

| | Autumn | | Spring | | Summer | |
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| Y7 | <u>Introduction to Spanish phonics and Who am I?</u> | <u>Who am I?</u> | <u>Travelling to Spain and Making Plans to go out in Spain.</u> | <u>Out and About in a Spanish Town</u> | <u>Travel and Tourist Transactions in Spain</u> | <u>A Day Trip to a Nearby Spanish City</u> |
| Curriculum content | <p>Students are introduced to key phonics rules and Sound Spelling Correspondences in Spanish. Students are shown how to apply these phonics rules to new vocabulary in order to accurately pronounce it, as well as how to apply Sound Spelling Correspondence to write familiar and unfamiliar language. Students are introduced to core language to introduce themselves including name, age, physical and personality descriptions and where they live. The idea of adjective agreement is also introduced for males and females.</p> | <p>Students recall language to introduce themselves and explore new 3rd person verbs to be able to describe somebody else. Male female adjectival agreement is recapped and plurals are introduced. Students also learn language to talk about hobbies and free time, including opinion phrases, justifications and the concept of infinitives. Throughout, students continue to recall and apply key phonics knowledge and Sound Spelling Correspondence in order to reproduce language in written and spoken forms.</p> | <p>Students recall language to introduce themselves, including new language around family to interact with 'Passport Control' officers on a journey to Spain. Students then learn new transactional vocabulary and structures to be able to make plans to go out with somebody upon arrival in Spain on their imaginary journey. Throughout, students continue to recall and apply key phonics knowledge and Sound Spelling Correspondence in order to reproduce language in written and spoken forms.</p> | <p>Students learn new language to talk about a Spanish town, including what is there, what you can do there and descriptions of the town. The town of Malaga has been chosen for the narrative of the trip to Spain, and so language is presented that is relevant to Malaga in order to gain cultural knowledge by exploring a real Spanish town. Further transactional language is also taught around shopping and eating out. Throughout, students continue to recall and apply key phonics knowledge and Sound Spelling Correspondence in order to reproduce language in written and spoken forms.</p> | <p>The narrative continues with students based in Malaga on their trip, planning a day trip to Granada. Further transactional language is taught around booking a train ticket and making a hotel reservation as part of planning the day trip to Malaga. Throughout, students continue to recall and apply key phonics knowledge and Sound Spelling Correspondence in order to reproduce language in written and spoken forms.</p> | <p>Students retrieve language around describing a town, this time applied to a new town; Granada. Students explore the sights and characteristics of Granada through this language. Students are then introduced to the past tense in order to write home about what they did in Granada. Throughout, students continue to recall and apply key phonics knowledge and Sound Spelling Correspondence in order to reproduce language in written and spoken forms.</p> |
| Assessment | <p>Students are assessed through marking of red zones (self, peer and/or teacher) and assessments every half term. These will test student's knowledge recall and application of knowledge, through knowledge tests which assess students grasp of new and prior vocabulary, phonics and grammar, mostly through reading and listening questions, as well as cumulative termly assessments which will also assess students' ability to apply their knowledge to more open ended writing and speaking assessments.</p> | | | | | |
| Literacy links | <p>Students will develop literacy skills through regular reading, writing and oracy opportunities. Students will learn to read for gist, read for comprehension of detail, write fluent pieces of writing using connectives and similar to piece together sentences learnt as well being encouraged to develop their ability to answer in full sentences, with justification and development where appropriate.</p> | | | | | |

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| Y8 | <u>Moving to Guadalajara</u> | <u>What are Spanish schools like?</u> | <u>A Spanish Music Festival</u> | <u>Spanish Film</u> |
| Curriculum content | <p>Students explore the topic of 'where I live' recalling and building further language to describe the town of Guadalajara. Students explore the concept of 'twin towns' as Guadalajara is twinned with nearby Nuneaton. Students learn new language to give opinions on transport, focusing on the comparative to compare different transports for getting around Guadalajara and making plans to visit places in Guadalajara with informed choices of how to get there. Students continue to build language to discuss where they live, learning language for different types of houses, for describing houses and the rooms in them and for offering their opinions on where they live. Students pull all language from the topic together to explore where they would like to live in the future, with an introduction to some basic conditional tense structures.