



INTENT

Our curriculum is designed to sequence language skills throughout in order to develop enthusiastic linguists who are able to communicate confidently in the language they are studying. We want our students to be passionate, engaged and challenged in order to develop their ability to use and understand another language, as well as to enhance their intercultural understanding.

	Prior learning	The MFL national curriculum at Key Stage 2 ensures students develop the skills to communicate in a different language. Students will have the foundations to develop these skills in Year 7, no matter what language they have studied in their primary school.	
	Cultural opportunities	Students will have the opportunity to learn how to describe themselves, their friends and their family. They will learn how to discuss different aspects of their own and other's identity. They will be able to discuss preferences and school life, whilst understanding how this compares to other cultures particularly in the Spanish-speaking world.	

	AUTUMN	SPRING	SUMMER
TOPIC/KNOWLEDGE	MY IDENTITY All students will know: <ul style="list-style-type: none">How to introduce themselves and their friends, including their age and birthday.How to express how they feelHow to say where they are from and where they liveHow to describe their personality as well as the personality of their friends and other family membersHow to describe their appearance as well as the appearance of their friends and other family members.	LIKES AND DISLIKES All students will know: <ul style="list-style-type: none">How to use infinitive verbs to express likes and dislikesHow to use correct adjective agreement.How to give examples of free time activities.How to given opinion on free time activities.How to describe the subjects which they study at school.How to describe their teachers and their personalities	PLANS FOR THE FUTURE All students will know: <ul style="list-style-type: none">How to use the infinitive in the near future tenseHow to talk about their plans for the summer holidays.How to compare their preferences to future events using a combination of present and near future tenses
SKILLS	Receptive skills (listening and reading): <ul style="list-style-type: none">Dictation – using knowledge of phonics to transcribe wordsUnderstand short messages and messages within a passageDistinguish between past, present and future time framesDistinguish between positive and negative ideasInfer meaning from written and spoken textsTranslate from Spanish to English Productive skills (speaking and writing): <ul style="list-style-type: none">Use accurate pronunciationRespond to written and spoken questionsGive and justify opinionsExtend answers using conjugationsUse a variety of quantifiers, time phrases, adjectives and adverbsSpeak and write across past, present and future time framesTranslate from English to SpanishUse accurate spellingNarrate events using a variety of connectives and sequencers		
ASSESSMENT	In each topic students will have a knowledge test, formative written piece without a grade and an end-of-unit assessment. The assessment will test the knowledge and skills from the topic being studied and at least 30% of the assessment will have a synoptic element which will test structures and language seen in previous topics. The knowledge test will be a short series of multiple-choice and written questions. These will be marked by the teachers and then students will use the feedback to identify their strengths and areas for developments. Teachers will also re-teach any key misconceptions at this some point. During a topic, students will also have an opportunity to receive whole class feedback on a formative written piece . This will not be assessed using a mark or grade but instead will allow students to practise the skill of writing under timed conditions. For this students will receive whole-class feedback. The end-of-unit assessment will test knowledge from the current topic with elements from previous topics included as well. It will test students across a variety of skills. All assessments will test students on their receptive (listening and reading) skills as well as at least one of the productive skills (speaking or writing)		
VOCAB	Please see Year 7 Spanish Topic 1 Knowledge organiser	Please see Year 7 Spanish Topic 2 Knowledge organiser	Please see Year 7 Spanish Topic 3 Knowledge organiser

READING SKILLS

Decoding, inference, comprehension, inference, summarising

CAREERS LINKS

During year 7 students will be able to communicate about a variety of free time activities and school subjects. They will also be able to describe themselves, their friends and family members.

CORE



Discuss Spanish-speaking countries and cities across the globe, express opinions on different free time activities, compare school life in other countries.

SUPPORTING STUDENTS AT HOME

Students will have weekly homework on the Sentence Builders website. This will comprise of a weekly 20-minute assignment in which students will practise the vocabulary of the topic they are studying in lesson

