

NKS Spanish Curriculum Map 2021



The purpose of studying Spanish at NKS is to give every student the opportunity to cultivate their passion for learning a language, through well-structured, engaging and purposeful lessons that not only dwell on the linguistic aspect, but also allow pupils to be in constant contact with the culture that surrounds the Hispanic world.

At NKS, all pupils will have a rich and varied language-learning experience. We want our students to become critical thinkers; as such, as they are given the opportunity to analyse, research and confront ideas and issues through Spanish.

As a result of studying Spanish, the pupils will: develop a deeper understanding of how language – including English – works; develop their listening, speaking, reading and writing skills; develop useful and transferable study skills; broaden their horizons through a positive approach to a multicultural society; and develop a spontaneous and creative use of Spanish.

Through our teaching and programme of visits, we aim to lead students to achieve the highest standards in Spanish, to enhance their understanding of other cultures and to acquire an essential tool in an increasingly globalised job market.

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Year 7

Students of Spanish in year 7 start their journey from the foundations of the language. We believe that this is the best way to embed key concepts from the beginning. Near-native speakers or students who have had previous contact with the language will use this introduction as a chance to revise and analyse what they need to improve on. This course will form the base of any future study of Spanish; thus, we want our students to become confident and passionate about their learning.

During year 7, students begin to understand, speak, read and write Spanish. They become familiar with the sounds, written form and grammar of the language, and use this knowledge with increasing confidence and competence to express themselves in role-plays, conversations and writing. They improve their understanding of the language by listening to people talking about different subjects and by reading a range of texts. They also increase their cultural awareness by communicating with people who speak the language and by using materials from countries and communities where the language is spoken.

At NKS we work under the principle that our pupils will develop a passion for the language, not only from a linguistic perspective, but also through its culture. That is why, every term, students will come in contact with different projects and enrichment tasks that will help them understand how learning Spanish encourages a positive approach towards our multicultural society.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Content – Knowledge and Understanding	I introduce myself.	At school.	All about my family.	At home.	My free time.	Around my town / city.
	The present tense of <i>ser</i> and <i>tener</i> . Definite and indefinite articles. Understanding adjectival agreement. Making sentences negative.	Using <i>me gusta(n)</i> to express opinions. Using <i>porque</i> to give reasons using qualifiers. The present tense of -AR verbs. The present tense of -ER verbs.	Possessive adjectives. Reinforcement of adjectival agreement. Revision of <i>tener</i> in the present tense.	The present tense of -IR verbs. The present tense of <i>estar</i> . Prepositions <i>de(l)</i> , <i>de la</i> .	The present tense of <i>salir</i> and <i>hacer</i> . The present tense of <i>ir</i> . <i>Me gusta</i> + infinitive. The near future tense.	Using qualifiers. Using more interesting connectives. The present tense of <i>querer</i> .
Skills and concepts	Using numbers. Using the alphabet. Getting used to Spanish pronunciation.	Developing opinions and reasons. Understanding different sound patterns. Check accuracy in writing.	Asking questions without question words. Identifying main points of a text. Answering in full to listening tasks.	Improving writing and speaking through extended descriptions. Understanding authentic texts.	Using two time frames. Creative writing.	Understanding more complex tests. Making informed decisions based on context and prior knowledge. Structuring more complex sentences.
Assessment	Listening. Speaking (Role Play).	Writing (50-80 words). Listening & Reading.	Translation into English. Translation into Spanish.	Reading. Speaking (Photo Card)	Writing. Translation into Spanish.	End of Year exams: reading, listening and writing.
Enrichment and extension	Analysing a Hispanic film: <i>El libro de la vida</i>		Independent reading of authentic texts: <i>ZigZag</i> – Fantasy stories		A research project: exploring different Spanish-speaking artists.	

