



## Spanish Curriculum Plan

### Year 7

	Autumn	Spring	Summer
Unit/Topics	<p><b><u>Me presento</u></b> (I introduce myself)</p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>Meeting &amp; greeting people.</li> <li>Classroom instructions.</li> <li>Days of the week, months and numbers up to 31.</li> <li>Age and birthday.</li> <li>Pets.</li> <li>Colours.</li> <li>Personality.</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>The indefinite articles: “<i>un, una, unos, unas</i>”.</li> <li>Plural words.</li> <li>The verb “<i>tener</i>” (I/you).</li> <li>Adjective agreements.</li> <li>The verb “<i>ser</i>”: (I/you).</li> <li>The negative forms.</li> <li>Intensifiers (“<i>muy, bastante, un poco</i>”)</li> <li>Connectives (“<i>y, pero</i>”).</li> </ul> <p><b>Cultural content:</b> Spanish speaking countries around the world.</p> <p><b><u>Mi familia y mis amigos</u></b> (My family and friends)</p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>Physical description.</li> <li>Family members.</li> <li>Higher numbers.</li> <li>Describing someone.</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>The definite articles.</li> <li>The verbs “<i>tener</i>” and “<i>ser</i>” (I/you/ he or she)</li> <li>Negative forms.</li> <li>Adjective agreements.</li> </ul>	<p><b><u>Mi insti</u></b> (My school)</p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>School subjects.</li> <li>Opinions and reasons.</li> <li>School facilities.</li> <li>Activities at breaktime.</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>-AR verbs (I/you/he/she/we).</li> <li>-ER/IR verbs (I/you/he/she/we).</li> <li>“<i>Me encanta(n), Me gusta(n)...</i>”</li> <li>Negative forms.</li> <li>Adjective agreements.</li> <li>Connectives (<i>y, pero, porque</i>)</li> <li>“<i>Hay / no hay...</i>”</li> <li>Definite and indefinite articles.</li> </ul> <p><b><u>Mi Tiempo libre</u></b> (My Free-time)</p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>Free time activities.</li> <li>Sports.</li> <li>The weather.</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>“<i>me gusta</i>”+ the infinitive.</li> <li>-AR verbs in the present tense. (I/you/he/she/we)</li> <li>The verbs “<i>jugar</i>” and “<i>hacer</i>”.</li> <li>Connectives (“<i>y, o, pero, porque</i>”).</li> <li>Complex sentences beginning with “<i>cuando</i>”.</li> </ul> <p><b>Cultural content:</b> Spanish festivals including Holy Week.</p>	<p><b><u>Mi ciudad</u></b> (My town)</p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>Places in a town.</li> <li>The time.</li> <li>Plans for the weekend.</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>“<i>Un/unos, una/unas, muchos/muchas.</i>”</li> <li>“<i>Hay / no hay...</i>”</li> <li>The verb “<i>Ir</i>” (I/you/he/she/we).</li> <li>The near future tense.</li> <li>Sequencers (“<i>primero, luego, finalmente</i>”).</li> </ul> <p><b>Cultural content:</b> Spanish cities (Barcelona, Sevilla).</p> <p><b><u>Un poco de todo.</u></b> (Retrieval of key knowledge and skills)</p> <ul style="list-style-type: none"> <li><b>Auto-portrait:</b> speaking skills.</li> <li><b>The time capsule:</b> comprehension and writing skills.</li> <li><b>Free time:</b> speaking skills.</li> <li><b>Where I live:</b> listening skills.</li> </ul> <p><b>Phonics</b> are taught in an embedded approach in all stages of the learning journey.</p>

