

Spanish

By the end of their education, a student of Spanish at Dixons Brooklands Academy will:

- know of the culture and history of Spain and of the Spanish language. Students will know how to communicate fluently, to an exceptional standard, for a variety of different purposes. Students will be able to communicate in written and spoken form, with confidence, about themselves and the world around them as well as important social and cultural issues such as climate change, poverty and educational inequality.
- understand why the study of an additional language is a valuable pursuit. Students will understand that a deep understanding of another language and its culture enriches their own and provides them with an edge in an ever-demanding job market.

Our unifying ‘sentence’ is: “Spanish at Dixons Brooklands Academy inspired a love of language learning, provided a deeper understanding of other cultures and gave students the confidence to communicate in Spanish.”

In order to achieve a true understanding of Spanish, topics have been intelligently sequenced based on the following rationale:

- The Dixons Brooklands Academy Spanish curriculum is built upon the linguistic concept of lexicogrammar. Lexicogrammar is a term used in systemic functional linguistics and emphasises the importance of recognising the interdependence of – and continuity between – vocabulary (lexis) and syntax (grammar). We avoid thinking of grammar and vocabulary as discrete, separate, phenomena. This concept has recently been popularised and elaborated upon by Gianfranco Conti and Steve Smith. For further reading, see Chapter 5 of ‘The Language Teacher Toolkit’ by Conti and Smith.
- In practice, this means that students in Year 7 and Year 8 will never have lessons teaching them a grammatical concept in isolation. Instead, students are introduced to verbs - across all tenses - as items of vocabulary. The knowledge is also introduced in different contexts in order to support flexible application or, put more simply, to avoid students learning it by rote.
- However, an explicit understanding of how to manipulate grammatical structures is a crucial skill, particularly for more complex translations. From Year 9 onwards, therefore, students will be taught grammatical concepts explicitly.
- Teaching of phonics is a part of the Y7 and Y8 SoW. This is contextualised, not a standalone activity. In lessons phonology is developed through repetition of sentences, reading aloud & dictation which are essential for developing secure sound-spelling relationships. (Erler 2004; Baddeley 1974) The aim is for students to have confidence in understanding and producing the key SSC by the end of Year 8 which will result in better understanding for the listening assessment and improved pronunciation in KS4.
- Content is delivered through a spiral curriculum design. Students revisit key themes with increasing complexity so that the language is constantly reinforced, secured and extended. We interleave vocabulary and grammar and implement spaced learning and retrieval practice to ensure knowledge is transferred to long term memory.
- We follow the EPI approach (Extensive Processing Instruction) which favors flooding comprehensible input and empowers the learner with linguistic tools, high frequency structures and vocabulary.

The Spanish curriculum will address social disadvantage by addressing gaps in pupils’ knowledge and skills:

- Oracy can be a key determining factor in a child’s future social and, ultimately, professional success. Unfortunately, students from disadvantaged backgrounds do not always have same level of social and cultural competence as their non-disadvantaged peers. As a result, the Spanish curriculum strongly promotes the development of expressing one’s views on a variety of social and cultural topics in a public setting. To develop these skills the curriculum aims to normalise speaking confidently in front of others by practicing vocabulary through chanting and repetition of sentences. Students will also independently answer questions in short, full, sentences in front of their peers.
- Reading is the gateway to learning and is key to future academic achievement and well-being. Therefore the Spanish curriculum develops students self-efficacy as readers through regular opportunities for students to hear high-quality, expressive reading and to practise high-quality reading of a range of authentic and fictional texts.
- In Spanish, we do not only cover the Spanish language, but students are exposed to a range of cultural events, festivals and traditions from a variety of Spanish Speaking countries which are explicitly planned in the curriculum. It is important for our students to think about the cultural differences that exist between countries or people with different backgrounds as we live in a multicultural society. This is particularly important in our school as the cohort that we have belongs in its majority to a similar cultural background and will otherwise not be exposed to some of the situations which we debate in Spanish.



Understanding the cultural differences and traditions from other countries will help the students' understanding in listening and reading.