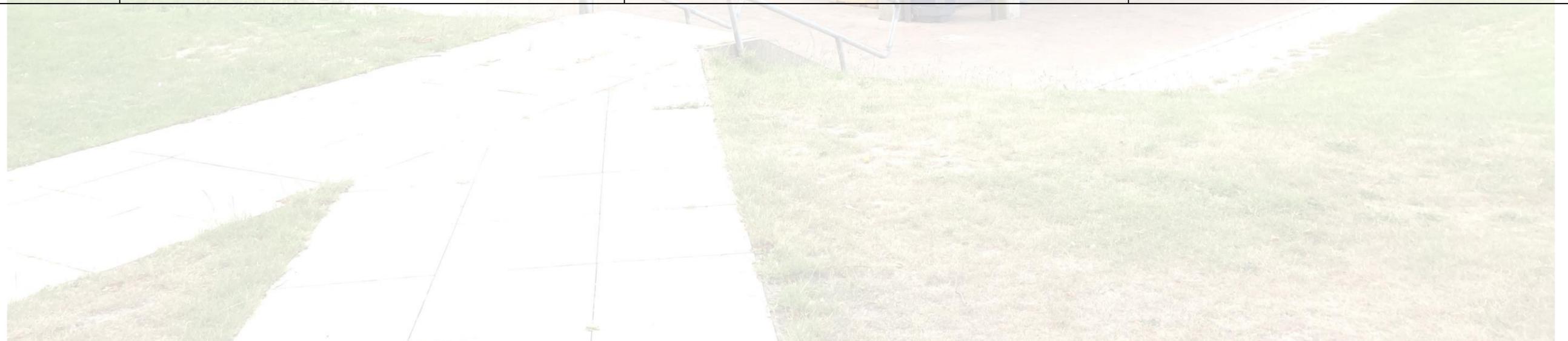
Year 8

Our Y8 curriculum builds on and extends the work done in Y7 by introducing students to new topics that will increase their grammatical awareness, as well as helping boost their oral and written confidence in the language.

Units are sequenced to encourage every pupil to explore new aspects of the language and build on their prior knowledge. Students will develop their memory retrieval abilities and develop their problem-solving skills by learning how to infer meaning and intend when facing unknown language.

A solid understanding of the language and skills required throughout years 7 and 8, will give our boys the necessary confidence and tools to explore their passion for the language further at GCSE level.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Content – Knowledge and Understanding	Holidays.	Free time activities and pastimes.	All about food!	Going out with friends.	My house, my town.	General revision of the whole year.
	Revision of the present tense of regular verbs. The preterite tense of regular verbs. The preterite tense of <i>ir</i> and <i>ser</i> .	Revision of the present tense of stem-changing verbs. The comparative (<i>más / menos que...</i>) The preterite tense of <i>hacer</i> .	The negative – expansion The near future - consolidation	<i>Me gustaría</i> + infinitive The present tense of <i>querer</i> and <i>hacer</i> . Understanding how to form reflexive verbs in the present tense. Demonstrative adjectives.	The superlative. An introduction to the imperative mood.	
Skills and concepts	Making sentences more interesting by using sequencers. Using two time frames. Expanding descriptions.	Tackling authentic and literary texts. Consolidation of adjectival agreement in writing and speaking.	Understanding the importance of food / meals in Hispanic culture. Using a wide range of opinions. Recognising the formal register (<i>usted</i>)	Using verbs in the third person. Using three time frames.	Tackling more challenging listening tasks. Asking / giving directions.	
Assessment	Writing (90 words). Reading & Listening.	Translation into English. Speaking (Role Play)	Translation into Spanish. Reading & Listening.	Translation into English. Writing (150 words)	Translation into Spanish.	End of Year exams: reading, listening and writing.
Enrichment and extension	Independent reading of authentic texts: <i>ZigZag</i> – Gothic stories		Analysing a Hispanic film: <i>TBC</i>		A research project: Each student will be given a theme to create a written and oral presentation using authentic sources (mini IRP).	



Year 9

Students at NKS start with the AQA GCSE curriculum in year 9. All students are taught at higher level, although plenty of help and scaffolding is provided for all pupils to access the content.

To ease the transition from KS3 into GCSE, most of the content in year 9 relates to topics that students would have come across during years 7 and 8. Although the grammatical aspect of the language becomes increasingly more complex, every topic starts with a revision of familiar items, allowing students to recap and apply their knowledge.

Our Scheme of Work derives from a logical sequence of learning which encompasses constantly revisiting previously acquired grammar, vocabulary and general language skills. This allows students to move with ease and confidence from one topic to another.