	<ul style="list-style-type: none"> <li>• Possessive adjectives.</li> </ul> <p><b>Cultural content:</b> Christmas in Spain.</p> <p><b>Phonics</b> are taught in an embedded approach in all stages of the learning journey.</p>	<b>Phonics</b> are taught in an embedded approach in all stages of the learning journey.	
<b>Key Assessment</b>	<ul style="list-style-type: none"> <li>- <b>Vocabulary tests built in the curriculum.</b> (Learning vocabulary is crucial for students to become proficient in languages).</li> <li>- <b>A mid-term assessment</b> (multi-choice questions, listening, reading and translation tasks).</li> <li>- <b>A speaking assessment.</b></li> </ul>	<ul style="list-style-type: none"> <li>- <b>Vocabulary tests built in the curriculum.</b> (Learning vocabulary is crucial for students to become proficient in languages).</li> <li>- <b>A mid-term assessment</b> (multi-choice questions, listening, reading and translation tasks).</li> <li>- <b>A writing assessment.</b></li> </ul>	<ul style="list-style-type: none"> <li>- <b>Vocabulary tests built in the curriculum.</b></li> <li>- <b>A mid-term assessment</b> (multi-choice questions, listening, reading and translation tasks).</li> <li>- <b>An End of Y7 assessment.</b></li> </ul>
<b>Why is it studied?</b>	<p><b>It is worth noting that not all Year 7 students have studied the same language at KS2.</b></p> <p>This first topic “Me presento” gives our Year 7 students the skills to introduce themselves in Spanish and the opportunity to recall previous learning in primary school.</p> <p>The second topic “Mi familia y mis amigos” allows students to build on their previous learning this term. Students should be able to talk about themselves (I) and then someone else (he/she) using the essential verbs “to be” and “to have”.</p>	<p>These two topics “mi insti” and “Mi tiempo libre” enable students to develop their sentences with the introduction of the present tense using a range of verbs and opinions/reasons.</p> <p>Students can further develop their speaking and writing skills by creating complex sentences beginning with “when”.</p>	<p>The topic “Mi ciudad” introduces the verb “to go” and the near future tense as these two grammatical concepts work together. There is a logic behind our grammatical progression from KS3 to KS4.</p> <p>The last topic “un poco de todo” allows students to revisit the key vocabulary and concepts learnt this academic year. Retrieval practice is a key element of progress in languages.</p>



**Year 8**

	Autumn	Spring	Summer
Unit/Topics	<p><b><u>Mis Vacaciones (My holidays)</u></b></p> <p><b><u>Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>• Where? When? Who with?</li> <li>• Transports.</li> <li>• Activities in the past.</li> <li>• Opinions.</li> </ul> <p><b><u>Grammar:</u></b></p> <ul style="list-style-type: none"> <li>• -AR verbs in the preterite tense. (I/you/he/she/we)</li> <li>• -ER/-IR verbs in the preterite tense. (I/you/he/she/we)</li> <li>• The verb “ir” in the preterite tense. (I/you/he/she/we)</li> <li>• Negative sentences.</li> <li>• Exclamations (opinions).</li> <li>• Time phrases.</li> <li>• Opinions in the preterite tense. (preterite of “ser”).</li> </ul> <p><b><u>Mi vida (My life)</u></b></p> <p><b><u>Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>• Mobile phones.</li> <li>• Genres of music.</li> <li>• TV programmes.</li> <li>• Leisure activities in the past.</li> </ul> <p><b><u>Grammar:</u></b></p> <ul style="list-style-type: none"> <li>• The present tense of all verbs.</li> <li>• The comparative.</li> <li>• The preterite tense of -AR/-ER/-IR verbs.</li> <li>• The verb “hacer” in the preterite tense.</li> <li>• Negative sentences.</li> <li>• Time phrases (expressions of frequency and sequencers).</li> </ul> <p><b><u>Cultural Content:</u></b> Music in Spanish speaking countries.</p>	<p><b><u>¡A comer! (Let’s eat!)</u></b></p> <p><b><u>Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>• Food and drinks.</li> <li>• Opinions.</li> <li>• Mealtimes.</li> <li>• Ordering a meal.</li> <li>• A party in the past.</li> </ul> <p><b><u>Grammar:</u></b></p> <ul style="list-style-type: none"> <li>• Opinion phrases.</li> <li>• The indefinite articles.</li> <li>• Negative sentences.</li> <li>• The present tense.</li> <li>• The preterite tense.</li> <li>• The near future tense.</li> <li>• The use of “usted(es)”.</li> <li>• Combining 2/3 tenses.</li> <li>• Time phrases (expressions of frequency and sequencers).</li> </ul> <p><b><u>Cultural content</u></b> : Food in Spanish speaking countries.</p> <p><b><u>¿Qué hacemos? (What are we doing?)</u></b></p> <p><b><u>Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>• Arranging to go out (places in a town, time and location).</li> <li>• Making excuses.</li> <li>• Daily routine.</li> <li>• Clothes and colours.</li> <li>• A special occasion.</li> </ul> <p><b><u>Grammar:</u></b></p> <ul style="list-style-type: none"> <li>• “Me gustaría” + the infinitive. (The conditional tense).</li> <li>• Modal verbs (“poder, querer”).</li> <li>• “Tengo que” + the infinitive.</li> <li>• Reflexive verbs.</li> <li>• Time phrases (expressions of frequency and sequencers).</li> <li>• Adjective agreements.</li> <li>• Using 3 tenses.</li> </ul>	<p><b><u>Este Verano (This summer)</u></b></p> <p><b><u>Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>• Accommodation.</li> <li>• Activities to do.</li> <li>• Summer camps.</li> </ul> <p><b><u>Grammar:</u></b></p> <ul style="list-style-type: none"> <li>• The definite and indefinite articles.</li> <li>• Plural words.</li> <li>• “ser” and “estar”.</li> <li>• The comparative.</li> <li>• The superlative.</li> <li>• Adjective agreements.</li> <li>• “Se puede(n)” + the infinitive.</li> <li>• Using 3 tenses together.</li> <li>• Time phrases (expressions of frequency and sequencers).</li> </ul> <p><b><u>Un poco de todo.</u></b> (Retrieval of key knowledge and skills)</p> <ul style="list-style-type: none"> <li>• Young people’s lives in Peru and Spain: listening and reading skills.</li> <li>• A TV guide: reading skills.</li> <li>• An account of a party: Speaking skills.</li> <li>• A world trip: listening skills.</li> </ul> <p><b><u>Phonics</u></b> are taught in an embedded approach in all stages of the learning journey.</p>