- We ensure that knowledge navigators and sentence builders are accessible for all students. In lessons we use scaffolding techniques, targeted cold call and Do Now, Review Now to address gaps in knowledge and teachers are responsive to students needs. Planned intervention and prevention strategies are implemented where necessary.
- Teachers are knowledgeable about and are able to identify and support SEND and disadvantaged students within their classes and plan appropriately.

We fully believe Spanish can contribute to the personal development of students at Dixons Brooklands Academy:

- Students will develop their social competence in Spanish. They will develop their understanding of how people from different communities and countries have different value sets through the study of Spain and Hispanic countries and will develop their ability to speak formally about a range of important social issues.

The Spanish curriculum offer will also provide students with a multitude of opportunities to understand right and wrong and different ethical and moral viewpoints. For example, students will learn about the importance of voluntary work and helping in the community, poverty around the world, the importance of charities and various issues surrounding social inequality.

- Many of the contexts in which students practice their use of the target language facilitate opportunities for personal development. Students will study topics such as staying fit, eating healthily, the dangers of alcohol and drugs, healthy habits with regards to mental and emotional health.

At KS3 and KS4, our belief is that homework should be interleaved-revision of powerful knowledge that has been modelled and taught in lessons. This knowledge is recalled and applied through a range of low-stakes quizzing and practice.

We teach beyond the specification requirements, but do ensure students are well prepared to be successful in GCSE examinations:

- Year 11 students will receive revision lessons that sit alongside the main curriculum; these lessons provide students with the social and cultural capital they will need in order to be successful in their examinations.
- Pupils will receive additional language practice on a 1-to-1 basis with our Foreign Language assistant in preparation for their speaking exam.



Spanish (Year 7)

Long Term Plan 2023-2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Cycle 1	W/C 28/8	W/C 04/09	W/C 11/09	W/C 18/09	W/C 25/09	W/C 02/10	W/C 09/10	W/C 16/10	W/C 06/11	W/C 13/11	W/C 20/11	W/C 27/11	W/C 04/12
	Training days	Pupils in school from 07/09									Data days 23/11 + 24/11		
		¿Cómo estás? / ¿Qué tal? Saying how you are	Where is Spanish spoken? ¿Cómo te llamas? Saying your name Spelling your name using the Spanish	¿Qué tipo de persona eres? Describing personality of self and others	¿Qué tipo de persona eres? Describing personality of self and others	¿Cuántos años tienes? Numbers 1-15 and expressing age	Buffer / Assessment / Marking	¿Cuántos años tienes? Numbers 1-31 and expressing age	¿Cuándo es tu cumpleaños? Using numbers and months to talk about birthdays.	¿Tienes mascotas? Describing pets and appearance of pets	¿Tienes mascotas? Describing pets and appearance of pets	Buffer / Reteach	La navidad en España Learning about the cultural differences when celebrating Christmas in the Hispanic world
Cycle 2	W/C 11/12	W/C 18/12	W/C 08/01	W/C 15/01	W/C 22/01	W/C 29/01	W/C 05/02	W/C 19/02	W/C 26/02	W/C 04/03	W/C 11/03	W/C 18/03	W/C 08/04
							Training day 09/02			Data days 07/03 + 08/03			
	Los reyes magos en España	New Year's Traditions in Spain	¿Qué te gusta hacer en tu tiempo libre? Describing how you spend your free time	¿Qué haces en tu tiempo libre? Describing how you spend your free time (Conjugated verb)	¿Qué haces cuando llueve? Describing weather & how it affects your free time activities (Conjugated verb + weather)	¿Qué deportes haces? Describing the sports you play	¿Qué opinas de jugar al / a la? Giving opinions about sports activities	Buffer / Assessment / Marking	Buffer / Assessment / Marking	¿Qué estudias? Saying what you study at school	¿Qué te gusta estudiar? Giving opinions about school subjects + reasons	¿Qué hay en tu colegio / insti? Describing school facilities	¿Qué piensas de las instalaciones? Giving opinions about school & school facilities
Cycle 3	W/C 15/04	W/C 22/04	W/C 29/04	W/C 06/05	W/C 13/05	W/C 20/05	W/C 03/06	W/C 10/06	W/C 17/06	W/C 24/06	W/C 01/07	W/C 08/07	W/C 15/07
				May bank holiday 06/05					C3 Assessments				Data day 19/07
	¿Cuántas personas hay en tu familia? Talking about family members	¿De qué color son los ojos? Physical description -hair & eyes Colours (for hair/eyes)	¿Cómo es? Physical description - appearance	¿Cómo es? Describing your best friend	¿Cómo es tu casa/tu piso? Describing your home	¿Dónde está tu casa/tu piso? Describing where you live	¿Qué hay en tu ciudad / pueblo? Describing your town/city	¿Qué horas es? Telling the time in Spanish	Buffer / Assessment / Marking	¿Qué te gusta hacer en tu ciudad/pueblo? Free time activities in town	¿Qué vas a hacer este fin de semana? Weekend plans - free time in the future	¿Qué vas a hacer este fin de semana? Weekend plans - free time in the future	¿Qué vas a hacer este fin de semana? Weekend plans - free time in the future