</p> <p>Throughout, students continue to recall and apply key phonics knowledge and Sound Spelling Correspondence in order to reproduce language in written and spoken forms.</p> | <p>Students further explore the concept of life in Spain, moving on to explore what Spanish schools are like. Students learn language to describe the school day, including learning to tell the time, and applying this to explain the structure of the school day. Students also explore similarities and differences between the school day in the UK and in Spain, and learn language to summarise these points. Students learn language for school subjects and use existing and new knowledge to offer justified opinions about their school subjects and their teachers. Finally students are exposed to the imperfect tense and apply this to language on school subjects and the school day to describe life at their primary school, comparing and contrasting this to secondary school life.</p> <p>Throughout, students continue to recall and apply key phonics knowledge and Sound Spelling Correspondence in order to reproduce language in written and spoken forms.</p> | <p>Students learn language for different types of music, including music from Spain. Students learn new adjectives to give specific justified opinions on music types. Students then explore the Spanish music festival of Primavera Sound. Students learn transactional language to make plans to go to the festival and what they will do there.</p> <p>Throughout, students continue to recall and apply key phonics knowledge and Sound Spelling Correspondence in order to reproduce language in written and spoken forms.</p> | <p>Students learn language for different types of film. Students learn new adjectives to give specific justified opinions on film types. Students then watch the film of Voces Inocentes in Spanish, exploring the social and historical context of the setting; El Salvador. Students learn new language to describe characters, events of the film and to offer their opinion on the film.</p> <p>Throughout, students continue to recall and apply key phonics knowledge and Sound Spelling Correspondence in order to reproduce language in written and spoken forms.</p> |
| Assessment | <p>Students are assessed through marking of red zones (self, peer and/or teacher) and assessments every half term. These will test student's knowledge recall and application of knowledge, through knowledge tests which assess students grasp of new and prior vocabulary, phonics and grammar, mostly through reading and listening questions, as well as cumulative termly assessments which will also assess students' ability to apply their knowledge to more open ended writing and speaking assessments.</p> | | | |
| Literacy links | <p>Students will develop literacy skills through regular reading, writing and oracy opportunities. Students will learn to read for gist, read for comprehension of detail, write fluent pieces of writing using connectives and similar to piece together sentences learnt as well being encouraged to develop their ability to answer in full sentences, with justification and development where appropriate.</p> | | | |

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| Y9 | <u>Hobbies and Free Time Activities</u> | <u>Technology</u> | <u>Holidays</u> |
| Curriculum content | <p>Students recall vocabulary from Y7 about hobbies and learn new vocabulary to talk about hobbies and free time activities. Students begin to explore this in the present tense, with present tense time phrases and present tense verbs. Students also recall and further build on justified opinions in the present tense, including exploring ways to give more complex reasons, avoiding just using 'es' plus an adjective.</p> <p>After this, this content is explored in the past tense. Vocabulary and ideas are very similar, meaning the focus and fluency is developed on the grammar of the past tense, including opinions and reasons.</p> <p>Finally, the same vocabulary and ideas are learnt, explored and developed in the future tense.</p> <p>Throughout, whilst building vocabulary and grammar, students continue to recall and apply key phonics knowledge and Sound Spelling Correspondence in order to reproduce language accurately in written and spoken forms.</p> | <p>Students learn new vocabulary to talk about technology and devices. Students begin to explore this in the present tense, with present tense time phrases and present tense verbs. Students also recall and further build on justified opinions in the present tense, including exploring ways to give more complex reasons, avoiding just using 'es' plus an adjective.</p> <p>After this, this content is explored in the past tense. Vocabulary and ideas are very similar, and recap of the past tense from the Autumn term will lead to tense fluency as a key skill and outcome.</p> <p>Finally, the same vocabulary on technology and ideas are learnt, explored and developed in the future tense.</p> <p>Throughout, whilst building vocabulary and grammar, students continue to recall and apply key phonics knowledge and Sound Spelling Correspondence in order to reproduce language accurately in written and spoken forms.</p> | <p>Students learn vocabulary to talk about holiday destinations, types and activities. Students also learn how to talk about the weather, and develop this as a way to give reasons for opinions on holiday choices.</p> <p>Students recap core knowledge from the previous 2 terms around the past and future tenses and will talk about holidays in 3 time frames.</p> <p>Students will also recall vocabulary and structures from Y7 and 8, as well as learning new ones to explore a range of travel and tourist scenarios; booking a hotel room and booking travel tickets.</p> <p>Throughout, whilst building vocabulary and grammar, students continue to recall and apply key phonics knowledge and Sound Spelling Correspondence in order to reproduce language accurately in written and spoken forms.</p> |
