

	Autumn 1 Y7 – 11 SLP/HW	Autumn 2 Y7 – 11 ALL/FPG	Spring 3 Y7 – 11 SLP/HW	Spring 4 Y7 – 11 ALL/FPG	Summer 5 Y7 – 10 SLP/HW Y11 – ALL/FPG	Summer 6n Y7 – 10 ALL,
	Content: Weather / holidays	Content: Food / cafe / festivals	Content: Health / illnesses En la farmacia	Content: Shopping / food / clothes	Content: School - uniform and environment	Content: Exam Skills/ Festivals
Yr 8	Key Vocabulary: Students learn to read, listen to, speak and write information and opinions describing a holiday in the past tense. <ul style="list-style-type: none"> Holiday vocabulary e.g. transport, accommodation, types of holiday, activities Review weather vocabulary for different destinations 	Key Vocabulary: Students learn to read, listen to, speak and write information and opinions describing a variety of food/drink. <ul style="list-style-type: none"> Types of food & drinks - international and hispanic Adjectives linked to food & drink Meal times - review la hora (times) Numbers linking to paying for food interpreting menus 	Key Vocabulary: Students learn to read, listen to, speak and write information and opinions describing parts of their body, aches and pains and remedies for them. <ul style="list-style-type: none"> Body parts Illnesses Remedies Healthy lifestyle 	Key Vocabulary: Students learn to read, listen to, speak, ask questions and write information and give opinions about shopping for food and clothes. <ul style="list-style-type: none"> Shopping Clothing Review food Numbers linked to paying for clothing 	Key Vocabulary: Students learn to read, listen to, speak and write information and opinions describing clothes and school uniform and the school environment. <ul style="list-style-type: none"> Review clothing School environment 	Key Vocabulary: Students review all key topic vocabulary including adjectives in preparation for end of year assessment. Hispanic summer festivals such as La tomatina, San Fermin
	Key Grammar Students use present tense regular and irregular verbs predominantly in "I" form in the past but frequently with he/she/we forms. Students read, listen and speak using simple past tense structures. Review use of Immediate future or conditional 'I would like to go / I'm going to go'	Key Grammar: Students improve skills <ul style="list-style-type: none"> present tense and using adjective endings correctly Opinions and justification of them Creating dialogues for ordering food 	Key Grammar Student use ... <ul style="list-style-type: none"> irregular reflexive verb - dolerse Creating dialogues question terms and responses 	Key Grammar Students learn to use comparatives and superlatives with adjectives e.g. shirt is cheaper than jacket, this skirt is prettiest. Review the preterite tense formation 'I went shopping	Key Grammar Students improve adjective endings and developing opinions. Students revise the simple future tense as well the conditional tense structures - Ideal school or ideal uniform.	Key Grammar Students review tenses including present tense regular and irregular verbs, conditional, preterite and immediate future.
	Curriculum links <ul style="list-style-type: none"> Builds on weather topic from year 7 HT6 Grammar - conditional and immediate future links back to HT4 year 7 Forward - weather and appropriate clothing Yr 8 HT4&5 Conditional tense revisited year 8 HT5 - Ideal uniform or school environment 	Curriculum links <ul style="list-style-type: none"> Builds on Adjective agreements and opinions. Links to food from previous festivals Reviews La navidad - reinforces and extends vocabulary and cultural ideas from Y7 HT2 and HT4 	Curriculum links <ul style="list-style-type: none"> Builds on dialogues from Y8 HT2 	Curriculum links <ul style="list-style-type: none"> Builds on vocabulary & dialogues from Y8 HT2 Y10 HT 2 Food 	Curriculum links	Curriculum links
	Cultural Capital <ul style="list-style-type: none"> Cultural destinations - art galleries etc. 	Cultural Capital <ul style="list-style-type: none"> Reasons for different cuisines in hispanic countries - linked to geography, climate, history etc. Festivals around Christmas time. 	Cultural Capital <ul style="list-style-type: none"> Healthy lifestyles 	Cultural Capital <ul style="list-style-type: none"> Cultural differences in shopping for food and clothes between UK and hispanic countries 	Cultural Capital <ul style="list-style-type: none"> School uniform differences and opinions 	Cultural Capital <ul style="list-style-type: none"> Festivals in Hispanic countries