INTENT

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	Prior learning	Throughout year 7 , students have built a repertoire of language allowing them to give opinions and reasons on a variety of topics related to their daily lives, including school, family and free time. This will be built upon year 8 as students start to look at a wider variety of tenses.		
	Cultural opportunities	Students will learn to discuss social media use and its importance in daily life. They will also learn how to discuss different places and towns with an opportunity to discuss different Spanish-speaking cities and regions across the globe. As part of the out and about topic, students will learn essential skills such as directions and ordering in a café, whilst also looking at dishes from Spanish-speaking countries.		
	AUTUMN	SPRING	SUMMER	
TOPIC/KNOWLEDGE	SOCIAL LIFE All students will know: <ul style="list-style-type: none">How to describe the social media they useHow to use an infinitive structure to express 'in order to'How to use a variety of time phrases with the present tense to discuss frequency of habitsHow to use the present tense in the first-person singular and plural forms to discuss free time preferences and habitsHow to develop sentences by giving opinions using a variety of quantifiers and adjectives	WHERE I LIVE All students will know: <ul style="list-style-type: none">How to describe the buildings and places in their town using there is/are with the correct indefinite articleHow to use the structures 'hay' and 'es' correctly to discuss the characteristics, positives and negatives of where they liveHow to give preferences on where they live and justify whyHow to use the present tense to describe routine activities in town referring to places, people and opinionsHow to use the preterite tense of key verbs to describe past events in town	OUT AND ABOUT All students will know: <ul style="list-style-type: none">How to discuss their daily routine activities, free time activities and eating habits in the present tenseHow to sequence events using time markers to narrateHow to order food and drink in a restaurant or café scenarioHow to give, understand and ask for directions in town	
	SKILLS Receptive skills (listening and reading): <ul style="list-style-type: none">Dictation – using knowledge of phonics to transcribe wordsUnderstand short messages and messages within a passageDistinguish between past, present and future time framesDistinguish between positive and negative ideasInfer meaning from written and spoken textsTranslate from Spanish to English Productive skills (speaking and writing): <ul style="list-style-type: none">Use accurate pronunciationRespond to written and spoken questionsGive and justify opinionsExtend answers using conjugationsUse a variety of quantifiers, time phrases, adjectives and adverbsSpeak and write across past, present and future time framesTranslate from English to SpanishUse accurate spellingNarrate events using a variety of connectives and sequencers			
ASSESSMENT	In each topic students will have a knowledge test, formative written piece without a grade and an end-of-unit assessment. The assessment will test the knowledge and skills from the topic being studied and at least 30% of the assessment will have a synoptic element which will test structures and language seen in previous topics.			
	The knowledge test will be a short series of multiple-choice and written questions. These will be marked by the teachers and then students will use the feedback to identify their strengths and areas for developments. Teachers will also re-teach any key misconceptions at this some point.			
	During a topic, students will also have an opportunity to receive whole class feedback on a formative written piece . This will not be assessed using a mark or grade but instead will allow students to practise the skill of writing under timed conditions. For this students will receive whole-class feedback.			
	The end-of-unit assessment will test knowledge from the current topic with elements from previous topics included as well. It will test students across a variety of skills. All assessments will test students on their receptive (listening and reading) skills as well as at least one of the productive skills (speaking or writing)			
VOCAB	Please see Year 8 Spanish Topic 1 Knowledge organiser	Please see Year 8 Spanish Topic 2 Knowledge organiser	Please see Year 8 Spanish Topic 3 Knowledge organiser	

READING SKILLS

Decoding, inference, comprehension, inference, summarising

CAREERS LINKS

During year 8 students will be able to express which social media they use, describe their town and express their opinion on it. They will be able to communicate in a restaurant setting and give directions.

CORE



Discuss social media use, researching typical food and drink from the Hispanic world

SUPPORTING STUDENTS AT HOME

Students will have weekly homework on the Sentence Builders website. This will comprise of a weekly 20-minute assignment in which students will practise the vocabulary of the topic they are studying in lesson