Each term, students explore a different aspect of Spanish-speaking culture to help them develop a natural flair and love for the language beyond the classroom. These activities are designed to take on the different skills developed throughout the learning sequence.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Content – Knowledge and Understanding	Describing what you normally do on holidays. Giving opinions on holidays. Describing a past holiday.	Describing a disastrous holiday. Booking a room.	Talking about school and subjects. Describing school and its rules.	Comparing a British school to a Spanish one. Describe extra-curricular activities and achievements.	Talking about social networks. Describing reading preferences.	Describing yourself and others. Talking about friends and family.
	The Present tense. The Preterite tense.	Introduction to the Imperfect tense	The comparative and superlative. Different types of negatives. Verbs followed by an infinitive (<i>tengo que, voy a, hay que, se debe...</i>)	The near future tense. Direct Object Pronouns. <i>Desde hace</i> + present tense.	The present continuous tense. <i>Para</i> + infinitive	Differences between <i>ser</i> and <i>estar</i> . Using reflexive verbs.
Skills and concepts	Using verb endings to infer time frame and the subject. Using higher numbers and understanding percentages. Adding variety to language by using different connectives.	Understanding questions words. Adding variety to language by using different sequencers. Understanding the formal register (<i>'usted'</i>). Introduction to role-play.	Dealing with distractors. Identifying synonyms. Giving extended reasons. Making speaking more expressive by using exclamations.	Avoiding repetition. Using three time frames in writing and speaking.	Extending responses to improve flow of writing and speaking. Recognising similar ideas expressed differently.	Looking out for negatives. Using a wide range of adjectives and adverbs. Understanding more detailed descriptions. Working with literary and cultural texts.
	Assessment	Translation into English Reading and Listening	Writing (90 words) Speaking (Role Play)	Translation into Spanish Reading and Listening	Speaking (Photo Card) Writing (150 words)	Translation into English Reading and Listening
Enrichment and extension	A research project: exploring different Spanish-speaking destinations.		Analysing a Hispanic film: <i>Manolito Gafotas</i>		Independent reading of authentic texts: <i>ZigZag</i> – Gothic stories	

Year 10

Our year 10 curriculum builds on and extends the work done in year 9 by covering new themes and new grammar. Given the ever-evolving nature of a language, we work under the premise that students will need constant revision of previous grammar and vocabulary concepts. This is well embedded into our curriculum.

At this point in the course, students are encouraged to make links between the different areas of the curriculum, adapting the vocabulary and grammar to work in new contexts.

The language becomes increasingly more complex; thus, students will be developing the necessary skills to face higher tier reading and listening tasks, as well as more intricate translations into Spanish.

Students will continue to cultivate their passion for learning a language through engaging and purposeful activities, and periodic contact with authentic Spanish in real-life situations.

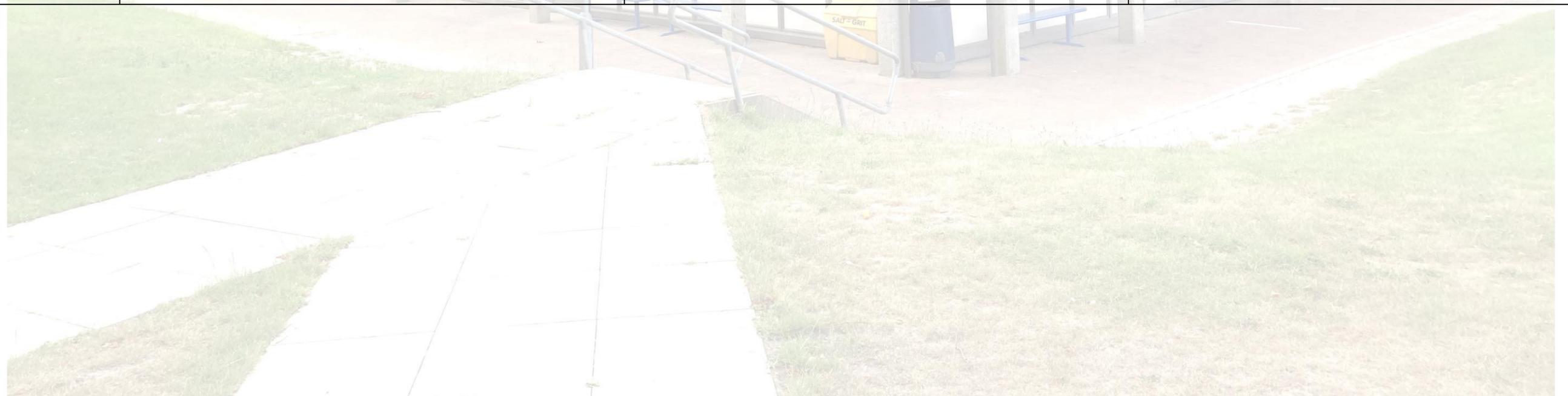
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Content – Knowledge and Understanding	Discussing free time activities and pastimes (film, music, etc.). Talking about sports.	Discussing trends. Talking about different types of entertainment. Describing a role-model.	Describing the features of a town / city. Understanding and giving directions. Talking about shopping.	Talking about problems in a town / city. Describing a visit to a town / city.	Talking about daily routine. Asking for help at a pharmacy / doctor’s surgery. Understanding the importance of food in Hispanic culture. Describing different Hispanic festivals.	Ordering at a restaurant. Describing a music festival.
	The present tense of stem-changing verbs. Adjectives of nationality. The imperfect tense (regular and irregular verbs). <i>Soler</i> + infinitive.	The perfect tense (including irregular past participles). <i>Acabar de</i> + infinitive <i>Tener ganas de</i> + infinitive. Indefinite quantifiers (<i>algunos, ciertos...</i>) Using high numbers (1,000+).	<i>Se puede(n)</i> + infinitive. Revision of question words. Understanding prices.	The conditional tense (including irregulars). The comparative: <i>tan</i> and <i>tanto</i> . Revision of using the preterite and imperfect tenses to talk about past events.	Using reflexive verbs in the present (revision) and the preterite tenses. Revision of the difference between <i>ser</i> and <i>estar</i> . Introduction to the passive voice and how to avoid it.	Absolute superlatives. Revision of irregular verbs in the preterite tense. <i>Antes / Después de</i> + infinitive
Skills and concepts	Recognising and using cognates and near cognates effectively. Listening for different tenses. Identifying correct statements about a text.	Recognising and using synonyms. Adapting a dialogue.	Listening for cues. Asking and responding to questions in a real-life context. Decoding new language based on prior knowledge. Using the formal register (<i>‘usted’</i>).	Recognising and using antonyms. Recognising and using common idioms. Listening for known language in different tenses.	Using sequencers (<i>primero, después, luego...</i>). Applying pronunciation rules to pronounce new words. Spotting words which indicate increase / decrease. Paying attention to question words.	Spotting irregular verb patterns in the preterite. Paying attention to verb forms while listening.
Assessment	Translation into Spanish. Reading & Listening.	Speaking (Photo Card). Writing (90 words).	Translation into English. Writing (150 words)	Speaking (Role Play) Translation into Spanish.	Pre-mock exams Listening, reading, writing and speaking.	
Enrichment and extension	Analysing a Hispanic film: <i>Valentín</i>		Independent reading of authentic texts: <i>TBC</i>		A research project: Discovering the nature and importance of a Hispanic festival of their choice – PPT presentation.	