Spanish (Year 8)

Long Term Plan

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Cycle 1	W/C 28/8	W/C 04/09	W/C 11/09	W/C 18/09	W/C 25/09	W/C 02/10	W/C 09/10	W/C 16/10	W/C 06/11	W/C 13/11	W/C 20/11	W/C 27/11	W/C 04/12
	Training days + 1 pupil day										Data days 23/11 + 24/11		
		¿Adónde fuiste de vacaciones? Describing where you went on holiday	¿Con quién fuiste? ¿Cómo fuiste? Describing where you went on holiday, who with and how you travelled	¿Qué hiciste durante las vacaciones? Describing what you did on holiday using the past tense	¿Qué hiciste durante las vacaciones? Describing what you did on holiday using the past tense	¿Cómo te fue? Describing how your holiday was using past tense opinions	Buffer / Assessment / Marking / Feedback	¿Qué haces con tu móvil? Saying what you use your phone for and why	¿Qué haces con tu móvil? Saying what you use your phone for and why	¿Qué tipo de música te gusta? Saying what music you listen to and why	¿Qué tipo de música te gusta? Saying what music you listen to and why	Buffer / Reteach	¿Qué prefieres ver? Saying what TV shows you like and why
Cycle 2	W/C 11/12	W/C 18/12	W/C 08/01	W/C 15/01	W/C 22/01	W/C 29/01	W/C 05/02	W/C 19/02	W/C 26/02	W/C 04/03	W/C 11/03	W/C 18/03	W/C 08/04
							Training day 09/02			Data days 07/03 + 08/03			
	¿Qué prefieres ver? Saying what TV shows you like and why	¿Qué hiciste ayer? Saying what you did yesterday in your free time.	¿Qué hiciste ayer? Saying what you did yesterday in your free time.	¿Qué te gusta comer cuando hace calor? Describing weather and talking about food	¿Qué te gusta comer? Giving opinion on food and using adjectives	¿Qué desayunas? Talking about mealtimes using the present tense	Buffer / Assessment / Marking / Feedback	Buffer / Assessment / Marking / Feedback	¿A qué hora desayunas? Talking about mealtimes using the present tense and time phrases	En el restaurante Describing what you are going to have to eat a restaurant using the near future tense.	Buffer / Reteach	¿Qué vamos a comprar para la fiesta? Cinco de Mayo party Near future plans	La semana santa Learning about the cultural differences at Easter in the hispanic world.
Cycle 3	W/C 15/04	W/C 22/04	W/C 29/04	W/C 06/05	W/C 13/05	W/C 20/05	W/C 03/06	W/C 10/06	W/C 17/06	W/C 24/06	W/C 01/07	W/C 08/07	W/C 15/07
				May bank holiday 06/05					C3 Assessments				Data day 19/07
	¿Qué hay en tu ciudad / pueblo? Describing your town/city Free time	¿Te gustaría ir al/a la...? Describing where you would like to go in your town/city	¿Te gustaría ir al/a la...? Describing where you would like to go in your town/city	Describing where you will meet someone Prepositions of place	¿Cómo te preparas? Describing your morning routine	¿Cómo te preparas? Describing your morning routine	Assessment	¿Qué llevas normalmente? Describing what you normally wear.	¿Qué vas a llevar el fin de semana? Describing what you are going to wear.	¿Qué vas a llevar el fin de semana? Describing what you are going to wear.	¿Qué te apasiona? Talking about your passion and saying why.	¿Qué te apasiona? Talking about your passion and saying why.	C3 review