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<b>Key Assessment</b>	<ul style="list-style-type: none"> <li>- <b>Vocabulary tests built in the curriculum.</b> (Learning vocabulary is crucial for students to become proficient in languages).</li> <li>- <b>A mid-term assessment</b> (multi-choice questions, listening, reading and translation tasks).</li> <li>- <b>A writing assessment.</b></li> </ul>	<ul style="list-style-type: none"> <li>- <b>Vocabulary tests built in the curriculum.</b> (Learning vocabulary is crucial for students to become proficient in languages).</li> <li>- <b>A mid-term assessment</b> (multi-choice questions, listening, reading and translation tasks).</li> <li>- <b>A speaking assessment.</b></li> </ul>	<ul style="list-style-type: none"> <li>- <b>Vocabulary tests built in the curriculum.</b></li> <li>- <b>A mid-term assessment</b> (multi-choice questions, listening, reading and translation tasks).</li> <li>- <b>An End of Y8 assessment.</b></li> </ul>
<b>Why is it studied?</b>	<p>The tenses are an essential part of learning a language and the introduction/recall of each tense has been carefully planned throughout KS3 and KS4.</p> <p>The first topic “Mis vacaciones” introduces the preterite tense.</p> <p>The second topic “Mi vida” gives students the opportunity to revisit the present tense and other key concepts learnt in Year 7 and to look at the preterite tense more in depth.</p>	<p>This term, we are developing the use of three tenses together which give students the chance to revisit the present and near future tense.</p> <p>These two topics introduce other fundamental concepts such as the formal and informal speech, reflexive verbs and the conditional tense.</p>	<p>The topic “Este verano” enables students to further develop the use of different time frames and introduce some more complex elements such as the difference between “ser” and “estar”, the superlative and the pronunciation of the letter “ü”.</p> <p>The last topic “un poco de todo” allows students to revisit the key vocabulary and concepts learnt this academic year. Retrieval practice is a key element of progress in languages.</p>



