

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: - what a verb, noun and adjective is - first-person the verb 'to have' (tener) is used when describing a person's age. - that months of the year are not capitalised in Spanish. - how to recognise the difference between singular and plural nouns. - the possessive pronouns - mi/mis. - the first person singular/plural conjugations of vivir/ser. - the first person singular and third person singular/plural of ser. - how to negate a verb. - how to change endings of adjectives depending on who is being described (masc sing/plural, fem sing/plural) - the first person singular and third person singular/plural of tener. - Pupils will know how to use the masculine plural for mixed groups e.g. mis hermanos	MY FREE TIME All students will know how: - to use opinion verbs and modal verbs with an infinitive ending in -ar, -er and -ir to express likes, dislikes, tendencies and possibility. - to justify using a subordinate clause introduced by connectives. - to conjugate the near future tense (first person singular/plural, third person singular) with an infinitive ending in -ar, -er and -ir. - to use the conditional structure me gustaría with an infinitive, as well as espero and deseo to express wishes.	MY SCHOOL All students will know how: - to use opinion verbs with an infinitive to give preferences on school subjects. - to employ different adjective endings to describe school subjects according to the gender of the noun. - to extend their sentences through the use of justified opinions with connectives, opinion phrases and quantifiers. - to use reflexive verbs in the first person to describe relationships. - to use the concept of adjective agreements to describe teachers and how to change adjective endings to agree with nouns. - to use the near future in the first person singular/plural and third person singular forms (the verb ir with an infinitive) to talk about their after-school activities.	
	SKILLS	Receptive skills (listening and reading): - 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): - 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 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 STUDENT'S 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

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	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: - How to describe the social media they use - How 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 habits - How to use the present tense in the first-person singular and plural forms to discuss free time preferences and habits - How to develop sentences by giving opinions using a variety of quantifiers and adjectives	WHERE I LIVE All students will know: - How to describe the buildings and places in their town using there is/are with the correct indefinite article - How to use the structures 'hay' and 'es' correctly to discuss the characteristics, positives and negatives of where they live - How to give preferences on where they live and justify why - How to use the present tense to describe routine activities in town referring to places, people and opinions - How to use the preterite tense of key verbs to describe past events in town	OUT AND ABOUT All students will know: - How to discuss their daily routine activities, free time activities and eating habits in the present tense - How to sequence events using time markers to narrate - How to order food and drink in a restaurant or café scenario - How to give, understand and ask for directions in town	
	SKILLS Receptive skills (listening and reading): - 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): - 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 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 STUDENT'S 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

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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: •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: •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: •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: •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: •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): • 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): • 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 STUDENT'S 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

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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, holidays, media 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: Pearson GCSE Spanish Exams: Listening (25%), Speaking (25%), Reading (25%), Writing (25%) Thematic contexts: My personal world, media and technology, travel and tourism, lifestyle and wellbeing, my neighbourhood, studying and my future
	Cultural opportunities	Students will have the opportunity to discuss their personal world, media and technology uses, holidays and travelling as well as their lifestyle and health in the context of Spanish-speaking countries and their own.

	AUTUMN	SPRING	SUMMER
TOPIC/KNOWLEDGE	MY PERSONAL WORD / MEDIA AND TECHNOLOGY All students will know how to: • Use opinion verbs in the present tense with an infinitive (e.g. me gusta ...) • Use the irregular verbs ir, ser, tener, jugar and hacer in the present tense • Use suelo with an infinitive to talk about what you tend to/usually do • Use the near future tense to talk about what they are going to do • Use tengo que with an infinitive to talk about what you have to do • Use the preterite tense to talk about the past with regular -ar, -er and -ir verbs • Use the preterite tense with key irregular verbs ir/ser, hacer, tener, ver, jugar and llegar/sacar (I form only) • Use the negatives no and nada • Use possessive adjectives • Use the present continuous tense (estar + present participle) to describe what people are doing, including leynedo, sonriendo • Use accurate adjectival agreement, agreeing adjectives with nouns in gender and number" • Use estar when describing feelings, emotions and moods • Use regular present tense verbs accurately (all three types -ar, -er and -ir) • Use desde hace with a period of time to express the idea of 'ago' • Use para with an infinitive to express the idea of 'in order to'	TRAVEL AND TOURISM All students will know: • Use me gusta and me gustaría together with the infinitive to express likes and future hopes • Use comparatives with adjectives (más, menos ... que, tan ... como) • Use the irregular comparatives mejor, peor, mayor and menor (que) • Use superlatives accurately (el/la/los/las + noun + más/menos + adjectives) • Use 'if' clauses accurately with the correct tenses in both clauses • Use hay que with an infinitive to talk about what must/has to be done • Use acabar de + infinitive to express the idea of what has just be done • Use lo + adjective (alongside the irregular forms mejor, peor) • The preterite tense of regular -ar, -er and -ir verbs alongside key irregular verbs in the context of holidays • Use the imperfect tense of estar (full paradigm), tener and the form había • Employ the verb forms era and estaba both meaning 'it was' accurately • Use soler and the infinitive accurately to describe what tends to be/usually is done • Use conditional forms of verbs with an infinitive to describe future hopes and plans e.g. me gustaría, me encantaría, quisiera • Use and recognise the near future, preterite and present tense together • Recognise and use (higher only) the imperfect subjunctive with the conditional in set phrases	LIFESTYLE AND WELLBEING All students will know how to: • Describe healthy daily routines • Use indefinite adjectives such as algunos, mismos, otros, muchos, demasiados and todos with the correct ending • Use tener + noun to describe physical feelings • Narrate routines using expressions such as después de and antes de • Describe meal times and food trends • Use direct object pronouns and place them correctly in a sentence, including before a conjugated verb, after a negative word and at the end of infinitives • Compare old and new habits using the imperfect and present tense • Conjugate the imperfect tense and use it to describe what you used to do • Use ya no + verb to talk about what you no longer do or no longer happens • Talk about and describe illnesses and injuries • Use reflexive verbs in the preterite tense • Use the definite article with body parts rather than the possessive adjective like English • Give advice using debes, tienes que and necesitas with an infinitive verb • Describe future plans for health and wellbeing • Use the simple future tense • Use if clauses with the present and simple future tenses
SKILLS	Receptive skills (listening and reading): • 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): • 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 EdExcel 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 Y10 Spanish Term 1 Knowledge organiser	Please see Y10 Spanish Term 2 Knowledge organiser	Please see Y10 Spanish Term 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 STUDENT'S 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

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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 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 holidays in both the past and future and relate these to destinations in Spanish and the wider Spanish-speaking world. They will also learn to discuss environmental problems in Spanish relating this to their own experiences as well as issues in the wider Hispanic 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): • 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): • 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 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 3 Topic 1 knowledge organiser	Please see GCSE Spanish Theme 3 Topic 2 knowledge organiser	Please see GCSE Spanish Theme 3 Topic 3 knowledge organiser	Refer to all GCSE Spanish knowledge organisers

READING SKILLS

Decoding, inference, comprehension, inference, summarising

CAREERS LINKS

Students will learn about possible destinations in the Spanish-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 STUDENT'S 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