| Assessment | <p>Students are assessed through marking of red zones (self, peer and/or teacher) and assessments every half term. These will test student's knowledge recall and application of knowledge, through knowledge tests which assess students grasp of new and prior vocabulary, phonics and grammar, mostly through reading and listening questions, as well as cumulative termly assessments which will also assess students' ability to apply their knowledge to more open ended writing and speaking assessments.</p> | | |
| Literacy links | <p>Students will develop literacy skills through regular reading, writing and oracy opportunities. Students will learn to read for gist, read for comprehension of detail, write fluent pieces of writing using connectives and similar to piece together sentences learnt as well being encouraged to develop their ability to answer in full sentences, with justification and development where appropriate</p> | | |

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| Y10 | <u>Hobbies and Free Time</u> <u>(Theme 1 – Daily and cultural life)</u> | <u>Celebrations</u> <u>(Theme 1 – Daily and Cultural life)</u> | <u>Family, Friends and Relationships</u> <u>(Theme 1 – Who am I?)</u> | <u>School</u> <u>(Theme 3 – What school is like)</u> | <u>School</u> <u>(Theme 3 – School activities)</u> | <u>Work, Future Plans and Ambitions</u> <u>(Theme 4)</u> |
| Curriculum content | Students recall and then build on vocabulary from KS3 around hobbies and free time activities, technology and social media. Students then learn to discuss these topics in past and future time frames as well as offering a range of justified opinions. Students recall and build on the imperfect and near future tenses and are introduced to writing structures to approach and respond to the 20 mark writing question with. | Students explore new vocabulary for cultural and international celebrations, as well as customs and traditions associated with these festivals. Students explore cultural festivals such as Día de los Muertos and La Tomatina and then use language to compare and contrast celebrations. Students recall past and future tenses to talk about personal experiences of festivals, and are also introduced to the photo card task of the speaking exam for the first time, exploring strategies and structures to respond. | Students recall and build on vocabulary from KS3 around personal descriptions in both the first and third person. Students then learn more complex vocabulary to discuss relationships with family members and use new language and ideas to discuss what makes a good friend and a role model. Students continue to recall and build on the accuracy of using the past and future tenses to discuss days out and weekend plans with friends and family. Students recall and further develop translation skills from KS3 and explore these translation based questions at GCSE | Students recall and further develop vocabulary and ideas from KS3 around school subjects, descriptions of teachers as well as new vocabulary to give detailed descriptions of school. New grammar is explored around the use of complex negatives which are used to enhance a 20 mark writing response about school. The imperfect tense is also recalled and applied to new school-related vocabulary to make comparisons between primary school and secondary school. | Previous half term content about school is recapped and further developed to explore vocabulary and ideas about wider school life. Students explore the advantages of extra-curricular activities and school trips, using a range of justified opinions, and present tense to talk about school clubs, as well the past tense to talk about personal experiences of school trips. Introduction to the 28 mark question on the Higher writing paper is also made around these topics. | Students explore vocabulary for jobs, as well as alternative future pathways; apprenticeships, university, volunteering etc. Students focus on recall and development of the future tense in order to discuss future work plans. Students also learn vocabulary for and explore ideas around other future ambitions, including the pros and cons of going to university and whether marriage is important. Students also explore the advantages of speaking another language to enhance future plans and ambitions. |
| Assessment | Students are assessed through marking of red zones (self, peer and/or teacher) and assessments every half term. These will test student's knowledge recall and application of knowledge, against all 4 skills assessed at GCSE; Reading, Writing, Listening and Speaking. Assessments will include exam-style questions, bespoke papers of past exam questions, as well as full past papers. | | | | | |