**Year 9**

	Autumn	Spring	Summer
Unit/Topics	<p><b><u>Lo que me gusta (What I like)</u></b></p> <p><b><u>Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>Things I like or dislike.</li> <li>What I do during the week.</li> <li>Genres of Films.</li> <li>A special day.</li> </ul> <p><b><u>Grammar:</u></b></p> <ul style="list-style-type: none"> <li>The definite and indefinite articles.</li> <li>Opinion phrases.</li> <li>The present tense. (I/you/he/she/we/they)</li> <li>The present tense of “<i>hacer</i>”, “<i>ir</i>” and “<i>ser</i>”.</li> <li>Expressions of frequency.</li> <li>The near future tense. (I/you/he/she/we/they)</li> <li>The preterite tense. (I/you/he/she/we/they)</li> <li>Negative sentences.</li> <li>Connectives (“<i>asi que</i>, <i>cuando</i>, <i>donde...</i>”)</li> <li>Question words.</li> </ul> <p><b><u>Cultural Content:</u></b> Birthday traditions in Spanish speaking countries (“<i>la quinceañera</i>”, “<i>la piñata</i>”, “<i>las mañanitas</i>”).</p> <p><b><u>En forma (Healthy living)</u></b></p> <p><b><u>Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>Heathy eating.</li> <li>Sports.</li> <li>Daily routine and time.</li> <li>Getting fit.</li> <li>Ailments.</li> </ul> <p><b><u>Grammar:</u></b></p> <ul style="list-style-type: none"> <li>Opinion phrases.</li> <li>The present tense. (I/you/he/she/we/they)</li> <li>Direct object pronouns.</li> <li>“<i>Jugar</i>” and “<i>Hacer</i>”.</li> <li>Stem-changing verbs.</li> <li>The imperfect tense. (I/you/he/she)</li> </ul>	<p><b><u>Mi Trabajo (My Job)</u></b></p> <p><b><u>Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>Jobs and responsibilities.</li> <li>Dream job.</li> <li>Activities at work in the past.</li> <li>Future plans.</li> </ul> <p><b><u>Grammar:</u></b></p> <ul style="list-style-type: none"> <li>“<i>Tener que</i>” + the infinitive.</li> <li>Noun agreements.</li> <li>Adjective agreements.</li> <li>The conditional tense.</li> <li>Opinion phrases.</li> <li>The preterite tense.</li> <li>The near future tense.</li> <li>Negative sentences.</li> <li>Time phrases (expressions of frequency and sequencers).</li> <li>Combining different tenses.</li> </ul> <p><b><u>Una Aventura a Madrid (An adventure in Madrid)</u></b></p> <p><b><u>Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>A day trip in the past.</li> <li>Buying souvenirs.</li> <li>Tourist activities.</li> <li>Weather.</li> </ul> <p><b><u>Grammar:</u></b></p> <ul style="list-style-type: none"> <li>The verb “<i>querer</i>”.</li> <li>The preterite tense. (especially irregular verbs)</li> <li>Adjective agreements.</li> <li>The comparative.</li> <li>The superlative.</li> <li>“<i>Tú</i>” and “<i>usted</i>”.</li> <li>The near future tense.</li> <li>The simple future tense. (I/you/he/she/we/they)</li> <li>Negative sentences.</li> <li>Complex sentences beginning with “<i>si</i>”.</li> <li>Combining different tenses.</li> <li>Time phrases and sequencers.</li> </ul>	<p><b><u>Mi mundo en general (My World in general)</u></b></p> <p><b><u>Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>Young people and rights.</li> <li>Fair trade.</li> <li>Transports.</li> <li>Environmental issues.</li> <li>Changes in a town/city.</li> </ul> <p><b><u>Grammar:</u></b></p> <ul style="list-style-type: none"> <li>The verbs “<i>poder</i>” and “<i>tener</i>”.</li> <li>The verb “<i>ir</i>”.</li> <li>The comparative.</li> <li>The imperfect tense.</li> <li>“<i>Se deberia</i>” + the infinitive.</li> <li>Use of “<i>we</i>” form of verbs.</li> <li>Negative sentences.</li> <li>Complex sentences beginning with “<i>para...</i>”.</li> </ul> <p><b><u>Un poco de todo.</u></b> (Retrieval of key knowledge and skills)</p> <ul style="list-style-type: none"> <li>Descriptions of days out: listening skills.</li> <li>Fitness and Routine: speaking skills.</li> <li>Accuracy check: Writing skills.</li> <li>Authentic texts: reading skills.</li> <li>World issues: Reading skills.</li> </ul> <p><b>Phonics</b> are taught in an embedded approach in all stages of the learning journey.</p>



