New Line Learning Academy
Believe and Achieve

Spanish Curriculum Intent

At New Line Learning we believe that language learning is about more than just words: learning a language should involve learning *ab* work and why they are used in certain ways across place and time. Language learning is also about culture and identity: it is a window and a window in to how we think and communicate.

For this reason students will develop all four language skills (listening, speaking, reading and writing) to communicate confidently and able to convey what they want to say with increasing accuracy; however they will also develop their social, spiritual, moral and cu commitment to the Fundamental British Values of mutual respect and tolerance. Alongside this, they will develop positive learning h equip them for future study and employment.

In this, their first year, students will study a range of topics that encompass their personal identity, slowly zooming out from themselves studies and local area. This forms the basis of a spiral curriculum which interleaves key vocabulary, grammar structures and commonl encourage deeper thinking from pupils, and to allow them to retain information in the longer-term.

Term 1 Topic/Theme/Enquiry

hat does Spanish look and sound like?

Big Picture
What are the main ideas and big questions in this topic?

This topic introduces students to basic greetings, introductions, and key Spanish sound–symbol correspondences. Students develop confidence in using sim others, introduce themselves, and respond appropriately, while building accurate pronunciation through an understanding of how Spanish letters and letter c These foundational communication and literacy skills support future language learning.

Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

ntext and Careers
ny learn a language?
nployability skills and labour market information
ny Spanish?

bstantive knowledge:
y vocabulary

- greetings and introductions

- personal descriptions
- numbers to 31 and months of the year
- the alphabet
- family members
- animals and pets

y grammar

- the verb 'tener'
- adjectives that end in -o and -a
- adjective agreement

sciplinary knowledge:

- introduction to Spanish phonics and symbol-sound correspondences
- dictation

	Pre-Requisite Knowledge *What have we already learned that will help us with this topic?*		**Pitch Up** *How will we challenge ourselve*
No previous knowledge of Spanish is required. Differentiation put in place depending on students' knowledge from primary school. Language learning terminology will build on linguistic awareness of English, including grammatical terms such as noun, adjective, verb, preposition, syntax, etc. Literacy skills such as inference, summarising, reading and listening for gist, and reading and listening for detail will be developed throughout in the context of the new language.		Challenge activities given for students to com provided for those who are more confident w cognitive challenge (e.g. mathematical tasks patterns, etc.) as well as linguistic challenge into more complex ones, and using the negat	
	Wider Framework *How does this learning connect to future topics and bigger goals?*		**Curriculum Hinterland** *What wider knowledge will dee*
y Stage 3		Students will benefit from having an understa Political History of Europe and South America political and geographical importance of Spa	

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e vocabulary of this unit as related to personal descriptions will be recalled and expanded in Year 7 Module 4 (My family and friends). The grammatical concept of reflexive verbs will be revisited in Year 8 Module 5, while the principle of grammatical gender and its effect on articles and adjectives will be integral to all vocabulary learning throughout Key Stage 3.

y Stage 4

is unit links into Theme 1 Topic 1 of GCSE curriculum – Identity and relationships with others – and will be recalled and expanded in Year 10 Module 3.

language across the world. Where students c
knowledge the study of this unit will help dev
international perspective.

Authentic connections
How does this topic connect to real life, careers, other subjects and important values?

The study of a foreign language relates directly to the Fundamental British Values of Mutual Respect and Tolerance, helping build positive and inclusive attitu
society of 21st century Britain. Cultural awareness will be promoted by understanding the cultural diversity of Spanish speakers across the globe and the cult
represent, such as Día de los Muertos. Social understanding is enhanced by exploring different family structures and by practising self-expression and the ar

Students will also be educated on the careers context within which language learning sits in Britain: dedicated activities in class will explore the skills gap an
the employability skills and lifetime earnings difference of multilingual individuals; and the range of market sectors in which knowledge of a second language

Students develop **Listening** by identifying unfamiliar Spanish sounds and accurately distinguishing between similar sound-symbol correspondences. They b
introductions and personal descriptions, focusing on clear pronunciation and confident communication.