| Literacy links | Students will develop literacy skills through regular reading, writing and oracy opportunities. Students will continue to build on their KS3 skills of reading for gist, reading for comprehension of detail, writing structured, fluent pieces using connectives and similar to piece together sentences, justifying opinions and developing points made, as well as being encouraged to develop their ability to answer conversation questions in full sentences, with justification and development where appropriate. | | | | | |

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| Y11 | <u>Holidays (Theme 2 – Holidays and Travel and Tourist Transactions)</u> | <u>My Town and Local Area (Theme 2 – Town, Region and Country and Travel and Tourist Transactions)</u> | <u>Environment (Theme 5)</u> | <u>Bringing the World Together (Theme 5) PLUS Revision and Preparation for Paper 2 Speaking Exam</u> | <u>Revision and Preparation for Papers 1, 3 and 4 of the GCSE exam</u> | <u>Revision and Preparation for Papers 1, 3 and 4 of the GCSE exam</u> |
| Curriculum content | Students recall and then build on vocabulary from KS3 around holiday types and destinations, applying vocabulary to offer a range of justified and developed opinions about holiday choices. Students also apply key vocabulary to tense work, narrating past holiday experiences as well as future holiday plans. New grammar is explored around complex 'if' structures to talk about dream holiday scenarios. Role play questions and strategies are introduced to cover travel and tourist transactions. | Students recall and then build on vocabulary from KS3 around town, including descriptions of a town, places in a town and what you can do there. Students apply vocabulary and explore ideas to offer comparisons about town vs country life and offer justified opinions about what they prefer. Students continue to develop more complex 'if' clauses to explain how they would change their town. Further Role Play scenarios, as well as photo card strategies are covered as preparation for speaking exams. | Students learn vocabulary and explore ideas to talk about environmental problems, what global citizens should do to protect the environment and personal accounts of what the do individually to help the environment. Much of this new vocabulary, and these new ideas are explored through reading and listening questions, with a focus on developing these skills, exploring strategies to respond and applying all of this to answer exam style questions. | Students recall and build on vocabulary from Year 10 to talk about sports and music, further developing this vocabulary to explore and discuss the advantages and disadvantages of big sporting and music events. Students also consider and learn vocabulary and structures to talk about volunteering they could undertake in the future. Students recall and recap vocabulary, structures and ideas from all themes, applying them regularly to speaking exam tasks in preparation for final speaking exams. | Students recall and recap vocabulary, structures and ideas from Themes 1, 2 and 3, applying them regularly to reading, listening and writing exam questions in preparation for final exams. | Students recall and recap vocabulary, structures and ideas from Themes 4 and 5, applying them regularly to reading, listening and writing exam questions in preparation for final exams. |
| Assessment | Students are assessed through marking of red zones (self, peer and/or teacher) and assessments every half term. These will test student's knowledge recall and application of knowledge, against all 4 skills assessed at GCSE; Reading, Writing, Listening and Speaking. Assessments will include exam-style questions, bespoke papers of past exam questions, as well as full past papers. | | | | | |
| Literacy links | Students will develop literacy skills through regular reading, writing and oracy opportunities. Students will continue to build on their KS3 skills of reading for gist, reading for comprehension of detail, writing structured, fluent pieces using connectives and similar to piece together sentences, justifying opinions and developing points made, as well as being encouraged to develop their ability to answer conversation questions in full sentences, with justification and development where appropriate. | | | | | |

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| Y12 | <u>Aspects of Hispanic society: current trends</u> | <u>Artistic culture in the Hispanic world</u> | <u>A Spanish Film – Volver</u> | <u>Multiculturalism in Hispanic society</u> |