	<ul style="list-style-type: none"> <li>• Reflexive verbs.</li> <li>• “Se debe” + the infinitive.</li> <li>• Negative sentences.</li> <li>• Time phrases (expressions of frequency and sequencers).</li> </ul> <p><b>Phonics</b> are taught in an embedded approach in all stages of the learning journey.</p>	<p><b>Cultural Content:</b> The city of Madrid.</p> <p><b>Phonics</b> are taught in an embedded approach in all stages of the learning journey.</p>	
<b>Key Assessment</b>	<ul style="list-style-type: none"> <li>- <b>Vocabulary tests built in the curriculum.</b> (Learning vocabulary is crucial for students to become proficient in languages).</li> <li>- <b>A listening and reading assessment “Lo que me gusta”</b> (including a translation task, Spanish to English).</li> <li>- <b>A speaking assessment “En forma”.</b></li> </ul>	<ul style="list-style-type: none"> <li>- <b>Vocabulary tests built in the curriculum.</b> (Learning vocabulary is crucial for students to become proficient in languages).</li> <li>- <b>A listening and reading assessment “Mi trabajo”</b> (including a translation task, Spanish to English).</li> <li>- <b>A writing assessment “Una Aventura a Madrid”</b> (including a translation task, English to Spanish).</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Vocabulary tests built in the curriculum.</b></li> <li>- <b>A listening and reading assessment</b> (including a translation task).</li> <li>- <b>An End of Y9 assessment.</b></li> </ul>
<b>Why is it studied?</b>	<p>These topics have been sequenced to allow students to revisit the tenses and other key concepts learnt in Years 7 and 8 and to introduce the imperfect tense.</p> <p>The second topic “En forma” introduces the imperfect tense and more complex elements of the language such as the direct object pronouns and revisits the reflexive verbs.</p>	<p>This term, we are further developing the use of different tenses together which give students the chance to revisit the present, preterite and near future tenses.</p> <p>These two topics revisit other fundamental concepts such as the comparative/ superlative, adjective agreements.</p> <p>The simple future tense is introduced and students are encouraged to use more complex sentences in their work.</p>	<p>The topic “Mi mundo en general” enable students to access a range of vocabulary and more complexity in grammatical features.</p> <p>The last topic “un poco de todo” allows students to revisit the key vocabulary and concepts learnt this academic year. Retrieval practice is a key element of progress in languages.</p> <p>The aim of this KS3 curriculum is to build firm foundations of language learning prior to KS4.</p>



**Year 10**

	Autumn	Spring	Summer
Theme/Topics	<p><b>Theme 1 – Identity and Culture.</b></p> <p><u>Me, my family and friends.</u></p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Introducing myself.</li> <li>• Family members and friends.</li> <li>• Personality.</li> <li>• Relationships.</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• The verbs “<i>tener</i>”, “<i>estar</i>” and “<i>ser</i>”.</li> <li>• Possessive adjectives.</li> <li>• Adjective agreements.</li> <li>• Reflexive verbs.</li> <li>• Referring to the present and past.</li> </ul> <p><u>Free-time activities and technology in everyday life.</u></p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Internet and social media.</li> <li>• Free time activities.</li> <li>• Sports.</li> <li>• TV and cinema.</li> <li>• Reading.</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• The present tense.</li> <li>• The verbs “<i>querer</i>”, “<i>poder</i>”, “<i>soler</i>”.</li> <li>• Stem-changing verbs.</li> <li>• The verbs “<i>Jugar</i>” and “<i>hacer</i>”.</li> <li>• “<i>para</i>” + the infinitive.</li> <li>• The preterite tense.</li> <li>• The imperfect tense.</li> <li>• The present continuous tense.</li> <li>• Negative sentences.</li> <li>• Adjective agreements.</li> <li>• Connectives.</li> <li>• The perfect tense. (I/you/he/she)</li> <li>• Time phrases (expressions of frequency and sequencers).</li> </ul>	<p><b>Theme 1 – Identity and Culture.</b></p> <p><u>Customs and festivals in Spanish-Speaking countries.</u></p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Daily routine.</li> <li>• Food and drinks.</li> <li>• Festivals and celebrations.</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• Reflexive verbs in different tenses.</li> <li>• The verbs “<i>gustar</i>” and “<i>estar</i>”.</li> <li>• Adjectives ending in <i>-ísimo</i>.</li> <li>• Using verbs in the “<i>we</i>” and “<i>they</i>” form.</li> <li>• The near future and simple tenses.</li> <li>• The passive.</li> <li>• Expressions followed by the infinitive.</li> <li>• Time phrases and sequencers.</li> </ul> <p><b>Theme 2 – Local, national, international and global areas of interest.</b></p> <p><u>Home, town, neighbourhood and region.</u></p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Places in a town/city.</li> <li>• Shops.</li> <li>• Shopping for clothes.</li> <li>• Problems in a town/city.</li> <li>• Plans for tomorrow.</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• “<i>Hay</i>”.</li> <li>• The definite and indefinite articles.</li> <li>• Demonstrative adjectives.</li> <li>• Negative sentences.</li> <li>• Adjective agreements.</li> </ul>	<p><b>Theme 2 – Local, national, international and global areas of interest.</b></p> <p><u>Social and Global issues.</u></p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Healthy living.</li> <li>• The environment.</li> <li>• Global issues.</li> <li>• Charity work.</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• “<i>Para</i>” + the infinitive.</li> <li>• A variety of tenses.</li> <li>• The imperfect continuous.</li> <li>• The pluperfect.</li> <li>• The present subjunctive.</li> </ul> <p><b>Exam techniques and preparation for End of Y10 assessments.</b></p>