<p><u>Students will be able to:</u> Write approx. 50 words describing actions and opinions about a past tense holiday and future holiday plans. They will also demonstrate skills in reading and translation and grammar</p>	<p><u>Students will be able to:</u> Students will hold a conversation of approx. 3 minutes about foods they like and dislike justifying their opinions. They will also demonstrate skills in reading and translation and grammar</p>	<p><u>Students will be able to:</u></p>	<p><u>Students will be able to:</u></p>	<p><u>Students will be able to:</u> Write approx. 50-60 words describing their school uniform and opinions about school uniform including dream uniform – this might take the form of a spoken conversation. They will also demonstrate skills in reading and translation and grammar</p>	<p><u>Students will be able to:</u> In an end of year assessment “UL common assessment”. Students will complete exam style reading, listening, writing and speaking questions – writing 50-90 words and answering at least 2 minutes in spoken Spanish</p>
--	--	---	---	---	--

	Autumn 1 Y7 – 11 SLP/HW	Autumn 2 Y7 – 11 ALL/FPG	Spring 3 Y7 – 11 SLP/HW	Spring 4 Y7 – 11 ALL/FPG	Summer 5 Y7 – 10 SLP/HW Y11 – ALL/FPG	Summer 6 Y7 – 10 ALL,
	<u>Content:</u> Relationships getting on with friends and family and going out	<u>Content:</u> Technology	<u>Content:</u> Jobs / future plans	<u>Content:</u> Free time: Cinema/ TV music	<u>Content:</u> Regions of Spain (review holidays / travel / weather)	<u>Content:</u> Dragon's Den
Y9	<p>Key Vocabulary: Students learn to read, listen to, speak and write information and opinions describing family and relationships.</p> <ul style="list-style-type: none"> Family problems. Vocabulary / Adjectives for positive and negative relationships Going out / dating 	<p>Key Vocabulary: Students learn to read, listen to, speak and write information and opinions describing social media and technology.</p> <ul style="list-style-type: none"> Social media Technology e.g. mobiles etc. 	<p>Key Vocabulary: Students learn to read, listen to, speak and write information and opinions describing jobs, ideal jobs.</p> <ul style="list-style-type: none"> Jobs e.g. lawyer, teacher, engineer, nurse, etc. Adjectives relevant to employment e.g. caring, technical etc. 	<p>Key Vocabulary: Students learn to read, listen to, speak and write information and opinions describing</p> <ul style="list-style-type: none"> films and TV shows Music genres 	<p>Key Vocabulary: Students learn to read, listen to, speak and write information and opinions describing their house, their region and their environment.</p>	<p>Key Vocabulary: Students learn to read, listen to, speak and write information and opinions describing a “Dragon’s Den” scenario - devising a new product or app to make learning a language easier.</p> <ul style="list-style-type: none"> Technology types Social media advertising platforms
	<p>Key Grammar</p> <ul style="list-style-type: none"> complex opinions about marriage Review Immediate future tense - arranging meetings / dates Adjective agreements for gender and number 	<p>Key Grammar</p> <ul style="list-style-type: none"> 1st person present tense to describe use of social media Use of conjunctions / adverbs to give balanced opinions e.g. However, but, never the less. 	<p>Key Grammar</p> <p>Introduce the conditional and future tenses about future plans and jobs.</p>	<p>Key Grammar</p> <p>Students learn to use comparatives and superlatives with adjectives e.g. this film is more exciting than, this film is the most exciting, as well as recap the past tense formation</p>	<p>Key Grammar</p> <p>Students will broaden their range of verbs and verb accuracy in different tenses, learn to use opinions with lo que and use modals to describe what they should do</p>	<p>Key Grammar</p> <p>Students will develop language in persuasion using comparatives and superlatives. They will also improve team work and communication skills in speaking about their product.</p>
	<p>Curriculum links (backwards as well as forwards)</p> <ul style="list-style-type: none"> Review family & descriptions from Y7 HT1. Build on freetime activities HT3 Y7 Opinions & relationships - more complex than yr 7 but allowing for greater depth in HT1 year 10. 	<p>Curriculum links (backwards as well as forwards)</p> <ul style="list-style-type: none"> Many jobs involve increasing use technology HT3 Yr 9 Year 11 HT2 technology & social media 	<p>Curriculum links (backwards as well as forwards)</p> <ul style="list-style-type: none"> Use of conditional tense from Yr HT3 and Yr 8 HT3 Year 11 HT2 employment and future plans 	<p>Curriculum links (backwards as well as forwards)</p>	<p>Curriculum links (backwards as well as forwards)</p> <ul style="list-style-type: none"> Use of opinions and justifications across Year 7 and 8, Superlatives from Y9 HT4 and Y8 HT4. Vocabulary for technology from Y9 HT2 and Y11 HT2 	<p>Curriculum links (backwards as well as forwards)</p>