INTENT

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	Prior learning	Throughout years 7 and 8, students have built a repertoire of language allowing them to give opinions and reasons on a variety of topics related to their daily lives, including school, family and free time. Students have also now seen three tenses (past, present and future) and learned to conjugate a variety of verbs across these tenses. They will build upon this in new contexts in year 9.			
	Cultural opportunities	Students will have the opportunity to research and learn about holiday destinations in Spanish-speaking countries and cities. They will also have the opportunity to link healthy living to different lifestyles and food items in Spanish-speaking countries.			
TOPIC/KNOWLEDGE	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER
	A PAST HOLIDAY All students will know: <ul style="list-style-type: none">•How to describe where and when they went on holiday•How to talk about the transport they used to get there•How to give developed opinions with reasons on why they enjoyed their holiday•How to use the preterite tense accurately to describe the activities that they did on holiday•How to conjugate verbs in the first-person singular and plural forms of the preterite with -ar, -er and ir verbs	FUTURE HOPES AND DREAMS All students will know: <ul style="list-style-type: none">•How to talk about the jobs they will do in the future and justify why they would like to do these jobs•How to discuss their future hopes and dreams•How to use both the near future and conditional tenses and the differences between the two•How to use 'if' clauses and with the imperfect subjunctive and conditional tense	HEALTHY LIVING All students will know: <ul style="list-style-type: none">•How to give advice on what others should and should not do in relation to their health•How to explain the reasons as to why different pieces of advice should be follow•How to compare positive and negative healthy lifestyle•How to discuss their future plans in relation to healthy living	FAMILY RELATIONSHIPS All students will know: <ul style="list-style-type: none">•How to describe their positive relationships with family and justify why they get on with their family•How to describe their negative relationships with family and contrast this with justifications as to why they get on badly with their family•How to agree adjectives appropriately depending on the gender of the nouns they are describing•Give more advanced opinions and reasons using conjunctions, time phrases and quantifiers	FUTURE AND DREAM HOLIDAYS All students will know: <ul style="list-style-type: none">•How to describe where and where they will go on a future or dream holiday•How to give developed and opinions with reasons on why they would like to visit a certain place•How to use the conditional and near future tenses to describe the activities they would like to do on holiday•How to use the conditional and near future tenses in the first-person singular and plural verb forms
SKILLS	Receptive skills (listening and reading): <ul style="list-style-type: none">• Dictation – using knowledge of phonics to transcribe words• Understand short messages and messages within a passage• Distinguish between past, present and future time frames• Distinguish between positive and negative ideas• Infer meaning from written and spoken texts• Translate from Spanish to English Productive skills (speaking and writing): <ul style="list-style-type: none">• Use accurate pronunciation• Respond to written and spoken questions• Give and justify opinions• Extend answers using conjugations• Use a variety of quantifiers, time phrases, adjectives and adverbs• Speak and write across past, present and future time frames• Translate from English to Spanish• Use accurate spelling• Narrate events using a variety of connectives and sequencers				
ASSESSMENT	In each topic students will have a knowledge test, formative written piece without a grade and an end-of-unit assessment. The assessment will test the knowledge and skills from the topic being studied and at least 30% of the assessment will have a synoptic element which will test structures and language seen in previous topics. The knowledge test will be a short series of multiple-choice and written questions. These will be marked by the teachers and then students will use the feedback to identify their strengths and areas for developments. Teachers will also re-teach any key misconceptions at this some point. During a topic, students will also have an opportunity to receive whole class feedback on a formative written piece . This will not be assessed using a mark or grade but instead will allow students to practise the skill of writing under timed conditions. For this students will receive whole-class feedback. The end-of-unit assessment will test knowledge from the current topic with elements from previous topics included as well. It will test students across a variety of skills. All assessments will test students on their receptive (listening and reading) skills as well as at least one of the productive skills (speaking or writing)				
VOCAB	Please see Year 9 Spanish Topic 1 Knowledge organiser	Please see Year 9 Spanish Topic 2 Knowledge organiser	Please see Year 9 Spanish Topic 3 Knowledge organiser	Please see Year 9 Spanish Topic 4 Knowledge organiser	Please see Year 9 Spanish Topic 5 Knowledge organiser

READING SKILLS

Decoding, inference, comprehension, inference, summarising

CAREERS LINKS

During year 9 students will be able to communicate about a variety of jobs and discuss their future plans. We will also link this to which possible careers Spanish could help with.

CORE




Discuss ways to stay healthy, discuss family relationships and different family types

SUPPORTING STUDENTS AT HOME

Students will have weekly homework on the Sentence Builders website. This will comprise of a weekly 20-minute assignment in which students will practise the vocabulary of the topic they are studying in lesson