Spanish (Year 9 - 3 Year) 2023-2024

Long Term Plan

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Cycle 1	W/C 28/8	W/C 04/09	W/C 11/09	W/C 18/09	W/C 25/09	W/C 02/10	W/C 09/10	W/C 16/10	W/C 06/11	W/C 13/11	W/C 20/11	W/C 27/11	W/C 04/12
	Training days + 1 pupil day										Data days 23/11 + 24/11		
	Unit 1 – De vacaciones												U2 – En mi insti
		Punto de Partida - ¿Qué haces en verano? Revising present and tenses. Talking about weather.	¿Qué sueles hacer de vacaciones? Using 'suelo' + INF to talk about free time activities. Using time markers to give frequency.	¿Cómo prefieres pasar las vacaciones? Talking about holiday preferences. Talking about someone else's opinion using the 3rd	¿Adónde fuiste de vacaciones? Using 'fui' and 'viajé' talk about a past holiday.	¿Qué hiciste de vacaciones el año pasado? Describing a past tense holiday. Narrating events and giving past tense	¿Dónde te alojaste? Describing accommodation using the imperfect tense.	Mis vacaciones desastrosas— 1 Combining three tenses (present, imperfect, preterite) to talk about holidays.	Mis vacaciones desastrosas— 2 Combining three tenses (present, imperfect, preterite) to talk about holidays.	Quisiera reservar... Role play focus Talking about problems in a hotel. Applying vocab to a role play activity.	Buffer / Assessment / Marking	Repaso Module 1 – De vacaciones	¿Qué te gusta estudiar? Describing what subjects you study. Explaining what you like to study and why.
Cycle 2	W/C 11/12	W/C 18/12	W/C 08/01	W/C 15/01	W/C 22/01	W/C 29/01	W/C 05/02	W/C 19/02	W/C 26/02	W/C 04/03	W/C 11/03	W/C 18/03	W/C 08/04
							Training day 09/02			Data days 07/03 + 08/03			
	Unit 2 – En mi insti						Unit 3 – Mi gente						
	¿Cómo son tus profes? Describing your teachers Explaining who you like and why.	¿Cómo es tu instituto? Describing your school. Saying what facilities there are id aren't in school.	¿Cómo era tu escuela primaria? Comparing current school with primary school using present and imperfect tense.	¿Qué piensas del uniforme? Describing school uniform. Adjectival agreement.	¿Cómo son las reglas del insti? Describing what subjects you study. Explaining what you like	¿Qué vas a hacer durante el intercambio? Talking about what you are going to do on a future school	¿Qué haces después del insti? Talking about after school activities using present.	Repaso Module 2 – En mi insti	Buffer / Assessment / Marking / Feedback	Buffer / Assessment / Marking / Feedback	Buffer / Assessment / Marking / Feedback	¿Qué haces en tu tiempo libre? Talking about socialising. Talking about family members.	¿Cómo es tu familia? Describing people's physical appearance and personality.
Cycle 3	W/C 15/04	W/C 22/04	W/C 29/04	W/C 06/05	W/C 13/05	W/C 20/05	W/C 03/06	WC 10/06	W/C 17/06	W/C 24/06	W/C 01/07	W/C 08/07	W/C 15/07
				May bank holiday 06/05							Data day 19/07		
	Unit 3 – Mi gente						Repaso – individual booklet to be kept in school						
	¿Te llevas bien con tu familia? Use a range of relationship verbs	¿Qué aplicaciones usas? Referring to the present and past	¿Qué estás haciendo? Talking about what you are currently doing. Arranging to go out.	¿Qué te gusta leer? Giving opinions of genres of books.	Repaso Module 3 – Mi gente Speaking questions	Buffer / Assessment / Marking / Feedback	Buffer / Assessment / Marking / Feedback	Repaso Module 1 – De vacaciones	Repaso Module 1 – De vacaciones	Repaso Module 2 – En mi insti	Repaso Module 2 – En mi insti	Repaso Module 3 – Mi gente	Repaso Module 3 – Mi gente