Cultural Capital	Cultural Capital	Cultural Capital	Cultural Capital	Cultural Capital	Cultural Capital
<ul style="list-style-type: none"> Changing families. Comparisons to family life in Hispanic countries and the UK. Differentiating family problems 			<ul style="list-style-type: none"> Hispanic films e.g Valentin, Mexican telenovelas etc. Subtitles v dubbed films 	<ul style="list-style-type: none"> 	
<p><u>Students will be able to:</u> Write 30-50 words describing relationships, using at least 2 tenses They will also demonstrate skills in reading/listening and translation and grammar</p>	<p><u>Students will be able to:</u> Write 60-90 words describing technology, using at least 2 tenses They will also demonstrate skills in reading/listening and translation and grammar</p>	<p><u>Students will be able to:</u> Hold a 2-3 minute conversation about their Jobs and their future plans. They will also demonstrate skills in reading/listening and translation and grammar</p>	<p><u>Students will be able to:</u></p> <ul style="list-style-type: none"> Hold a 2-3 minute conversation about films they like and dislike giving justifications They will also demonstrate skills in reading and translation and grammar. 	<p><u>Students will be able to:</u> Students complete exam-based revision activities ready for final assessment in Term 6</p>	<p><u>Students will be able to:</u> In an end of year assessment common assessment". Students will complete exam style reading, listening, writing and speaking questions – writing up to 150 words and answering questions for 2-3 in spoken Spanish</p>