INTENT

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	Prior learning	Students will build upon their prior learning from KS3 throughout the GCSE course. They will revisit topics including their identity, school, free time and health whilst developing their repertoire of higher-level structures and a range of tenses to express their opinions and views on the wider world.
	GCSE course	Exam board and course: AQA Spanish 8692 Exams: Listening (25%), Speaking (25%), Reading (25%), Writing (25%) Theme 1: People and lifestyle Theme 2: Popular culture Theme 3: Communication and the world around us
	Cultural opportunities	Students will have the opportunity to discuss family relationships, family types and different identities as well as healthy living and how lifestyles differ in Spanish-speaking countries compared to their own. They will also compare the Spanish and British school systems. We will also look at different religious and cultural festivals in Spanish-speaking countries as well as a range of Spanish-speaking celebrities and their role within the wider Hispanic world.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
TOPIC/KNOWLEDGE	FREE-TIME ACTIVITIES All students will know: •How to describe their free-time preferences using the present tense •How to describe their recent free-time activities using the preterite tense •How to describe their plans for their free-time using the near future tense •How to give opinions and justifications on their likes and dislikes •How to use a variety of time phrases to indicate when actions are done •How to conjugate the preterite and near future tenses in the first-person singular and plural forms	CUSTOMS, FESTIVALS AND CELEBRATIONS All students will know: •How to narrate and describe a past celebration using the preterite tense and sequencers •How to express intentions and hopes for future celebrations using the near future and conditional tenses •How to give reasons for their opinions on marriage and partnerships in the future •How to compare and contrast between the past and future time frames	CELEBRITY CULTURE All students will know: •How to describe a celebrity's personality, job and why they are famous using the third person form of the present tense •How to agree adjectives and nouns to match the celebrity being described •How to compare and contrast ideas on the advantages and problems of being famous	IDENTITY AND RELATIONSHIPS WITH OTHERS All students will know: •How to use reflexive verbs to describe relationships with family members. •How to agree adjectives correctly to describe a variety of people •How to give more complex justifications for their ideas of family relationships •How to contrast positive and negative relationships using a variety of connectives and sequencers	HEALTHY LIVING AND LIFESTYLE All students will know: •How to give advice on what to do and what not to do in order to live a healthy lifestyle •How to justify their ideas surrounding advice for healthy living •How to narrate their own intentions regarding their health •How to use modal verbs with infinitives to describe what must, should and can be done	EDUCATION AND WORK All students will know: •How to express their positive and negative thoughts on their school subjects and teachers •How to describe their school and the rules which are followed •How to express their future intentions, hopes and dreams including career aspirations •How to agree adjectives appropriately •How to use modal verbs to describe what must, should and can be done •How to compare and contrast using a variety of sequencers and connectives •How to use the conditional and near future tenses
SKILLS	Receptive skills (listening and reading): <ul style="list-style-type: none">• Dictation – using knowledge of phonics to transcribe words• Understand short messages and messages within a passage• Distinguish between past, present and future time frames• Distinguish between positive and negative ideas• Infer meaning from written and spoken texts• Translate from Spanish to English			Productive skills (speaking and writing): <ul style="list-style-type: none">• Use accurate pronunciation• Respond to written and spoken questions• Give and justify opinions• Extend answers using conjugations• Use a variety of quantifiers, time phrases, adjectives and adverbs• Speak and write across past, present and future time frames• Translate from English to Spanish• Use accurate spelling• Narrate events using a variety of connectives and sequencers		
ASSESSMENT	In each topic students will have a knowledge test and an end-of-unit assessment. Assessments will test the knowledge and skills from the topic being studied as well as interleaving knowledge and skills from previous topics. The knowledge test will be a short series of written questions. These will be marked by teachers and the students will use the feedback to identify their strengths and areas for development. Teachers will also re-teach any key misconceptions at this point. During a topic, students will also have opportunities to receive whole class feedback. This may be on a written piece or on speaking work in-class. This will not be assessed using a mark or grade but instead will allow students to practise the skills of writing and speaking under timed conditions. The end-of-unit assessment will test knowledge from the current topic with elements from previous topics included as well. It will test students across a variety of skills. All assessments will test students on their receptive (listening and reading) skills as well as at least one of the productive skills (speaking or writing). Students will gradually be exposed to GCSE-style questions to allow them to prepare for the final GCSE exam. In year 10, students will also sit a mock exam which will test their knowledge on the parts of the GCSE specification studied in all four skills. The AQA Spanish specification assesses students using three assessment objectives (AOs) : AO1: understand and respond to spoken language in speaking and in writing AO2: understand and respond to written language in speaking and writing AO3: demonstrate understanding and accurate application of grammar and vocabulary prescribed in the specification					
VOCAB	Please see GCSE Spanish Theme 2 Topic 1 knowledge organiser	Please see GCSE Spanish Theme 2 Topic 2 knowledge organiser	Please see GCSE Spanish Theme 2 Topic 3 Knowledge organiser	Please see GCSE Spanish Theme 1 Topic 1 Knowledge organiser	Please see GCSE Spanish Theme 1 Topic 2 Knowledge organiser	Please see GCSE Spanish Theme 1 Topic 3 Knowledge organiser

READING SKILLS

Decoding, inference, comprehension, inference, summarising

CAREERS LINKS

Students will develop their understanding of Hispanic cultures helping them to view Spanish within the wider world. They will also study careers and discuss their future hopes and dreams

CORE




Expressing identity, appreciating different cultures, religious festivals and traditions, good and bad role models, family types, relationships, healthy and unhealthy living