Spanish (Year 10 – 3 Year) 2023/2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Cycle 1	W/C 28/8	W/C 04/09	W/C 11/09	W/C 18/09	W/C 25/09	W/C 02/10	W/C 09/10	W/C 16/10	W/C 06/11	W/C 13/11	W/C 20/11	W/C 27/11	W/C 04/12
	Training days + 1 pupil day										Data days 23/11 + 24/11		
	Unit 4 – Intereses e Influencias								Unit 5 – Mi ciudad				
		M3 Mi gente cont. ¿Qué te gusta leer? Giving opinions of genres of books.	¿Qué sueles hacer en tu tiempo libre? Talking about what you usually do in your free time.	¿Prefieres ver las pelis en casa o en el cine? Giving opinions about TV programmes and films tense.	¿Qué deportes haces? Talking about sport in the present and imperfect tense.	¿Qué deportes haces? Talking about sport in the present and imperfect tense.	¿Quién es tu modelo a seguir? Talking about who your role model is and why.	Temas del momento Talking about what you have done recently	Repaso Module 4 – Intereses e influencias Speaking questions	¿Dónde vives? Describing a town/city. Asking and giving directions.	Buffer / Assessment / Marking / Reteach	Buffer / Assessment / Marking / Reteach	¿Cómo es tu zona? Describing features of a region. Talking about what you can do in different areas.
Cycle 2	W/C 11/12	W/C 18/12	W/C 08/01	W/C 15/01	W/C 22/01	W/C 29/01	W/C 05/02	W/C 19/02	W/C 26/02	W/C 04/03	W/C 11/03	W/C 18/03	W/C 08/04
										Data days 07/03 + 08/03			
	Unit 5 – Mi ciudad						Unit 6 – De costumbre						
	¿Qué haremos mañana? Planning what to do in a town or city.	¿Cuáles son los pros de la ciudad? Talking about problems in a town or city.	¿Cuáles son los pros de la ciudad? Talking about problems in a town or city.	¿Qué quieres? Talking about what you want to buy while in a shop.	Repaso Module 5 – Mi Ciudad Speaking questions	Buffer / Assessment / Marking	Buffer / Assessment / Marking	¿Cómo es tu rutina diaria? Reviewing key verbs to describe meals and revising daily routine.	¿Cómo es tu rutina diaria? Reviewing key verbs to describe meals and revising daily	¿Qué comen los españoles? Talking about typical foods and recognising phrases	¿Qué día fue ayer? Comparing different festivals. Using verbs in the we and they form	¿Qué día fue ayer? Comparing different festivals. Using verbs in the we and they form	¿Qué vas a tomar? Describing what you are going to eat in a restaurant. Talking about problems at
Cycle 3	W/C 15/04	W/C 22/04	W/C 29/04	W/C 06/05	W/C 13/05	W/C 20/05	W/C 03/06	W/C 10/06	W/C 17/06	W/C 24/06	W/C 01/07	W/C 08/07	W/C 15/07
				May bank holiday 06/05						C3 assessments			Data day 19/07
	Unit 6 – De costumbre				Repaso – individual booklet to be kept in school								
	¿Qué vas a tomar? Describing what you are going to eat in a restaurant.	¿Cómo fue el festival de música? Describing a past trip to a music festival.	Repaso Module 6 – De costumbre Speaking questions	Buffer / Assessment / Marking	Repaso Module 4 – Intereses e influencias	Repaso Module 4 – Intereses e influencias	Repaso Module 5 – Mi ciudad	Repaso Module 5 – Mi ciudad	Buffer / Assessment / Marking	Buffer / Assessment / Marking		WORK EXPERIENCE	Repaso Module 6 – De costumbre