Resources
What books, websites, videos and materials will support our learning?

/A 1 textbook

panish sound-symbol correspondences: GCSE Spanish 8692 | Specification | Appendix 1 Sound Symbol Correspondences | AQA

Assessment
How will we show what we kno

students will complete an assessed dictation.

- 20 individual words (20 marks)
- short sentences (10 marks)

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	This followed by dedicated improvement and refl reflect on what they were able to achieve and wh work. Individual and whole-class feedback given students to address the gaps in their knowledge.

Term 2 Topic/Theme/Enquiry **uién soy? What makes me, me?**

Big Picture
What are the main ideas and big questions in this topic?

This topic introduces students to expressing simple opinions using *me gusta* and communicating about their preferences. Students learn to recognise and use regular *-ar* v
them to describe everyday activities and build simple, meaningful sentences with increasing confidence and accuracy.

Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

bstantive knowledge:

y vocabulary

- opinion phrase me gusta + infinitive
- free time activities
- regular -ar verbs
- weather phrases
- sports
- Christmas

y grammar

- infinitive verbs
- subject pronouns
- conjugating regular -ar verbs in the present tense
- the present tense of hacer (to do) and jugar (to play)

sciplinary knowledge:

- recognising cognates
- using 'cuando' to create complex sentences
- understanding more challenging reading texts

Pre-Requisite Knowledge
What have we already learned that will help us with this topic?

Grammatical discussions will centre around familiar terminology from Key Stage Two, including infinitives and pronouns (direct and indirect).

Vocabulary content will include familiar activities to which students will have been exposed through their primary school PE curriculum (athletics, football, tennis, etc.).

Where Hispanic cultural items are referenced no prior knowledge is required, and the vocabulary will be accompanied by explanations and images where appropriate to ensure understanding.

Pitch Up
How will we challenge ourselve

Challenge activities given for students to comple
for those who are more confident with the langua

The introduction of infinitive verbs will allow stud
using a bilingual dictionary to apply new language
will be encouraged to use a range of connectives
writing.

Grammatical awareness will be developed throug
persons of the verb, and challenge will be provide
use of the whole paradigm in their own writing. St
enhance this linguistic variety and lay the founda
in the future.

Wider Framework
How does this learning connect to future topics and bigger goals?

ey Stage 3:
e conjugation of regular -ar verbs from this unit will inform the learning of present tense -er/-ir verb conjugation in Year 7 Module 3, as well as conjugation of the preterite in Year 8 Module 2. Stem-changing verbs will be developed in Year 8 Module 5. The use of 'me gusta' with nouns in Year 7 Module 3 will build on the foundations of 'me gusta' with infinitives from this module, while a wider range of opinion verbs using the object pronoun 'me' will be introduced in Year 8 Module 1.

y Stage 4: This unit links into Theme 2 Topic 1 of the GCSE curriculum – Free time activities – and will be recalled and expanded upon in Year 10 Module 2.

Curriculum Hinterland
What wider knowledge will dee

upils would benefit from having an understan
events, musical genres and cuisines in the Hi
varying popularity of different activities in Spa
students do not have this knowledge, this wil
and authentic examples.

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Authentic connections

How does this topic connect to real life, careers, other subjects and important values?

Within this unit, exploration of Christmas celebrations in Spanish-speaking countries will foster an understanding of the concept of spirituality and how different cultures a to their religious values. This ties to the cultural understanding of how we develop a sense of identity and belonging within the context of a diverse society. Exploring and exp students to develop their moral understanding, including empathy, and the social skills of communication and learning to manage conflicts and disagreements. Curriculur Geography and the study of climate in South America.

Students will be encouraged to explore the various careers linked to their personal interests, including but not limited to the jobs available in sports, fitness and music, with and comparisons between job markets in the English- and Spanish-speaking world.

