

Spanish Big Ideas	Y7	Y8	Y9	Y10	Y11	Y12	Y13
<b>Grammar</b>	<p><b>Sentence Structure:</b> Recognise and apply differences in word order, particularly with adjectives. Use basic conjunctions.</p> <p><b>Verbs:</b> Conjugate present -AR verbs in 1st and 3rd person. Use infinitives following opinion phrases. Use simple future.</p> <p><b>Gender and Agreement:</b> Understand principle of gender agreement. Correctly agree adjectives with nouns and begin to recognise indefinite, definite and partitive articles in M/F and Sg/Pl forms.</p>	<p><b>Sentence Structure:</b> Consolidate ability to recognise Spanish order. Accurately use comparative clauses with 'que' and 'de'. Use a wider range of conjunctions for contrast.</p> <p><b>Verbs:</b> Conjugate all regular verbs effectively in present. Develop understanding of core irregular preterit verbs (ir, ser). Start to use infinitive verbs effectively at the start of writing pieces.</p> <p><b>Gender and Agreement:</b> Apply agreement effectively and begin to use variably gendered noun (Ei/La Profesor(a)).</p>	<p><b>Sentence Structure:</b> Make wider use of clauses, using connectives to extend and contrast. Demonstrate ability to use preceding adjectives for emphasis. Use 'si' clauses.</p> <p><b>Verbs:</b> Conjugate all regular verbs effectively in present and key irregulars, and develop regular preterit conjugations. Start to use the imperfect to describe past routines and contrast in texts with the preterit.</p> <p><b>Gender and Agreement:</b> Continue to apply agreement effectively and recognise the gender of nouns in passages.</p>	<p><b>Sentence Structure:</b> Make use of a wider range of commencing phrases and developed conjunctions. Use justifications involving verbs and nouns to further extend writing and speaking.</p> <p><b>Verbs:</b> Conjugate regular verbs with accuracy in the present, simple future and preterit tenses. Develop understanding of the contrast with the 'proper' future and start to use conditional.</p> <p><b>Gender and Agreement:</b> Apply agreement effectively and develop strong proof-reading practices.</p>	<p><b>Sentence Structure:</b> Vary sentence length and style for emphasis in writing and speaking. Use a range of conjunctions simultaneously and make use of infinitive structures.</p> <p><b>Verbs:</b> Conjugate confidently and with accuracy across five tenses and two moods. Some students will begin to use the subjunctive and more complex conditional clauses in writing.</p> <p><b>Gender and Agreement:</b> Apply agreement effectively and demonstrate strong proof-reading practices.</p>	<p><b>Sentence Structure:</b> Begin to understand nuance in sentence structure and the use of 8 clauses, pronouns and a range of conditionals. Recognise academic, literary and journalistic registers.</p> <p><b>Verbs:</b> Conjugate confidently and with accuracy across five tenses and two moods. Develop an understanding of and use present subjunctive.</p> <p><b>Gender and Agreement:</b> Demonstrate total confidence in agreement for gender and plurals, and use patterns.</p>	<p><b>Sentence Structure:</b> Demonstrate ability to comprehend and produce complex Spanish in a variety of registers. Deal with literary text and use grammar effectively to derive meaning.</p> <p><b>Verbs:</b> Conjugate confidently and with accuracy across five tenses and two moods. Use the subjunctive in the present and imperfect forms.</p> <p><b>Gender and Agreement:</b> Demonstrate total confidence in agreement for gender and plurals, use and apply patterns widely.</p>
