

# Mulberry Academy Woodside

## Spanish

### Curriculum Overview 2025 - 2026

#### Curriculum intent statement:

**“If you talk to a man in a language he understands, that goes to his head. If you talk to him in his own language, that goes to his heart.”**

Nelson Mandela

In Modern Languages our aim is to create a personalised curriculum in which pupils develop:

- their love of language learning
- an appreciation of other cultures
- the resilience to learn how to learn

Students will build their linguistic knowledge and skills in an enriching and supportive environment. Through the study of grammar each child will learn how a language works, while music, film and ICT based learning will make for an enjoyable and engaging language learning experience. In turn, this will provide a platform for them to develop into able life long linguists and succeed in whatever they aspire to do.

At **KS3** pupils will acquire the foundations of language learning (building a bank of key vocabulary, verbs, grammar and linguistic concepts) to be able to share their personal ideas across a range of key themes.

The **KS4** course build on the foundations at KS3, continuing to develop listening (note taking), speaking (debating and presenting), reading (including skim and scan), writing (in a range of registers) and translation skills so that each student is able to converse and debate on a range of different themes and be able to partake in a work placement, student exchange or holiday in any Francophone/Spanish speaking country or continue to A level.

KS3		AUTUMN TERM		SPRING TERM		SUMMER TERM	
		TERM 1A	TERM 1B	TERM 2A	TERM 2B	TERM 3A	TERM 3B
YEAR 7	KNOWLEDGE	<b><u>Introduction to Spanish</u></b> cultural quiz and el abecedario <b><u>Mi vida – Módulo 1</u></b> introducing yourself, your personality, age, brothers and sisters, birthdays and pets <b><u>Cultural capital:</u></b> Endangered animals in Spain <b>L+R</b> <b><u>European Day of Languages/BHM</u></b>	<b><u>Mi Tiempo Libre – Módulo 2</u></b> what you do in your spare time, what sports you do, the weather <b><u>Cultural capital:</u></b> <b><u>el día de los muertos/Navidades</u></b> Mexican tradition Christmas traditions in the Hispanic world, songs, cards, puzzles and quiz <b>L+R+W</b>	<b><u>Mi Insti – Módulo 3</u></b> subjects you study, opinions about school subjects, describing your school, break time activities <b><u>Cultural capital:</u></b> The right to education in Guatemala <b><u>San Valentín</u></b> <b>L+R+W+S</b>	<b><u>Mi familia y mis amigos – Módulo 4</u></b> describing your family, appearance and personality, saying where you live <b><u>Cultural capital:</u></b> LGBT Velázquez: a Spanish painter <b>L+R</b>	<b><u>Mi Ciudad – Módulo 5</u></b> describing your local area and what you are going to do at the weekend, <b>telling the time</b> , ordering in a café, <b><u>Cultural capital:</u></b> Spanish festivals <b>eg el día de san Juan y san pedro/semana santa</b>	Revision <b>End of year test L+R+W (Speaking if time allows)</b>  <b>intervention/preparation for yr 8</b>  <b><u>End of year project – las Meninas/la educación/creating a board game</u></b>
	SKILLS	-Writing: adding variety to your writing <b><u>-Grammar:</u></b> Spanish pronunciation, adjectives that end in “o” and “a”, using the verb “tener” (to have), adjectival agreements with nouns	-Speaking: taking part in a longer conversation and using question words <b><u>-Grammar:</u></b> opinions using “me gusta” + infinitive, “ar” verbs in the present tense, “cuando”, “hacer” (to do) and “jugar” (to play)	-Writing: writing a longer text and checking accuracy <b><u>-Grammar:</u></b> “ar verbs” to say what “we” do, “me gusta” + infinitive, “ar” verbs in the present tense, “cuando”, “hacer” (to do) and “jugar” (to play)	-Speaking: Photocard -planning and giving a presentation <b><u>-Grammar:</u></b> possessive adjectives, verbs “ser” (to be) and “tener” (to have), using verbs in the third person, using the verb “estar” (to be)	-Writing using two tenses together <b><u>-Grammar:</u></b> “a” using hay with “some” and “many”, verb “ir al/a la (to go to), verb “querer” (to want), near future tense ir +a +inf	<b><u>Te gustan tu insti</u></b> listening strategies <b><u>Que haces en tu tiempo libre</u></b> -speaking skills-taking part in a longer conversation <b><u>Eres fanático</u></b> reading skills-dealing with complex texts <b><u>Mi vida en La Habana</u></b> Writing skills-using 2 tenses