Students use **Creativity** to combine familiar and independently selected vocabulary when discussing their interests, sports and free-time activities. Planning is developed accuracy of their sentences by conjugating verbs, justifying opinions and adding connectives and detail.

Resources

What books, websites, videos and materials will support our learning?

/A 1 Textbook

nsejo Superior de Deportes (csd.gob.es)

anish Met Office (Spain Forecast - State Meteorological Agency - AEMET - Spanish Government)

Assessment

How will we show what we kno

Students will complete an assessed reading asse

- reading comprehension (multiple choice, questions, 10 marks)
- gap-fill exercise (multiple-choice, 10 mar
- grammar exercise (multiple-choice gap fi
- translation into English (five short sentenc

The assessment is followed by dedicated improve allow students to reflect on what they were able t improve their work. Individual and whole-class fe given to students to address the gaps in their kno

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Terms 3 and 4 Topic/Theme/Enquiry	**/hat are the similarities and differences between the Spanish and English education systems?** i insti

Big Picture
What are the main ideas and big questions in this topic?

This topic introduces students to vocabulary related to school subjects and facilities while expanding their ability to communicate about school life. Students learn to reco in the present tense, enabling them to describe routines, express ideas, and create simple sentences with greater accuracy and confidence.

Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

Key vocabulary

- school subjects
- school facilities
- school rules
- telling the time
- food and drink
- regular -er and -ir verbs

y grammar

- definite and indefinite articles
- using me gusta + noun
- conjugating regular -er and -ir verbs in the present tense

y skills

- giving justified opinions
- reading for detail
- using prediction as a listening strategy

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Pre-Requisite Knowledge
What have we already learned that will help us with this topic?

Students will be required to recognise and give the time to the nearest five minutes, with physical props being provided to support those for whom this is a challenge. Knowledge of 'me gusta' from Module 2 will be developed in this unit to include the use of opinion phrases with nouns, and the concept of grammatical gender and adjective agreement introduced in Module 1 will be applied to the new context of school subjects. The use of indefinite articles from Module 1 will be expanded to include the plural, and the skills of verb conjugation learned in Module 2 in the context of -ar verbs will be applied to the new verb 'estudiar' as well as to regular -er and -ir verbs.

Pitch Up
How will we challenge ourselve

In this module students will be challenged to dev
strategies, including the use of cognates, near-co
introduction of a range of intensifiers and express
to write in greater detail and with more varied syn
to develop their editing and proof-reading skills, w
and using accents.

Wider Framework
How does this learning connect to future topics and bigger goals?

y stage 3

e skills of time-telling in Spanish will be revisited in Year 7 Module 5 as well as Year 8 Module 5 in the context of arranging an outing with friends/family. The use of opinion phrases with nouns will underpin the expression of preference in a range of units moving forward, as will the deeper understanding of adjective agreements as fundamental to the accurate expression of justified opinions.

y stage 4

s unit links into Theme 1 Topic 3 of the GCSE curriculum – Education and work - and will be recalled and expanded in Year 10 Module 5.

Curriculum Hinterland
What wider knowledge will dee

Students will benefit from an increased understa
practices around the globe as linked to Citizenshi

Authentic connections
How does this topic connect to real life, careers, other subjects and important values?

The exploration of educational systems and practices around the world, with specific emphasis on the similarities and differences between British and Hispanic systems, f
debate about the rights of the child vs individual liberty and the economic constraints of poverty. There are also cultural questions to be asked about the content of nationa
diversity, while exploring how the curriculum shapes our national and personal identities.

This module provides an opportunity to explore the various career avenues open under the teaching of English as a Foreign/Second language, and to unpick the difference
such as teaching, in terms of salary, working conditions, etc.

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Students strengthen **Speaking** by expressing and justifying opinions about school subjects and responding to the views of others. They develop **Staying Positive** by taking r
constructively to corrections and continuing to communicate when they cannot immediately recall every word. Students apply **Problem Solving** when using context, cogn
school timetables, rules, facilities and food-related texts. **Listening** is developed through identifying key information and detail in increasingly extended spoken passages, i
school routines.