	<p><b>Phonics</b> are taught in an embedded approach in all stages of the learning journey.</p>	<ul style="list-style-type: none"> <li>• “Se puede(n)” + the infinitive.</li> <li>• “tan” and “tanto”.</li> <li>• A variety of tenses.</li> <li>• Exclamations.</li> </ul> <p><b>Phonics</b> are taught in an embedded approach in all stages of the learning journey.</p>	
<b>Key Assessment</b>	<ul style="list-style-type: none"> <li>- <b>Vocabulary tests built in the curriculum.</b> (Learning vocabulary is crucial for students to become proficient in languages).</li> <li>- <b>A writing assessment.</b> (Me, my family and friends): it includes a translation task, English to Spanish.</li> <li>- <b>A speaking assessment.</b> (Free-time activities and technology in everyday life).</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Vocabulary tests built in the curriculum.</b> (Learning vocabulary is crucial for students to become proficient in languages).</li> <li>- <b>A listening and reading assessment.</b> (all Theme 1): it includes a translation task, English to Spanish.</li> <li>- <b>A writing assessment.</b> (Home, town, neighbourhood and region).</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Vocabulary tests built in the curriculum.</b></li> <li>- <b>End of Year 10 assessments: A listening and reading assessment.</b> (all Theme 1 and Theme 2 apart from Travel &amp; Tourism) and a writing assessment including a translation task, English to Spanish)</li> </ul>
<b>Why is it studied?</b>	<p><b>It is worth noting that the Spanish GCSE is changing from September 2024.</b></p> <p>We are following the 3 themes provided by the exam board (AQA). A relevant and logical sequencing of the topics within each theme has been planned to ensure that the range and complexity of vocabulary and grammatical features increase over the time. There are many opportunities to revisit the foundation content learnt at KS3.</p> <p>The topics chosen for Term 1 create a relevant transition between KS3 and KS4.</p> <p>Within each topic, students are practising their comprehension (listening and reading) and productive skills (speaking and writing).</p>	<p>It seems logical to complete Theme 1 first.</p> <p>During this term, the complexity of grammatical and lexical contents increases with the introduction of the passive and the use of synonyms and antonyms.</p> <p>Students are systematically working on their comprehension (listening and reading) and productive skills (speaking and writing) for each topic.</p>	<p>“Social and Global Issues” is surely the most challenging topic studied at KS4 due to the specific vocabulary and grammatical concepts introduced (such as the subjunctive).</p>