Year 11

Our year 11 curriculum builds on and extends the work done in year 10 by covering the last two themes of the specification. These are, undoubtedly, the most challenging yet highly rewarding topics. Students are actively encouraged to constantly apply their prior knowledge to become increasingly more confident in their manipulation of Spanish.

On the last term, time permitting, a general review of the course takes place. This is an opportunity for our boys to identify the areas they need to work on more thoroughly in order to succeed at their final exam.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Content – Knowledge and Understanding	Discussing different ways of earning money (<i>la paga</i>) Talking about work experience. Understanding the importance of learning a language.	Applying for a summer job. Discussing the option of taking a gap year.	Describing healthy lifestyles. Considering global issues and the environment.	Talking about international sporting events. Describing natural disasters.	Revision	
	<i>Soler</i> in the imperfect tense. Using the present continuous. <i>Lo</i> + adjective. <i>Desde hace</i> + time reference	Indirect object pronouns. <i>Si pudiera</i> + infinitive. Revision of the conditional tense.	<i>Se debería</i> + infinitive. The present subjunctive. The imperative mood.	The pluperfect tense. The imperfect continuous.		
Skills and concepts	Using different verb tenses in the same structure. Using alternatives to ‘y’. Listening for clue words and avoiding distractors. Using the 24h clock.	Understanding and writing a formal letter.	Presenting written arguments. Giving extended reasons.	Gist reading to infer overall meaning. Using grammar knowledge in translation.		
Assessment	Translation into Spanish. Listening.	Mock Exams Listening, reading, writing and speaking.	Reading. Translation into English.	Listening. Writing (90 words)	Writing (150 words) Speaking (Role Play & Photo Card)	
Enrichment and extension	Analysing a Hispanic film: <i>Ocho pellicos vascos</i>		A research project: <i>TBC</i>			



Year 12

At NKS, students follow the Edexcel A-level course for Spanish. In year 12, pupils are introduced to the course through those topics and grammatical structures that they will be more familiar with from GCSE.

The themes and grammatical aspects of the language are taught hand-in-hand. It is adamant that our pupils see the complexity of the language as an opportunity to enhance their knowledge further by being in constant contact with authentic material through social networks, websites, online streaming and broadcasting services, and virtual visits to places of interest. Thus, we discuss current affairs and the news in the Hispanic world on a daily basis. This is also an invaluable opportunity for students to use their skills and knowledge in an unfamiliar context.