	Resources *What books, websites, videos and materials will support our learning?*		**Assessment** *How will we show what we kno*
/A 1 textbook anish education system factfile: inspain.news/understanding-spains-education-system/ eractive teaching clock: Interactive Clock | Telling Time | Analog & Digital | Toy Theater		Students will sit a listening assessment incorpora first three modules of Year 7. This will include: • multiple choice questions (10 marks) • gap-fill exercise (10 marks) • dictation (10 marks) • open answer questions (10 marks) • positive/negative/both questions (5 mark The assessment is followed by dedicated improv allow students to reflect on what they were able t improve their work. Individual and whole-class fe given to students to address the gaps in their kno	

Term 5 Topic/Theme/Enquiry		***How do I use the third persons singular and plural to talk about others?***

	Big Picture *What are the main ideas and big questions in this topic?*

This topic introduces students to vocabulary for family members and the language needed to describe people's physical appearance and personality. Studen
themselves and others using simple descriptive language, building confidence in creating accurate and meaningful spoken and written sentences.

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Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

y vocabulary

- family members
- physical descriptions (hair colour, eye colour, height, build, etc.)
- character descriptions
- adverbs of frequency

y grammar

- using possessive adjectives *mi/mis*
- using 3rd person verbs (*se llama(n), tiene*)
- adjective agreement
- using the verbs *ser* and *tener* in the 1st and 3rd persons.

y skills

- using inference to improve comprehension
- using intensifiers to form more interesting sentences
- adding interest to my writing with adverbs of frequency

Pre-Requisite Knowledge
What have we already learned that will help us with this topic?

Students will have seen some personality adjectives from Module 1, which were used to describe themselves, but will now be challenged to use these in a wider range of agreements and in conjunction with intensifiers and adverbs of frequency. Key verbs 'tengo' and 'soy' have been previously encountered, with students now being exposed to the whole verb paradigm.

Pitch Up
How will we challenge ourselve

Students are increasingly challenged to write with example, using frequency adverbs to describe fa writing should also show increased grammatical possessive and other adjectives in the singular a reflexive and irregular verbs in a range of persons provided through the study of translation differen expression of hair and eye colour.

Wider Framework
How does this learning connect to future topics and bigger goals?

Curriculum Hinterland
What wider knowledge will dee

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y Stage 3
is unit's focus on combining first and third person descriptions lays the foundations for greater variety in written and spoken expression throughout Years 8 and 9, as well as for third-person descriptions to come in Year 7 Module 5.

y Stage 4
is unit links into Theme 1 Topic 1 of GCSE curriculum – Identity and relationships with others - and will be recalled and expanded in Year 10 Module 1.

Students will benefit from an understanding of ho world, including differences in the structure of th school facilities, rules, uniform and access to edu Spanish-speaking schools will help students reco are shaped by culture, geography, economics and do not already have this wider knowledge, the uni with their own experiences and through authentic Hispanic world.

Authentic connections
How does this topic connect to real life, careers, other subjects and important values?

This module builds on the Fundamental British Values of Mutual Respect, Tolerance and Individual Liberty, through exploring the description and identity of the self i family models, as covered in PSHEE and RSE, enhancing the students' moral, social and cultural understanding.
Students use **Creativity** to produce detailed and individual descriptions of themselves, their families and different personalities, combining adjectives, intensifiers and frec developed through paired questioning, collaborative speaking activities and giving supportive feedback to help others improve their accuracy.

Resources
What books, websites, videos and materials will support our learning?

/A 1 textbook

Assessment
How will we show what we kno

Students will sit a written assessment in which incorporating elements of all modules covered

This will consist of the following questions

- description of the photo (10 marks)
- translation into Spanish (10 marks)
- gap-fill grammar task (5 marks)

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	• 50-word writing task (10 marks) This is followed by dedicated improvement and students to reflect on what they were able to a improve their work. Individual and whole-class given to students to address the gaps in their k

Term 6 Topic/Theme/Enquiry		**here do I fit in the wider world?** **w does where I live define who I am?**

Big Picture
What are the main ideas and big questions in this topic?