**Year 11**

	Autumn	Spring	Summer
Theme/Topics	<p><b>Theme 2 – Local, national, international and global areas of interest.</b></p> <p><u>Travel and Tourism.</u></p> <p><b><u>Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>• Holiday activities.</li> <li>• Weather.</li> <li>• Transport.</li> <li>• Accommodation.</li> <li>• Problems.</li> <li>• Dream holidays.</li> </ul> <p><b><u>Grammar:</u></b></p> <ul style="list-style-type: none"> <li>• A variety of tenses.</li> <li>• Negative sentences.</li> <li>• Using the preterite and imperfect tenses together.</li> <li>• Using different structures to express opinions.</li> <li>• Complex sentences beginning with “cuando”.</li> <li>• Connectives.</li> <li>• Time phrases and sequencers.</li> </ul> <p><b>Theme 3 – Current and future study and employment.</b></p> <p><u>My studies and life at school.</u></p> <p><b><u>Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>• School subjects.</li> <li>• School facilities.</li> <li>• School day.</li> <li>• School uniform and colours.</li> <li>• School rules.</li> <li>• Clubs and achievements.</li> </ul> <p><b><u>Grammar:</u></b></p> <ul style="list-style-type: none"> <li>• “Hay” and “no hay”.</li> <li>• Opinion phrases.</li> <li>• Adjective agreements.</li> <li>• The comparative/superlative.</li> <li>• A variety of tenses.</li> <li>• Negative sentences.</li> <li>• Direct object pronouns.</li> </ul>	<p><b>Theme 3 – Current and future study and employment.</b></p> <p><u>Education post-16 and Jobs.</u> <u>Career choices and ambitions.</u></p> <p><b><u>Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>• Future studies.</li> <li>• Pocket money.</li> <li>• Work experience.</li> <li>• Jobs.</li> <li>• Future plans in life.</li> </ul> <p><b><u>Grammar:</u></b></p> <ul style="list-style-type: none"> <li>• “soler” in the imperfect tense.</li> <li>• Using verbs followed by the infinitive.</li> <li>• A variety of tenses.</li> <li>• Negative sentences.</li> <li>• The present continuous.</li> <li>• The perfect tense.</li> <li>• Indirect object pronouns.</li> <li>• The subjunctive with “cuando”.</li> <li>• “if” clauses.</li> <li>• Connectives.</li> <li>• Time phrases and sequencers.</li> </ul> <p><b>Phonics</b> are taught in an embedded approach in all stages of the learning journey.</p> <p><b>Preparation for Speaking Prep examination</b> (Role-play, photo card and discussion practice).</p>	<p><b><u>Revision of the 3 themes including exam techniques for listening, reading and writing.</u></b></p> <p>Theme 1 – Identity and Culture.</p> <p>Theme 2 – Local, national, international and global areas of interest.</p> <p>Theme 3 – Current and future study and employment.</p>

	<ul style="list-style-type: none"> <li>• Using phrases followed by the infinitive.</li> <li>• Connectives.</li> <li>• Time phrases and sequencers.</li> </ul> <p><b>Phonics</b> are taught in an embedded approach in all stages of the learning journey.</p>		
<b>Key Assessment</b>	<ul style="list-style-type: none"> <li>- <b>Vocabulary tests built in the curriculum.</b> (Learning vocabulary is crucial for students to become proficient in languages)</li> <li>- <b>A writing assessment.</b> (Travel and Tourism).</li> <li>- <b>Y11 prep examinations</b> (Listening, reading and writing papers).</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Vocabulary tests built in the curriculum.</b> (Learning vocabulary is crucial for students to become proficient in languages)</li> <li>- <b>A listening and reading assessment.</b> (all Theme 3): it includes a translation task, English to Spanish.</li> <li>- <b>Speaking prep examination.</b></li> </ul>	<ul style="list-style-type: none"> <li>- <b>Speaking GCSE examination.</b> (April)</li> <li>- <b>Listening and Reading GCSE Examinations.</b></li> <li>- <b>Writing GCSE Examination.</b></li> </ul>
<b>Why is it studied?</b>	<p>Whilst planning the curriculum, we make sure that the learning experience is relevant to students. It is easier to talk or write down about holidays after the summer break.</p> <p>Then, we move on to the last theme. Complex features such as direct object pronouns and the subjunctive are revisited.</p>	<p>Once again, as Year 11 are deciding what they will be doing after their GCSE, it seems logical to talk or write down about jobs and future plans in Spanish.</p> <p>This unit gives students an opportunity to revisit some very difficult features of the language and to achieve the highest grades.</p>	