We aim to provide our students with a sound understanding of not only the linguistic aspect of Spanish, but also of the culture of Spanish-speaking countries. Our balanced and well thought curriculum offers them the chance to use the language proficiently in different contexts, as well as building up their essay writing and analysis skills through an in-depth study of the award-winning film *El laberinto del fauno*. The film will also act as a particularly useful tool to introduce students to the Spanish civil war and Franco's dictatorship – two topics which will be developed and discussed in depth during year 13.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Content – Knowledge and Understanding	The social evolution of the family in Spain: change, new models and structures.	The changing work scene: challenges for the job market of the future.	The impact and importance of tourism in Spain.	Culture in the Hispanic world: music.	Media in the Hispanic world: the role of television, press and social networks.	The importance of gastronomy and festivals in the Hispanic culture.
	The present tense (regular, irregular and stem-changing verbs). Use and formation of reflexive verbs. Adjectival agreement and apocoptation.	Definite and indefinite articles. Interrogatives: adverbs and pronouns. The comparative.	The imperfect tense. Using the preterite vs. the imperfect. The conditional tense. Direct object pronouns.	The future tense (simple and immediate). Verbs like <i>gustar</i> . Uses of the infinitive. Uses of the gerund.	The imperative mood. Introduction to the subjunctive: after conjunctions and <i>pare que</i> , <i>sin que</i> . Relative pronouns (<i>cuyo</i>).	The preterite tense (regular and irregular verbs). Using <i>por</i> vs. <i>para</i> . Verb + preposition.
Analysis of a Hispanic film: <i>El laberinto del fauno</i>						
Skills and concepts	Using a paper or online monolingual dictionary. Organising notes for the A level course. Memorising vocabulary.	Consolidating reading strategies. Participating fluently in a conversation. Translating accurately from Spanish into English.	Translating accurately from English into Spanish. Summarising information successfully. Working with reliable sources.	Useful strategies to excel in listening to authentic sources. Comparing and contrasting viewpoints. Extending vocabulary using a variety of techniques. Answering to A level reading comprehension questions.	Developing listening strategies for the exam. Answering questions in Spanish and drawing inferences. Researching news items.	Producing interesting sentences in spoken language. Checking and editing written work to improve accuracy. Using synonyms.
Assessment	Translation into English. Listening & Reading.	Translation into English. Listening & Reading.	Speaking. Translation into Spanish.	Mock Exams: Paper 1	Speaking. Translation into English.	Translation into Spanish. Essay on film.
Enrichment and extension						

Year 13

Our year 13 curriculum builds on and extends the work done in year 12 by exploring more high-skilled topics and the most recent history of Spain, which has led to the current idiosyncrasy of the country. Revisiting the film *El laberinto del fauno* allows for a good introduction to this particular topic.

By now, students should be confident enough to manipulate the language to adapt it to all their needs, including research and analysis. Thus, they will be introduced to the renowned playwright, poet and novelist *Federico García Lorca* through one of his most famous plays: *La casa de Bernarda Alba*.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Content – Knowledge and Understanding	The positive impact of immigration in Spanish society.	The challenges of integration in Spain.	Social reaction to immigration and integration.	The Spanish civil war and Franco's dictatorship.	The transition into Democracy.	
	Indirect object pronouns. The passive. Revision of using <i>ser</i> vs. <i>estar</i> .	Radical and orthographic changes in verbs in all tenses. The subjunctive mood: concession, emotion, possibility and necessity.	The past participle. Cardinal and ordinal numbers. Subordinating clauses with indicative or subjunctive.	The perfect and pluperfect indicative. The imperfect subjunctive. Conditional sentences: probable, improbable and impossible.	Compound tenses. Impersonal verbs. The subjunctive mood: <i>ojalá</i> , <i>quizás</i> .	
Analysis of a Hispanic novel: <i>La casa de Bernarda Alba</i>						
Skills and concepts	Dealing with the unpredictable in conversations. Listening to authentic material. Drafting written work to improve accuracy.	Developing arguments from different angles Inferring information from listening material.	Drawing conclusions. Improving fluency in spoken Spanish. Employing a variety of complex grammar structures.	Techniques for exam reading tasks. Summarising information from longer passages. Researching a person. Checking writing for accuracy. Using idioms.	Making useful notes during research. Translating from Spanish into authentic English. Translating accurately into Spanish. Learning how to hold the interest of the audience while speaking.	
Assessment	Translation into Spanish. Listening & Reading. Essay on film.	PPE – Mock Exams	Listening & Reading. Speaking	Translation into Spanish. Listening & Reading. Essay on film.	Speaking. Essay on novel.	
Enrichment and extension						