	Autumn 1 Y7 – 11 SLP/HW	Autumn 2 Y7 – 11 ALL/FPG	Spring 3 Y7 – 11 SLP/HW	Spring 4 Y7 – 11 ALL/FPG	Summer 5 Y7 – 10 SLP/HW Y11 – ALL/FPG	Summer 6 Y7 – 10 ALL,
	<u>Theme:</u> Identity and culture & Local, national, international and global areas of interest	<u>Theme:</u> Current and future study and employment & Identity and culture	<u>Theme:</u> Local, national, international and global areas of interest & Current and future study and employment	<u>Theme:</u> Identity and culture & Local, national, international and global areas of interest	<u>Theme:</u> Current and future study and employment	<u>Theme:</u> Identity and culture
Year 10	<p><u>Vocabulary:</u> Students learn to read, listen to, speak and write information and opinions describing</p> <ul style="list-style-type: none"> Me, my family and friends Relationships with family and friends Home, town, neighbourhood and region 	<p><u>Vocabulary:</u> Students learn to read, listen to, speak and write information and opinions describing</p> <ul style="list-style-type: none"> My studies Free-time activities <ul style="list-style-type: none"> Music Cinema and TV Food and eating out Sport 	<p><u>Vocabulary:</u> Students learn to read, listen to, speak and write information and opinions describing</p> <p>Social issues</p> <ul style="list-style-type: none"> Healthy/ unhealthy living <p>Life at school/ college</p>	<p><u>Vocabulary:</u> Students learn to read, listen to, speak and write information and opinions describing</p> <p>Customs and festivals in Spanish-speaking countries/communities</p> <p>Travel and tourism</p>	<p><u>Vocabulary:</u> Students learn to read, listen to, speak and write information and opinions describing</p> <p>Education post-16</p> <p>University</p>	<p><u>Vocabulary:</u> Students will recap and review the topics studied this year</p> <p>Transition to Year 2: Me, my family and friends</p> <ul style="list-style-type: none"> Marriage/ partnership
	<ul style="list-style-type: none"> tener, ser and estar present tense (see Ser o estar: Lesson activities and Ser o estar: Task 3 slide) possessive adjectives adjective agreement and position rules reflexive verbs: <i>casarse/enfadarse/llevarse bien con</i> comparatives <i>más que/menos que</i>; adverbs of frequency regular verbs in present tense; direct object pronouns interrogative words such as <i>quién, cómo, cuántos, qué, cuándo</i> hay; prepositions 	<ul style="list-style-type: none"> tener que + infinitive deber + infinitive hay que + infinitive (compulsory subjects), <i>porque</i> to express reasons perfect tense regular verbs (<i>escoger/decidir/dejar</i> - options) Two verbs together e.g. <i>ir a/esperar/gustar más</i> comparative and superlative in expressing opinions about subjects (see My studies: making comparisons – Worksheet and Teaching notes) use of <i>tú</i> and <i>usted</i> in informal/formal exchanges 	<ul style="list-style-type: none"> recap on <i>deber/tener que</i> + infinitive/<i>hay que</i> + infinitive and introduce conditional forms – affirmative and negative <i>es mejor/sería mejor</i> negative <i>nunca</i> previous health habits using imperfect tense reflexive constructions such as <i>se puede, se necesita</i> present continuous transfer <i>deber/poder/hay que/querer</i> to school rules context quantity words <i>mucho/demasiado/bastante</i> (including with plurals) 	<ul style="list-style-type: none"> preterite of regular verbs and irregulars <i>ser/ir/hacer</i> reflexive verbs in preterite preterite and imperfect tenses together describing a past event/festival actions and opinions consolidation of preterite and imperfect tenses (see Worksheets: Holidays: the preterite tense, Holidays: the imperfect tense and Holidays: the preterite and imperfect tenses) sequencing words, expressions and phrases 	<ul style="list-style-type: none"> use of 'lo' in 'lo que' and <i>lo</i> + adjective; building on <i>si</i> clauses with present and future more complex two verb structures (<i>tener la intención de/tener ganas de/tener el derecho de</i>) 	<ul style="list-style-type: none"> revisiting adjectives to describe and use of <i>que</i> to describe ideal partner and enhance descriptions Gerund revision of future tense to outline future plans direct and indirect object pronouns

	<ul style="list-style-type: none"> • use of <i>unos/unas</i> for some • <i>poder</i> + infinitive • expressions of quantity • irregular verbs <i>ir/hacer</i> • <i>los/las que</i> + verb; <i>gustar</i> • enhancing descriptions using <i>que</i> • demonstrative adjectives <i>este, esta, estos, estas, ese, esa, esos, esas</i> • interrogatives <i>dónde</i> and <i>por qué</i> 	<ul style="list-style-type: none"> • consolidation of present tense including irregular verbs <i>salir, querer, preferir, ver, dar</i> • extend range of two verbs together • future tense introduced eg weekend plans • adverbs such as <i>por lo general</i> • formation of regular adverbs such as <i>normalmente</i> • clauses introduced by <i>cuando</i> and <i>si</i> • disjunctive pronouns such as <i>conmigo</i> and <i>para mí</i> 	<ul style="list-style-type: none"> • perfect tense using regular and common irregular verbs (<i>he hecho mis deberes</i>). (See Life at school: the perfect tense – Worksheet and Teaching notes) 	<ul style="list-style-type: none"> • <i>antes de/después de haber etc/mientras/desde hace/acabar de</i> developing greater complexity in spoken and written accounts of past events or experiences • weather expressions with <i>hacer</i> • possessive pronouns <i>mío</i> etc 		
	Curriculum links (backwards as well as forwards)					
	Cultural Capital					