SUPPORTING STUDENTS AT HOME

Students will have weekly homework on the Sentence Builders website to practise the vocabulary studied in lessons. Students will also have revision tasks around assessments to practise exam skills to prepare for the final GCSE exam

INTENT

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	Prior learning	In Year 10 students will have studied theme 1 (people and lifestyle) and started theme 2. They will have learned to talk about their free-time, family, school and work. They will have studied the present, past and future tenses and will use these structures throughout year 11 in the context of theme 3.
	GCSE course	Exam board and course: AQA French 8652 Exams: Listening (25%), Speaking (25%), Reading (25%), Writing (25%) Theme 1: People and lifestyle Theme 2: Popular culture Theme 3: Communication and the world around us
	Cultural opportunities	Students will have the opportunity to discuss holidays in both the past and future and relate these to destinations in France and the wider French-speaking world. They will also learn to discuss environmental problems in French relating this to their own experiences as well as issues in the wider Francophone world.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2 & SUMMER
TOPIC/KNOWLEDGE	TRAVEL AND TOURISM All students will know: •How to describe a past holiday, referring to destinations, transport, accommodation and holiday activities •How to discuss the advantages and reasons for going on holiday •How to discuss a future holiday as well as a dream holiday referring to possible destinations and activities •How to use the perfect, present, near future and conditional tenses in relation to holidays •How to develop positives and negative reasons in a variety of tenses •How to sequence and narrate events in the past and future	MEDIA AND TECHNOLOGY All students will know: •How to describe their uses of social media and technology •How to discuss and describe the advantages and disadvantages of social media and technology •How to use the present tense and infinitives to describe regular actions	THE ENVIRONMENT AND WHERE PEOPLE LIVE All students will know: •How to describe where they live and discuss the advantages and disadvantages of their town and region •How to describe the actions one should take to protect and improve the environment •How to discuss the advantages and disadvantages of town and country living •How to talk about where they would like to live in the future and give reasons why •How to use the present, past and future in relation to their region to describe activities and preferences across three time frames	REVISION During this time, students will complete revision of all topics in order to prepare for their GCSE exams.
SKILLS	Receptive skills (listening and reading): <ul style="list-style-type: none">• Dictation – using knowledge of phonics to transcribe words• Understand short messages and messages within a passage• Distinguish between past, present and future time frames• Distinguish between positive and negative ideas• Infer meaning from written and spoken texts• Translate from Spanish to English		Productive skills (speaking and writing): <ul style="list-style-type: none">• Use accurate pronunciation• Respond to written and spoken questions• Give and justify opinions• Extend answers using conjugations• Use a variety of quantifiers, time phrases, adjectives and adverbs• Speak and write across past, present and future time frames• Translate from English to Spanish• Use accurate spelling• Narrate events using a variety of connectives and sequencers	
ASSESSMENT	In each topic students will have a knowledge test and an end-of-unit assessment. Assessments will test the knowledge and skills from the topic being studied as well as interleaving knowledge and skills from previous topics. The knowledge test will be a short series of written questions. These will be marked by teachers and the students will use the feedback to identify their strengths and areas for development. Teachers will also re-teach any key misconceptions at this point. During a topic, students will also have opportunities to receive whole class feedback. This may be on a written piece or on speaking work in-class. This will not be assessed using a mark or grade but instead will allow students to practise the skills of writing and speaking under timed conditions. In year 11, students will also sit two mock exams which will test their knowledge on the parts of the GCSE specification studied in all four skills. The AQA French specification assesses students using three assessment objectives (AOs) : AO1: understand and respond to spoken language in speaking and in writing AO2: understand and respond to written language in speaking and writing AO3: demonstrate understanding and accurate application of grammar and vocabulary prescribed in the specification			
VOCAB	Please see GCSE French Theme 3 Topic 1 knowledge organiser	Please see GCSE French Theme 3 Topic 2 knowledge organiser	Please see GCSE French Theme 3 Topic 3 knowledge organiser	Refer to all GCSE French knowledge organisers

READING SKILLS

Decoding, inference, comprehension, inference, summarising

CAREERS LINKS

Students will learn about possible destinations in the French-speaking world where they could work and relate this to the topics of tourism, environment and urban/countryside living

CORE

Travelling as a means to seeing the wider world, positives and dangers of social media, social and environmental problems in our region

SUPPORTING STUDENTS AT HOME

Students will have weekly homework on the Sentence Builders website to practise the vocabulary studied in lessons. Students will also have revision tasks to practise exam skills and prepare for the final GCSE exam