<b>Phonics</b>	<p><b>Pronunciation:</b> Learn and develop confidence in using the Spanish alphabet. Link written characters to phonemes and understand basic vowel combinations.</p> <p><b>Intonation and fluency:</b> Begin to differentiate intonation when forming questions. Start to recognise question form when heard.</p> <p><b>Sound-spelling links:</b> Begin to recognise how vowel phonemes and accents affect pronunciation.</p>	<p><b>Pronunciation:</b> Develop pronunciation of -la sound in the conditional and differentiate this. Show growing awareness of consonant-vowel combinations such as q-u.</p> <p><b>Intonation and fluency:</b> Show fluency and use intonation effectively when asking and responding to questions.</p> <p><b>Sound-spelling links:</b> Secure knowledge of common and frequent vowel combinations.</p>	<p><b>Pronunciation:</b> Develop pronunciation of -la sound in the conditional and differentiate this. Show growing awareness of consonant-vowel combinations such as q-u.</p> <p><b>Intonation and fluency:</b> Show fluency and use intonation effectively when asking and responding to questions.</p> <p><b>Sound-spelling links:</b> Secure knowledge of common and frequent vowel combinations.</p>	<p><b>Pronunciation:</b> Secure pronunciation when speaking with both prepared and spontaneous answers. Move towards 'natural' conversation.</p> <p><b>Intonation and fluency:</b> Use intonation effectively to convey, enhance and change meaning.</p> <p><b>Sound-spelling links:</b> Begin to apply these to make predictions for new vocabulary within listening passages.</p>	<p><b>Pronunciation:</b> Secure pronunciation of both simple and complex phonemes and apply accentuation and phonetic rules confidently.</p> <p><b>Intonation and fluency:</b> Move towards natural sounding conversation and respond with a good level of authenticity.</p> <p><b>Sound-spelling links:</b> Apply and use these confidently.</p>	<p><b>Pronunciation:</b> Show confidence in pronunciation and work on certain non-standard 'native' pronunciation trends.</p> <p><b>Intonation and fluency:</b> Work regularly with native assistant to develop fluency in responses and apply knowledge effectively.</p> <p><b>Sound-spelling links:</b> Apply and use confidently and link to grammatical patterns to support derivation of meaning.</p>	<p><b>Pronunciation:</b> Demonstrate secure and confident pronunciation of all phonetic elements, applying rules and trends effectively.</p> <p><b>Intonation and fluency:</b> Work regularly with native assistant to develop fluency in responses and apply knowledge effectively. Understand a range of accents from the hispanic world.</p> <p><b>Sound-spelling links:</b> Apply and use confidently.</p>
<b>Topic Vocabulary</b>	<p><b>Recognise, understand the meaning of and begin to use vocabulary related to:</b></p> <ul style="list-style-type: none"> <li>- Personal description, physical and social</li> <li>- School, teachers, facilities and subjects</li> <li>- Free-time activities, friendships and social groups</li> <li>- Types of accommodation, things in a town, activities</li> </ul>	<p><b>Consolidate prior vocabulary and begin to use vocabulary related to:</b></p> <ul style="list-style-type: none"> <li>- Holidays</li> <li>- Youth culture, mobile phones, music and TV</li> <li>- Food and drink, typical Spanish foods and adjectives for describing food and taste</li> <li>- Housing and activities in town</li> </ul>	<p><b>Consolidate prior vocabulary and develop use of vocabulary related to:</b></p> <ul style="list-style-type: none"> <li>- Healthy living and routine</li> <li>- Illnesses, remedies and advice including modal verbs</li> <li>- Holidays</li> <li>- School teachers, school uniform, future plans</li> <li>- Further education opportunities, higher education and employment</li> <li>- Daily routine</li> <li>- Spanish festivals (San Fermín) and Latino American countries: Guatemala/School of Hope</li> </ul>	<p><b>Consolidate vocabulary studied at Key Stage 3 and use alongside vocabulary relating to:</b></p> <ul style="list-style-type: none"> <li>- Holidays, travel and tourism, types of tourist and holiday</li> <li>- Town, local area, improvements in town, public transport</li> <li>- The environment and sustainability, social issues and charity</li> <li>- Family, personal relationships, friendships</li> </ul>	<p><b>Consolidate vocabulary studied at Key Stage 3 and use alongside vocabulary relating to:</b></p> <ul style="list-style-type: none"> <li>- School, future plans, school subjects, further education options, bullying and problems at school</li> <li>- Work experience and personal qualities, future