	<p style="text-align: center;">Autumn 1 Y7 – 11 SLP/HW</p>	<p style="text-align: center;">Autumn 2 Y7 – 11 ALL/FPG</p>	<p style="text-align: center;">Spring 3 Y7 – 11 SLP/HW</p>	<p style="text-align: center;">Spring 4 Y7 – 11 ALL/FPG</p>	<p style="text-align: center;">Summer 5 Y7 – 10 SLP/HW Y11 – ALL/FPG</p>	
	Theme: Local, national, international and global areas of interest	Theme: Current and future study and employment & Identity and culture	Theme: Revision for mocks and Local, national, international and global areas of interest	Theme: Revision		

<p>Year 11</p>	<p><u>Vocabulary:</u> Students learn to read, listen to, speak and write information and opinions describing</p> <p>Global issues</p> <ul style="list-style-type: none"> • The environment • Social issues <ul style="list-style-type: none"> o Charity/ voluntary work 	<p><u>Vocabulary:</u> Students learn to read, listen to, speak and write information and opinions describing</p> <ul style="list-style-type: none"> • career choices and ambitions • Technology in everyday life <ul style="list-style-type: none"> • Social media • Mobile technology 	<p><u>Vocabulary:</u> Global issues</p> <ul style="list-style-type: none"> • Poverty/ homelessness 	<p><u>Vocabulary:</u> Students prepare for the GCSE speaking exams through writing model answers, practicing with peers and teacher, recap vocabulary and grammar from all previous terms in preparation for writing, reading and listening exams.</p>	<p>Revision and past paper practice to embed knowledge and apply skills</p>	
	<p><u>Key Grammar</u></p> <ul style="list-style-type: none"> • modal verbs linked to behaviours (must do/can do/should do/could do etc) • past tense for effects of behaviours on environment • <i>si</i> sentences revised for outlining consequences of actions • pluperfect tense perspective • <i>querer</i> + infinitive • <i>querer que</i> + subjunctive • <i>es posible que</i> + subjunctive • <i>para que</i> + subjunctive • imperfect continuous 	<p><u>Key Grammar</u></p> <p>Students will develop and review skills in various tenses, improve their spoken answers for their GCSE speaking exam as well as further developing exam skills in reading, writing, speaking, and listening for mock exams.</p> <ul style="list-style-type: none"> • enhanced statements of possibility including subjunctive after conjunctions of time (<i>cuando</i>) • <i>Quisiera</i> • revision of past tenses to recount how social media have been used; or life before technology • <i>gracias a/sin/con</i> • enhanced statements of possibility including <i>permitir, es posible que</i> + subjunctive 	<p><u>Key Grammar</u></p> <p>Students prepare for the GCSE speaking exams through writing model answers, practicing with peers and teacher. Students will also recap vocabulary and grammar from all previous terms in preparation for writing, reading and listening mock exams..</p> <ul style="list-style-type: none"> • <i>si fuera...</i> • <i>si tuviera que...</i> with conditional completions • <i>hay que</i> + infinitive and <i>es importante que</i> + subjunctive • verbs of emotion + subjunctive 	<p><u>Key Grammar</u></p> <ul style="list-style-type: none"> • Review of all present, past, future, conditional and subjunctive tenses • Other areas to be covered based on formative and summative assessment of student's work. 	<p><u>Key Grammar</u></p>	
	<p><u>Curriculum links</u> <u>(backwards as well as forwards)</u></p>	<p><u>Curriculum links</u> <u>(backwards as well as forwards)</u></p>	<p><u>Curriculum links</u> <u>(backwards as well as forwards)</u></p>	<p><u>Curriculum links</u> <u>(backwards as well as forwards)</u></p>	<p><u>Curriculum links</u> <u>(backwards as well as forwards)</u></p>	
	<p><u>Cultural Capital</u></p>	<p><u>Cultural Capital</u></p>	<p><u>Cultural Capital</u></p>	<p><u>Cultural Capital</u></p>	<p><u>Cultural Capital</u></p>	