This topic introduces students to vocabulary for places in the town, the home, and the bedroom. Students develop the language needed to describe where th
talk about their surroundings using simple sentences, building confidence in communicating about familiar environments.

Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

y vocabulary

- compass points
- geographical areas (beach, countryside, town, etc.)
- buildings (house, flat, etc.)
- places in the town
- rooms in the house
- items of furniture
- prepositions
- making plans to go out

y grammar

- the difference in usage between 'ser' and 'estar'
- conjugating the verb 'vivir' (to live)

- the difference in usage between 'hay' and 'son'
- using prepositions to describe locations
- conjugating the verb 'ir' (to go)
- using the near future tense

y skills

- identifying different tenses
- telling the time
- using spatial language
- giving justified opinions
- translating words with multiple meanings

Pre-Requisite Knowledge
What have we already learned that will help us with this topic?

Students will be expected to apply their prior knowledge of verb conjugation to irregular verbs 'ser', 'estar' and 'ir'. Previous discussion of school timetables in Module 3 will also inform the tackling of time in greater depth, and language from Module 2 (sporting activities, weather) as well as justified opinions (+infinitives) will be used in the new context of local area.

Pitch Up
How will we challenge ourselve

This unit will challenge students linguistically ar understanding of the cultural concept of 'home concept of distinctions that cannot be rendered in Spanish (e.g. the distinction between 'estar' a translated as 'to be' in English). Telling the time challenge, while the introduction of a new tens layer of grammatical complexity.

Wider Framework
How does this learning connect to future topics and bigger goals?

Key Stage 3:
The vocabulary for places in the town will be useful to discuss holidays in Year 8 Modules 2 and 3, as well as for making plans to get out in Year 8 Module 5. The focus on the wider environment will also inform discussion of global issues in Year 9 Module 4.

Key Stage 4:

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What wider knowledge will dee

Students will benefit from an understanding of di Key Stage 3 Geography modules. An understandi rural-urban migration and the cycle of developme expression of informed opinions about their own places to live across the world.

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This unit links into Theme 3 Topic 3 of GCSE curriculum – The environment and where people live – and Theme 2 Topic 1 – Free time activities – and will be recalled and expanded in Year 10 Module 3 and Year 11 Module 1.

Authentic connections

How does this topic connect to real life, careers, other subjects and important values?

Discussions around infrastructure and facilities in students' local area will be linked to local labour market information regarding job opportunities and key sectors for tense will also then facilitate discussion in future years of future plans, including careers and further education.

Exploring where they live, both in terms of the local area and their own homes and bedrooms, also contributes towards reflection and introspection on the part of st privileges they enjoy as compared to others in society and around the world, fostering a sense of social and moral responsibility. Cultural understanding will also be d styles of housing in different parts of the world, and the ways in which this both reflects and informs differences in lifestyles and values.

Students develop **Leadership** by taking responsibility for planning conversations, making suggestions and helping a partner reach decisions about places to visit and a **Problem Solving** to interpret maps, apply spatial language, distinguish between different meanings and tenses, and communicate successfully when arranging plans.

Resources

What books, websites, videos and materials will support our learning?

/A 1 textbook
eractive teaching clock: Interactive Clock | Telling Time | Analog & Digital | Toy Theater
ysical clock props (one per student)
ps of Spanish-speaking locations: Spain Cities Map - Detailed Geographic Information

Assessment

How will we show what we kno

Students will complete a spoken assessment inc

This will include:

- photo card description (5 marks)
- role-play (10 marks)

This will be followed by improvement and reflec
reflect on what they were able to achieve and w

	work. Individual and whole-class feedback given students to address the gaps in their knowledge