ST MARY'S CATHOLIC PRIMARY SCHOOL

Spanish Cultural Overview

Curriculum intent: Pupils develop curiosity, respect and an informed appreciation of the diverse places, people and traditions of the Spanish-speaking world. Cultural learning provides meaningful contexts for listening, speaking, reading and writing in Spanish.

Progression at a glance

Year 3	Year 4	Year 5	Year 6
Discover people and places	Compare traditions and environments	Explore heritage and global issues	Apply cultural knowledge in context

Knowledge progression

Year	Pupils will know and understand
Year 3	• Recognise that Spanish is spoken in different countries around the world and name some Spanish-speaking countries in Latin America. • Recognise formal and informal greetings in Spanish. • Name some cities in Spain and learn about the architecture of Barcelona and Granada. • Explore traditional festivals in Pamplona and playground games played in Spanish-speaking countries.
Year 4	• Compare similarities and differences between birthday celebrations in the UK and Mexico. • Explore typical Spanish food and drink, the tradition of menú del día, festivals across the year, and Sevillanas as a Spanish music and dance tradition. • Identify some geographical features of Spain. • Explore the location and wildlife of the Amazon and the varied natural features of Peru.
Year 5	• Explore traditional sports played across the Spanish-speaking world. • Learn about Cubism and key Cubist artists connected with Spain. • Explore the Ancient Maya civilisation and aspects of its traditions. • Locate key Spanish cities and describe their position within Spain. • Recognise important cultural landmarks across the Spanish-speaking world. • Identify key geographical features of South America and consider global environmental problems affecting the continent.

Year 6	• Explore the features and purposes of a traditional Spanish market. • Know that Spain uses the euro and recognise selected euro notes and coins. • Explore typical seasonal activities in Spain. • Learn about cities of the Ancient Maya and identify some of their key landmarks.

National Curriculum alignment by the end of Key Stage 2

Through authentic cultural contexts, pupils are taught to:

- understand and respond to spoken and written language from a variety of authentic sources;
- speak with increasing confidence, fluency and spontaneity, including through discussion and questions, while improving pronunciation and intonation;
- write at varying length for different purposes and audiences, using the grammatical structures they have learnt; and
- discover and develop an appreciation of a range of writing in Spanish.

Inclusive cultural lens: Teaching should emphasise that customs vary between countries, regions, communities and families, and should avoid presenting any tradition as universal.