education plans, merits of voluntary work and work placements</li> </ul> <p><b>Review and consolidate topic vocabulary ahead of writing and speaking exams</b></p>	<p><b>New vocabulary relating to:</b></p> <ul style="list-style-type: none"> <li>- Immaterial and material heritage, heritage sites in the hispanic world and the impact of tourism on patrimonio</li> <li>- Changing family structures, gay marriage, parental responsibility, the influence of the church</li> <li>- Art, music, film and television in the Spanish speaking world</li> <li>- The financial crisis, education and employment</li> <li>- The civil war</li> </ul>	<p><b>New vocabulary relating to:</b></p> <ul style="list-style-type: none"> <li>- Integration, immigration, the challenges facing migrants in the hispanic-speaking world</li> <li>- Museums, galleries and the role of these organisations in preserving heritage</li> <li>- The transition to democracy, daily life under the dictatorship, censorship, repression and social structures in Franco's Spain</li> </ul>
<b>Functional Vocabulary</b>	<p><b>Infinitive structures:</b></p> <ul style="list-style-type: none"> <li>- Begin to use infinitives after opinion phrases and suelo to describe routine</li> </ul> <p><b>Opinions and Justifications:</b></p> <ul style="list-style-type: none"> <li>- Use basic opinion phrases in 1st person and gustar in 3rd</li> </ul> <p><b>Descriptions:</b></p> <ul style="list-style-type: none"> <li>- Use correctly agreed adjectives for description</li> </ul> <p><b>Time phrases:</b></p> <ul style="list-style-type: none"> <li>- Know and apply basic adverbs of frequency</li> </ul> <p><b>Conjunctions:</b></p> <ul style="list-style-type: none"> <li>- Use basic conjunctions</li> </ul> <p><b>Cross-Topic verbs:</b></p> <ul style="list-style-type: none"> <li>- Ser/Tener/Estar/Gustar</li> </ul>	<p><b>Infinitive structures:</b></p> <ul style="list-style-type: none"> <li>- Use after opinions and begin to use with preferir for comparisons</li> </ul> <p><b>Opinions and Justifications:</b></p> <ul style="list-style-type: none"> <li>- Develop diverse justifications and use comparisons</li> </ul> <p><b>Descriptions:</b></p> <ul style="list-style-type: none"> <li>- Use correctly agreed adjectives for description</li> </ul> <p><b>Time phrases:</b></p> <ul style="list-style-type: none"> <li>- Use sequencers in writing</li> </ul> <p><b>Conjunctions:</b></p> <ul style="list-style-type: none"> <li>- Use basic conjunctions</li> </ul> <p><b>Cross-Topic verbs:</b></p> <ul style="list-style-type: none"> <li>- Ser/Tener/Estar/Gustar/Preferir</li> </ul>	<p><b>Infinitive structures:</b></p> <ul style="list-style-type: none"> <li>- Use more consistently to refer to different time frames</li> </ul> <p><b>Opinions and Justifications:</b></p> <ul style="list-style-type: none"> <li>- Develop diverse justifications and move away from 'porque (no) es' and use range of opinions</li> </ul> <p><b>Descriptions:</b></p> <ul style="list-style-type: none"> <li>- Use correctly agreed adjectives for description</li> </ul> <p><b>Time phrases:</b></p> <ul style="list-style-type: none"> <li>- Regularly use sequencers, adverbs and time expressions</li> </ul> <p><b>Conjunctions:</b></p> <ul style="list-style-type: none"> <li>- Use conjunctions for extension and contrast</li> </ul> <p><b>Cross-Topic verbs:</b></p> <ul style="list-style-type: none"> <li>- Ser/Tener/Estar/Gustar/Pensar/Creer</li> </ul>	<p><b>Infinitive structures:</b></p> <ul style="list-style-type: none"> <li>- Use to introduce ideas and to reference a range of time frames</li> </ul> <p><b>Opinions and justifications:</b></p> <ul style="list-style-type: none"> <li>- Develop diverse justifications and move away from 'porque (no) es' and use range of opinions</li> </ul> <p><b>Descriptions:</b></p> <ul style="list-style-type: none"> <li>- Use correctly agreed adjectives for description</li> </ul> <p><b>Time phrases:</b></p> <ul style="list-style-type: none"> <li>- Regularly use and extend sequencers and adverbs</li> </ul> <p><b>Conjunctions:</b></p> <ul style="list-style-type: none"> <li>- Use conjunctions for extension and contrast</li> </ul> <p><b>Cross-Topic verbs:</b></p> <ul style="list-style-type: none"> <li>- Ser/Tener/Estar/Gustar/Pensar/Creer/Soler/Intentar</li> </ul>	<p><b>Infinitive structures:</b></p> <ul style="list-style-type: none"> <li>- Use to introduce ideas and to reference a range of time frames</li> </ul> <p><b>Opinions and Justifications:</b></p> <ul style="list-style-type: none"> <li>- Develop diverse justifications and move away from 'porque (no) es' and use range of opinions</li> </ul> <p><b>Descriptions:</b></p> <ul style="list-style-type: none"> <li>- Use correctly agreed adjectives for description</li> </ul> <p><b>Time phrases:</b></p> <ul style="list-style-type: none"> <li>- Regularly use and extend sequencers and adverbs</li> </ul> <p><b>Conjunctions:</b></p> <ul style="list-style-type: none"> <li>- Use conjunctions for extension and contrast</li> </ul> <p><b>Cross-Topic verbs:</b></p> <ul style="list-style-type: none"> <li>- Ser/Tener/Estar/Gustar/Pensar/Creer/Soler/Intentar</li> </ul>	<p><b>Integration and Application:</b></p> <p>At A-Level, knowledge of functional vocabulary is secured and students have developed an understanding of how these phrases function grammatically. The focus turns to applying these phrases in a more natural, native manner.</p> <p>Students are encouraged to widely use this language alongside new, topic-specific vocabulary and to practise this with the language assistant in order to ensure it is produced in a natural, fluent manner.</p> <p>Students' prior development in understanding this language will help them to recognise it in journalistic, academic and literary registers.</p>	
<b>Metacognition</b>	<p><b>Accuracy:</b></p> <p>Begin to understand what to look for when checking work for accuracy, including adjectival agreement, correct spelling and word order. Work from prompts from teacher in order to check accuracy as and when necessary. Begin to self-regulate.</p> <p><b>Decoding:</b></p> <p>Start to use cognates in order to develop understanding of newer vocabulary, and begin to inform knowledge of etymology.</p>	<p><b>Accuracy:</b></p> <p>Move further towards self-regulation by understanding agreements, word order and verb endings. Support from teacher is required for longer passages but students begin to develop resilience in this skill.</p> <p><b>Decoding:</b></p> <p>Continue to use cognates and etymology when decoding written text. Begin to use context to make informed and logical predictions about unknown language in both written and spoken form.</p>	<p><b>Accuracy:</b></p> <p>Effectively self-regulate, check and correctly agree across a range of basic structures, whilst developing efficiency in this with teacher support where more developed structures are concerned.</p> <p><b>Decoding:</b></p> <p>Continue to use cognates and etymology when decoding written text. Make informed predictions. Consider the role of transcription, pre-listening and vocabulary in longer listening passages and ahead of reading more complex texts.</p>	<p><b>Accuracy:</b></p> <p>Self-regulation becomes more effective across a range of structures. Adjectival agreement and verb endings are consistent in regular forms across a minimum of three tenses in different time frames.</p> <p><b>Decoding:</b></p> <p>Continue to use cognates and etymology when decoding written text. Make informed predictions. Consider the role of transcription, pre-listening and vocabulary in longer listening passages and ahead of reading more complex texts.</p>	<p><b>Accuracy:</b></p> <p>Adjectival agreement and verb endings are consistent in regular forms across a minimum of three tenses in different time frames. Even more spontaneous language shows a good degree of accuracy.</p> <p><b>Decoding:</b></p> <p>Continue to use cognates and etymology when decoding written text. Make informed predictions. Use transcription, pre-listening and vocabulary in longer listening passages and texts.</p>	<p><b>Accuracy:</b></p> <p>Students demonstrate good accuracy in basic structures and with more complex grammar. They show accuracy even with spontaneity, which they develop with the assistant.