Spanish (Year 11 – 2 Year) 2023-2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Cycle 1	W/C 28/8	W/C 04/09	W/C 11/09	W/C 18/09	W/C 25/09	W/C 02/10	W/C 09/10	W/C 16/10	W/C 06/11	W/C 13/11	W/C 20/11	W/C 27/11	W/C 04/12
	Training days + 1 pupil day										Data days 23/11 + 24/11		
	Unit 5 – Mi ciudad							Unit 6 – De Costumbre					
	¿Cómo es tu zona? Describing features of a region. Talking about what you can do in different areas.	¿Qué haremos mañana? Planning what to do in a town or city.	¿Cuáles son los pros de la ciudad? Talking about problems in a town or city.	¿Qué quieres? Talking about what you want to buy while in s shop.	Repaso Module 5 – Mi Ciudad Speaking questions	Buffer / Assessment / Marking	¿Cómo es tu rutina diaria? Reviewing key verbs to describe meals and revising daily routine.	¿Qué comen los españoles? Talking about typical foods and recognising phrases indicating an increase or	Buffer / Assessment / Marking	Buffer / Assessment / Marking	¿Qué vas a tomar? Describing what you are going to eat in a restaurant. Talking about problems at dinner.	¿Qué día fue ayer? Comparing different festivals. Using verbs in the we and they form present tense to describe celebrations.	
Cycle 2	W/C 11/12	W/C 18/12	W/C 08/01	W/C 15/01	W/C 22/01	W/C 29/01	W/C 05/02	W/C 19/02	W/C 26/02	W/C 04/03	W/C 11/03	W/C 18/03	W/C 08/04
										Data days 07/03 + 08/03			
	U6 - DC	Unit 7 – A currar						Unit 8 – Hacia un mundo mejor					
	¿Cómo fue el festival de música? Describing a recent trip to a music festival and talking about	¿En qué trabajas? Talking about your current job and what you would like to be in the future.	¿Qué haces para ganar dinero? Describing a part time job and household chores.	¿Dónde hiciste las prácticas laborales? Describing what you did during a work experience placement.	¿Por qué aprender un idioma? Discussing the benefits of learning a second language.	Voy a solicitar un trabajo Understanding job adverts.	¿Qué vas a hacer en el futuro? Talking about future plans and ambitions. Repaso Module 7 – ¡A	¿Cómo es tu casa? Describing your home.	¿Llevas una dieta sana? Describing healthy and unhealthy lifestyles.	Buffer / Assessment / Marking	Buffer / Assessment / Marking	¿Cuáles son los problemas globales más serios hoy en día? Talking about serious global issues.	¿Qué se debería hacer para cuidar el planeta? Offering advice on how one should look after the
Cycle 3	W/C 15/04	W/C 22/04	W/C 29/04	W/C 06/05	W/C 13/05	W/C 20/05	W/C 03/06	WC 10/06	W/C 17/06	W/C 24/06	W/C 01/07	W/C 08/07	W/C 15/07
				May bank holiday 06/05						C3 assessments			Data day 19/07
	Unit 8 – Hacia un mundo mejor				Repaso								
	¿Tienes algún vicio? Talking about bad habits and plans to change them.	¿Por qué son importantes los eventos deportivos internacionales? Describing the pros and cons of sporting events.	Repaso Module 8 – Hacia un mundo mejor	Repaso Module 1 – De vacaciones	Repaso Module 2 – En mi insti	Repaso Module 3 – Mi gente	Repaso Module 4 – Mis intereses e influencias	Repaso Module 5 – Mi ciudad	Repaso Module 6 – De costumbre				

