



Curriculum Detail: Spanish

Spanish is currently taught in years 8 and 10-12 (see the sixth form curriculum page for information regarding year 12 studies).

In Year 8, students focus on the use of the present and near future tenses. They use irregular and reflexive verbs and are given the opportunity to talk about activities they enjoy in their free time using opinions and justifications. Literacy interaction is enabled through the use of poems, short stories and songs. By the end of the academic year students should be able to make and accept invitations.

In Year 10, students practise talking about family, relationships, daily routines, household chores and learn how to discuss people's personalities, experiences and hopes for the future. In doing so, they use possessive adjectives and reflexive verbs and discover how to correctly use various forms of *ser* and *estar*. Through discussing topics such as film, TV, pocket money, hobbies, sporting activities (including extreme sports) and events, students learn how to make arrangements to go out, write reviews and talk about new technology. Opportunities are presented for students to use conjugated verbs and the infinitive when referring to the past and present along with pronouns, definite and indefinite articles and a range of adjectives and opinion phrases. The present continuous tense is used as well as comparatives, absolute superlatives and the personal *a* preposition. Through talking about topics such as the human body, illness, food, keeping fit and some of the issues faced by young people, students learn how to give advice in Spanish and practise using reflexive verbs and infinitives in various tenses. The present and imperfect tenses are explored along with various phrases using the subjunctives. GCSE controlled speaking assessments are undertaken towards the end of the year.

In Year 11, students talk about full and part-time work, learn how to describe their future plans and work experience, understand job advertisements and write CVs and letters of application. They develop an understanding of how to use *tener que* to express an obligation, look at the difference between the preterite and the imperfect and examine the conditional forms of *gustar* and *poder*. Students practise forming the perfect tense, explore gender and use a variety of verbs in the future tense; GCSE controlled written assessments are undertaken.

Through talking about home (different neighbourhoods and types of housing), how to move to a new city, shop for clothes, give presents and register complaints, students use phrases to express opinions; they practise the imperfect and present tenses and use conditional, direct and indirect object pronouns with prepositions and demonstrative adjectives. Further topics (which might include the environment, world issues [and possible local solutions], global citizenship and homelessness) offer opportunities to use reflexive verbs in the perfect tense, conjugated verbs and infinitives referring to the past and present and to practise using the imperfect, conditional and future tenses. Students learn how to understand and use phrases with the subjunctive, get to grips with the pluperfect tense and are able to practise their use of the verb *deber* in the conditional tense.