**NATIONAL CURRICULUM OVERVIEW SPAIN**

**PRIMARY EDUCATION**

**- Official ELT Curriculum Guidelines:**

The National curriculum divides Primary education into three 2-year cycles. ELT is present in all of them with 120-120-150 hours of classes per academic year in each cycle. Plurilingualism is a key competence and one of the general objectives is to acquire a basic competence in at least a foreign language so that at the end of the stage, pupils are able to express and understand simple messages and to interact in everyday situations.

The pedagogical principles state that official languages may be used to support the learning of the foreign language, prioritising comprehension, expression and oral interaction.

There is no reference to which foreign language should be learnt. A 2nd FL may be included by the regional education authorities.

The regional authorities can authorise which areas of knowledge are taught in the FL provided they do not change the basic curriculum and that the pupils acquire the appropriate vocabulary both in their L1 and in the FL.

Plurilingual competence: being able to use a language different from the L1, and other home languages, to respond to simple communicative needs, situations and contexts, to perform simple interactions and widen their own linguistic repertoire, as well as being aware of different linguistic profiles and cultures and respecting and acknowledging the linguistic and cultural diversity around them to improve social harmony.

**- Governing bodies (Ministry of Education, regional authorities, etc.).**

The national government establishes the basic aspects of the curriculum (minimum education standards) which include the key competences that the pupils should have acquired at the end of Primary Education. It also sets the evaluation criteria, diagnostic tests in the 4th year and the minimum teaching hours.

Regional education authorities design the regional curriculum according to the objectives, competences set by the national authority but adapting the contents and evaluation criteria.

Schools are free to develop and complement the curriculum, if necessary. They are granted pedagogical, organisational and management autonomy. The syllabus and materials are open to the needs of the school and the pupils.

**- Official references to environmental education (if any).**

Environmental education is included in the national curriculum. The national curriculum has been designed according to the recommendations and policies of the Council of Europe, including the Sustainable Development Objectives and UNESCO’s Agenda 2030, therefore, it includes environmental education and sustainability as one of its pedagogical principles. The aims are that children develop a responsible attitude and become aware of environmental deterioration and of the actions which cause, deteriorate or improve the natural environment, both locally and globally.

Environmental education contents are included mainly included in the areas of Science and Citizenship, besides, being part of the key competences and contents which are applicable to all the areas and subjects.

One of the competences to be developed for Natural Science is: “ to promote sustainable lifestyles, coherent with respect, care, corresponsibility and protection of the people and the planet based on the analysis of human interventions on the natural environment” and “to participate in the search, contrast and analysis of proposals to solve ecosocial problems and to act accordingly.” Natural science then would include sustainability contents related to ecosocial awareness (climate change, ecosocial responsibility, sustainable lifestyles and transformation and degradation of natural ecosystems).

One of the 3 main objectives of the subject of Citizenship is sustainability and environmental ethics. It is stated that these are interdisciplinary and cooperative objectives, therefore, they should be worked on in all the subjects and developed in cooperative activities. The purpose is to understand the relationship between human actions and the environment. The learning objectives include to identify and analyse ecosocial problems in the global agenda, to debate how to face them and to adopt sustainable habits in a conscious and responsible way.

**- National policies or initiatives linking sustainability and language education.**

The Education Ministry offers curricular materials to cover sustainability but limited to a didactic unit available from the website of the Ministry of Ecological Transition. This material is just a 60-minute lesson to make pupils aware of the 2030 objectives by means of everyday situations seen through a magic pair of glasses so that children see the situations from a new perspective and identify the environmental and sustainability elements to be improved.

**- Integration of Environmental Themes in English Language Teaching:**

For FL, the only mention to sustainability in the law is the reference to the expected outcome for Primary education: to apply their FL knowledge to communicative situations in different contexts (personal, social and educational) based on texts on relevant everyday topics connected to SDOs and 21st challenges. There is no other information or any concrete curricular realisation.

As the regional curricula may include Sciences as one of the subjects which can be. taught in the FL, then the competences and contents of the area of Science can be taught in the FL.