To review	<p><u>Differentiation:</u> Weaker students will concentrate on first person forms in past tenses and using tenses correctly Higher students will develop verb tense skills with all pronouns especially, I, he/she and they will use these to narrate events more fully</p>	<p><u>Differentiation:</u> Weaker students will concentrate on learning foundation level language on new topic and using set phrases in conditional. Higher students will develop greater breadth of language and an awareness of subjunctive forms.</p>	<p><u>Differentiation:</u> Weaker students will concentrate on foundation vocabulary and learning verb structures in conditional Higher students will develop greater awareness of verb forms in subjunctive and conditional and higher reading skills</p>	<p><u>Differentiation:</u> Weaker students will concentrate on using time phrases in 3rd person only: it is, it was, there is, there were. Higher students will develop and prove verb tense skills with greater variety of forms and the ability to describe and give opinions in detail</p>	<p><u>Differentiation:</u> Weaker students will concentrate on using simple structures to give opinions such as lo que me gusta/lo que odio Higher students will develop greater depth of these phrases such as lo que me hace falta, lo que me fastidia</p>	<p><u>Differentiation:</u> Weaker students will concentrate on developing writing/spoken answers to GCSE topics pushing for levels 4-6 Higher students will develop their ability to write at length and speak at length for exam purposes as well as using a range of higher-level connectives</p>
	<p><u>Learning will be demonstrated:</u> Exam Questions in writing from memory in GCSE style writing. Students will have to do grammar, translation and a reading/listening assessment</p>	<p><u>Learning will be demonstrated:</u> Exam Questions in writing from memory in GCSE style writing. Students will have to do grammar, translation and a reading/listening assessment</p>	<p><u>Learning will be demonstrated:</u> Students will perform a speaking Assessment in the style of the GCSE</p>	<p><u>Learning will be demonstrated:</u> Exam Questions in writing from memory in GCSE style writing. Students will have to do grammar, translation and a reading/listening assessment</p>	<p><u>Learning will be demonstrated:</u> Students complete exam-based revision activities ready for final assessment in Term 6</p>	<p><u>Learning will be demonstrated:</u> Mock Exam Paper from GCSE last year in Reading and Writing. Speaking Test to be done in lesson.</p>

	Autumn 1	Autumn 2	Spring 3	Spring 4	Summer 5	Summer 6
	<u>Theme:</u>	<u>Theme:</u>	<u>Theme:</u>	<u>Theme:</u>	<u>Theme:</u>	<u>Theme:</u>
Year 12	<u>Vocabulary:</u> Los cambios en la familia	<u>Vocabulary:</u>	<u>Vocabulary:</u>	<u>Vocabulary:</u>	<u>Vocabulary:</u>	<u>Vocabulary:</u>

	Key Grammar - Recap of present tense					
	Curriculum links (backwards as well as forwards)					
	Cultural Capital					

	Autumn 1	Autumn 2	Spring 3	Spring 4	Summer 5	Summer 6
	<u>Theme:</u>	<u>Theme:</u>	<u>Theme:</u>	<u>Theme:</u>	<u>Theme:</u>	<u>Theme:</u>

Year 13	<u>Vocabulary:</u>	<u>Vocabulary:</u>	<u>Vocabulary:</u>	<u>Vocabulary:</u>	<u>Vocabulary:</u>	<u>Vocabulary:</u>
	<u>Key Grammar</u>					
	<u>Curriculum links (backwards as well as forwards)</u>					
	<u>Cultural Capital</u>					

Impact

Evidence will be gathered at 3 intervals throughout the year in assessments.. This provides a clear indication as to what students know, compared to others in their year, and compared to previous years. It also provides a clear basis on which to improve outcomes in future terms.

The impact of the curriculum for all groups of pupils, including boys/girls, most able, SEND, Pupil Premium, can be seen in the assessment data which is produced 3 times per year.

Targets for moving forward

- Improve the progress of prior higher and mid attainers in relation to how they perform in other subject areas. We are developing use of Rosenshine and Conti strategies to improve the ability of our higher and mid prior attainers to write more at length, using greater variety of structures and secure high marks in translation skills. In addition use of IT in assisting with learning of vocabulary and key grammar structures e.g. Quizlet, Seneca, Blooket.