YEAR 8	KNOWLEDGE	<p><b>Repaso</b> Write about yourself, school and town. <i>Present tense ar verbs (incl ser, estar, tener, hacer), adjectives, connectives and qualifiers</i></p> <p><b>Módulo 2 – Todo sobre mi vida</b> what you use your phone for, type of music you like, TV, <b>what you did yesterday</b></p> <p><b>Cultural capital:</b> Spanish singers: Juanes and Malú <b>L+R+W</b></p> <p><b>European Day of Languages/BHM</b></p>	<p><b>Módulo 4 - ¿Qué hacemos?</b> arranging to go out, making excuses, getting ready to go out, clothes, sporting events</p> <p><b>Cultural capital:</b> Spanish fashion chains <b>L+R</b></p>	<p><b>Módulo 1- Mis vacaciones</b> a past holiday, the last day on holiday, what your holiday was like</p> <p><b>Cultural capital:</b> Hispanic holiday destinations <b>L+R</b></p>	<p><b>Módulo 5 - Operación verano</b> a holiday home, holiday activities, directions, about summer camps</p> <p><b>Cultural capital:</b> Oviedo: a Spanish city (or teachers choice)</p>	<p><b>Módulo 3 - ¡A comer!</b> Say what food you like, describing mealtimes, ordering a meal, discussing what to buy for a party</p> <p><b>Cultural capital:</b> Spanish cuisine <b>L+R+W+S</b></p>	<p>Revision</p> <p><b>End of year test L+R+W (Speaking if time allows)</b></p> <p><b>intervention/preparation for yr 9</b></p> <p><b>End of yr project –</b> creating a tourist brochure/menu/board game</p>
	SKILLS	<p>-Reading: identifying the context, getting the gist</p> <p><b>-Grammar:</b> conjugation skills in the past and present with <b>AR/IR and ER</b> verbs and more focus on irregulars. Distinguishing tenses. Opinions and using comparatives</p>	<p>-Writing: using a dictionary, dealing with more than one meaning</p> <p><b>-Grammar:</b> plans (<b>me gustaría</b>), accepting/rejecting invitations, excuses, <b>poder</b> and <b>querer</b>. Stem changing and reflexive verbs. Adjectival endings and agreement. Demonstrative adjectives . 3 tenses together. Dictionary skills</p>	<p>-Speaking: making sentences more interesting, preparing a presentation</p> <p><b>-Grammar:</b> simple past (pretérito), conjugation skills focusing on <b>regular AR and ser and ir</b> irregulars, past and present tenses together</p> <p>-Speaking: playing for time, listening and reacting</p>	<p>-Listening skills: listening for time expressions and verb tenses, listening for points of view-</p> <p><b>Grammar:</b> the comparative and the superlative. The imperative through giving directions. Further developing use of three tenses with time markers. Tackling more challenging listening</p>	<p>-Speaking: playing for time, listening and reacting</p> <p><b>-Grammar:</b> negatives and complex opinions. Cultural awareness of Spanish food. Introduction of <b>near future</b> and use with present + simple past to combine use of <b>3 tenses together</b>. Engaging in more meaningful/informative dialogue</p>	<p><b>Destinos</b> listening strategies for challenging texts</p> <p><b>Que opinas? -</b> practising responding spontaneously</p> <p><b>Mi guía</b> dealing with authentic texts(reading skills)</p>

				<b>-Grammar:</b> negatives and complex opinions.			
YEAR 9	KNOWLEDGE	<u>Repaso Te presento</u> revision of present and preterite tenses and talking about yourself in more detail <u>Module 1 - ¡Diviertete!</u> life on line, free time activities, <u>Cultural capital:</u> pedal -sport <u>European Day of Languages/BHM</u>	<u>Module 1 - ¡Diviertete!</u> going out, weekend activities, narrating a disaster,	<u>Module 2 - Viajes</u> travel plans, past holidays, festivals	<u>Module 2 - Viajes</u> festivals <u>Cultural capital:</u> La Tomatina: a Spanish festival latin american destinations	<u>Module 3 - Mi gente, mi mundo</u> relationship, problems, <u>Cultural capital:</u> A Rigoberta Menchú: a noble price winner from Guatemala	<u>Module 3 - Mi gente, mi mundo</u> role models Revision +End of year test  grammar intervention-tense focus  <u>End of yr project –</u> reportage on how green is Woodside High School a latin american study - eg Castro, Khalo, Ché
	SKILLS	<u>GCSE skills</u> phonic- c  <u>-Grammar:</u> present, preterite and near future, opinions and frequency	<u>GCSE skills</u> role play - cinema  <u>-Grammar:</u> using 3 tenses together	<u>GCSE skills</u> reading skills using the 4 Cs, phonic -qu <u>-Grammar:</u> imperfect tense si clauses, SOLER+ infinitive,	<u>GCSE skills</u> role play- restaurant <u>-Grammar:</u> ACABAR DE +, comparatives and superlatives	<u>GCSE skills</u> listening -for gist <u>-Grammar:</u> reflexive verbs, modal verbs, ser v estar,	<u>GCSE skills</u> the personal a