</p> <p><b>Decoding:</b></p> <p>Students develop resilience and apply prior learned strategies to deal with more authentic texts. Consider the role of transcription, pre-listening and vocabulary in longer listening passages and texts. They are able to make logical and informed predictions due to a solid understanding of vocabulary.</p>	<p><b>Accuracy:</b></p> <p>Students demonstrate fluency: accuracy in basic structures and with more complex grammar. They show accuracy even with spontaneity, and self-regulate effectively.</p> <p><b>Decoding:</b></p> <p>Students demonstrate resilience when dealing with authentic texts, journalistic pieces and literary works. They are able to make logical and informed predictions due to a solid understanding of vocabulary.</p>
<b>Intercultural Understanding</b>	<p><b>Comparison and reflection:</b></p> <p>Reflect on prior knowledge about Spain and Hispanic cultures, stereotypes and considerations. Begin to compare to understanding and own life.</p> <p><b>Realla:</b></p> <p>Explore and understand realla, using maps and photos of the Spanish speaking world.</p> <p><b>Discovery:</b></p> <p>Geography of Spain and hispanic world, routines, customs</p>	<p><b>Comparison and reflection:</b></p> <p>Comparisons to own life are more insightful and informed more by knowledge than stereotype. They are used to generate questions and curiosity about hispanic cultures.</p> <p><b>Realla:</b></p> <p>Realla is used to inform judgements and students begin to encounter more of this.</p> <p><b>Discovery:</b></p> <p>The hispanic world beyond Spain, Cuba, Guatemala, the impact and legacy of empire.</p>	<p><b>Comparison and reflection:</b></p> <p>Comparisons are drawn consciously and reflections on key topics made under the idea of 'in my own and other cultures'. Students begin to more widely see cultural capital in texts, film and media.</p> <p><b>Realla:</b></p> <p>Students begin to analyse realla linguistically, making a link between grammar and the wider world.</p> <p><b>Discovery:</b></p> <p>Customs, life in Spain, future prospects with Spanish, Guatemala, School of Hope and Esperanza Festival</p>	<p><b>Comparison and reflection:</b></p> <p>GCSE topics serve to inspire reflection on own holidays, impact of tourism, relationships and how students contribute to global sustainability. They compare their own local area to Spain.</p> <p><b>Realla:</b></p> <p>Studies included but not limited to Benidorm, Belchite, and the Spanish royal family.</p> <p><b>Discovery:</b></p> <p>Wider understanding of the Hispanic world.</p>	<p><b>Comparison and reflection:</b></p> <p>GCSE topics serve to inspire reflection on school routines, the differences in education systems in Spain, the Hispanic World and in the U.K. and students begin to consider their own education as a result.</p> <p><b>Realla:</b></p> <p>Real texts are used as grammar practise ahead of the exams, and the literature questions are practised.</p> <p><b>Discovery:</b></p> <p>Wider understanding of the Hispanic world.</p>	<p><b>History:</b></p> <p>Students learn to contextualise the events that led to the Spanish Civil War and, through their studies of the novel and the film, understand the immediate realities of the pre and post-war periods. They understand how historical memory and the 'Pacto del Olvido' has influenced and continues to influence contemporary Spanish politics and society to this day.</p> <p><b>Literature and film:</b></p> <p>Students read the novel and watch the film in the target language and, through their written work, are encouraged to form judgements using their own cultural knowledge about the extent to which these works are inspired by the historical and social contexts of the part(s) of the Spanish-Speaking world where they are set.</p> <p><b>Independent Research Project and Topic:</b></p> <p>Students' topical studies serve as the inspiration for their own independent research in to a cultural element of the hispanic-speaking world that is of interest.</p>	