</p> <ul style="list-style-type: none"> <li>• La convivencia de culturas</li> <li>• La educación</li> <li>• Las religions</li> </ul>
Assessment	EOU Assessments (papers 1 and 3 format)	EOU Assessments (papers 1 and 3 format)	<p>Yr 12 Mocks:</p> <p>Paper 1: Full (AS level)</p> <p>Paper 2: Half (A2 level)</p> <p>Paper 3: Half - Discussion (to be completed in lesson time)</p>

Year 13	AUTUMN TERM	SPRING TERM	SUMMER TERM
Topic	THEME 3 + BOOK STUDY	THEME 4 + IRP	NA
Communicative knowledge	<p>Book study: <i>Como agua para chocolate</i> by Laura Esquivel</p> <p>Film study: <i>Volver</i> by Pedro Almodóvar</p>	<p>Today's youth, tomorrow's citizens</p> <ul style="list-style-type: none"> <li>• Los jóvenes y su actitud hacia la política : activismo o apatía</li> <li>• El paro entre los jóvenes</li> <li>• Su sociedad ideal</li> </ul> <p>Monarchies and dictatorships</p> <ul style="list-style-type: none"> <li>• La dictadura de Franco</li> <li>• La evolución de la monarquía en España</li> <li>• Dictadores latinoamericanos</li> </ul> <p>Popular movements</p> <ul style="list-style-type: none"> <li>• La efectividad de las manifestaciones y las huelgas</li> <li>• El poder de los sindicatos</li> <li>• Ejemplos de protestas sociales (eg. El 15-M, las Madres de la Plaza de Mayo, ...)</li> </ul> <p>Independent research project</p>	
Assessment	<p>In lesson:</p> <p>Paper 1: Full</p> <p>Paper 2: Half (Film study essay)</p> <p>Paper 3: Half - Discussion (to be completed in lesson time)</p>	<p>Yr 13 Mocks:</p> <p>Paper 1: Full</p> <p>Paper 2: Full</p> <p>Paper 3: Full – IRP and Discussion (to be completed in lesson time)</p>	

Resources	PPTs, sentence builders, extra teacher for conversation sessions, Hodder Education Booster online subscription, student revision guides, etc
Supercurriculum	<ul style="list-style-type: none"> <li>• Mexican/Spanish cooking workshop</li> <li>• Theatre trip</li> </ul>
Exam specification aims	<p><b>AO1: Understand and respond:</b></p> <ul style="list-style-type: none"> <li>• in speech to spoken language including face-to-face interaction</li> <li>• in writing to spoken language drawn from a variety of sources.</li> </ul> <p><b>AO2: Understand and respond:</b></p> <ul style="list-style-type: none"> <li>• in speech to written language drawn from a variety of sources</li> <li>• in writing to written language drawn from a variety of sources.</li> </ul> <p><b>AO3: Manipulate the language accurately, in spoken and written forms, using a range of lexis and structure.</b></p> <p><b>AO4: Show knowledge and understanding of, and respond critically and analytically to, different aspects of the culture and society of countries/communities where the language is spoken</b></p> <p>Paper 1 (50%)  Paper 2 (20%)  Paper 3 (30%)</p>
Links	<ul style="list-style-type: none"> <li>• <a href="https://spanishdict.com">Spanishdict.com</a></li> <li>• <a href="https://ankiweb.net">Anki - powerful, intelligent flashcards (ankiweb.net)</a></li> <li>• <a href="https://fluentu.com">FluentU</a></li> <li>• Follow a Spanish newspaper on Twitter/Instagram and read a news article every day. Biggest newspapers: El País, El Mundo, Marca (sports).</li> <li>• Follow language learning TikTok accounts: @spanishmeme, @spanishteacher, @spanish.xedits, @bringmeespanol, @a3noticias, @pauletteoficial</li> <li>• <a href="https://rtve.es">RTVE</a>: Spain's main TV channel. Access to TV shows, documentaries and the news.</li> </ul>

Key Stage	Careers in the curriculum
KS3	<ul style="list-style-type: none"><li>• <b>Greetings, Personal Information</b> Careers: <b>Customer Service, Tourism, Retail</b> Learning introductions and basic conversation builds skills for customer-facing roles.</li><li>• <b>Describing People, Family, and Pets</b> Careers: <b>Healthcare, Education, Childcare</b> Describing traits and relationships is useful for jobs in care and education.</li><li>• <b>School Subjects and Uniforms</b> Careers: <b>Education, School Admin, PR</b> Talking about school prepares students for education and administration roles.</li><li>• <b>Free Time, Sports, and Weather</b> Careers: <b>Sports Coaching, Event Planning, Leisure</b> Discussing hobbies and sports links to careers in recreation and sports management.</li><li>• <b>Local Area, Holidays, Travel</b> Careers: <b>Tourism, Travel, Event Management</b> Describing cities and trips builds skills for the tourism and travel industries.</li><li>• <b>Daily Routine and Food</b> Careers: <b>Hospitality, Catering, Restaurant Management</b> Discussing routines and food is key for jobs in hospitality and catering.</li><li>• <b>Technology, Media, and Music</b> Careers: <b>Digital Marketing, Social Media, Entertainment</b> Talking about tech and media links to careers in marketing and media.</li></ul>
KS4	<ul style="list-style-type: none"><li>•</li></ul>
KS5	<ul style="list-style-type: none"><li>• <b>Theme 1: Aspects of Hispanic Society</b> Careers: <b>Marketing, Business, Public Relations, Sociology.</b> Students study values, gender equality, and family roles, relevant to careers in business, PR, and social research.</li><li>• <b>Theme 2: Artistic Culture in the Hispanic World</b> Careers: <b>Tourism, Cultural Heritage, Event Management, Museum Curation.</b> Focuses on regional identity, heritage, and festivals, with projects on cultural promotion and event planning.</li><li>• <b>Theme 3: Multiculturalism in Hispanic Society</b> Careers: <b>Social Work, Community Outreach, Immigration Services, International Aid.</b> Covers immigration and integration, preparing students for careers in public services and NGOs.</li><li>• <b>Theme 4: Political Life in the Hispanic World</b> Careers: <b>Diplomacy, Politics, Journalism, International Relations.</b> Students analyze political systems and movements, linking to careers in diplomacy, media, and politics.</li><li>• <b>Film and Literature Study</b> Careers: <b>Translation, Media, Publishing, Cultural Criticism.</b> Students practice translating and reviewing, useful for roles in media and publishing.</li><li>•</li></ul>