| Curriculum content | <p>Students learn vocabulary and explore examples rooted in the Hispanic world to discuss current trends including how family life and make-up has and is changing, the influence and pros and cons of technology in society and the issue of equality in the Hispanic world.</p> <p>Students explore these themes through written and spoken texts and develop language and structures to be able to offer their own opinions and analysis of the topics and trends.</p> <p>Students focus on a range of both recall of and exposure to new grammar, with a focus on full paradigms of verbs in a range of tenses and on absolute accuracy of verbs, adjectives and sentence structure.</p> <p>Students use the imperfect tense to compare family life in the past to today, different subjects of verbs to be able to discuss who uses technology and the internet and what for and the future and conditional tenses to discuss how society will and might change in the future.</p> | <p>Students learn vocabulary and explore examples rooted in the Hispanic world to understand and discuss examples of artistic culture, including Hispanic cultural heritage, the influence of idols and celebrities on society and regional identity throughout Spain. .</p> <p>Students explore these themes through written and spoken texts and develop language and structures to be able to offer their own opinions, examples and analysis of these trends and topics.</p> <p>Students use this language to explore real-world examples of Hispanic heritage sites such as Cuzco in Peru, how food, language and dialects and traditions differ and influence regional identity across Spain and the positive and negative effects of celebrities and idols on society.</p> <p>Grammar foci include direct and indirect object pronouns in order to discuss celebrities and their legacies and influences, demonstrative and possessive adjectives and pronouns to discuss examples of heritage and cultural and an initial introduction to the subjunctive.</p> | <p>Students watch, appreciate and analyse the film of Volver. Students explore the historical and social context of the film in order to understand and analyse key themes in the film. Students also analyse key themes, characters and director's techniques.</p> <p>Students learn subject-specific vocabulary, relevant to the themes, characters and historical context as well as new language to structure an analytical essay about the film.</p> | <p>Students learn vocabulary and explore examples rooted in the Hispanic world to understand and discuss the issue of immigration across the Spanish speaking world. Students explore this theme through written and spoken texts and develop language and structures to be able to offer their own opinions, insights, examples and analysis of this topic. Present, preterite and imperfect tenses are recapped to discuss the issue over time, as well as compound tenses as newer grammar.. .</p> |
| Assessment | <p>Students are assessed through marking of red zones (self, peer and/or teacher) and assessments every half term. These will test student's knowledge recall and application of knowledge. Students are assessed over the year in all skills assessed at A Level; Reading, Listening, Writing, Speaking and Translation. Assessments will include exam-style questions, bespoke papers of past exam questions, as well as full past papers.</p> | | | |
| Literacy links | <p>Students will develop literacy skills through regular exposure to and analysis of authentic texts in French on a range of current issues and trends. As well as developing vocabulary and comprehension in both French and English, students will explore texts based in the French-speaking world, thus exploring culture through their reading too. Through translation and explicit grammar teaching, students develop their grammatical knowledge of both French and English. Students also learn to offer written and spoken answers in response to command words such as describe, explain and analyse.</p> | | | |

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| Y13 | <u>Multiculturalism in Hispanic society</u> | <u>A Hispanic literary work – Como Agua para Chocolate</u> | <u>Paper 3 – the speaking exam</u> | <u>Aspects of political life in the Hispanic-speaking world</u> | <u>Revision and Preparation for Papers 1 and 2 of the A Level exam</u> |
| Curriculum content | Students learn vocabulary and explore examples rooted in the Spanish-speaking world to understand and discuss examples of current issues in Spanish-speaking society with a focus on the issues of racism and the benefits of tolerance and diversity in society. Perfect and imperfect tenses are recapped to discuss how issues have changed over time, as well as an introduction to the pluperfect tense. | Students read, appreciate and analyse the book of Como Agua para Chocolate. Students explore the historical and social context of the book as well as making links between the themes in the book and some of the key themes studied across the course, including family life and equality, in order to understand and analyse key themes in the book. Students also analyse key themes, characters and writer’s techniques. Students learn subject-specific vocabulary, relevant to the themes, characters and social context as well as recapping structuring language in order to write an analytical essay about the book. | Students focus on developing speaking skills, retrieving knowledge and language to discuss a range of the topics and themes across the course in the context of the speaking stimulus cards. Students are also introduced to the ‘Independent Research’ element of the exam, analysing examples of sound topics, questions and model presentations and answers. Students are then given time to begin their research, to narrow down to a topic and then to write their presentation. Students use time conduct further research to shape a follow-up discussion. | Students learn vocabulary and explore examples rooted in the Hispanic world to discuss political life in the Spanish-speaking world including the role that teenagers have in society, monarchies and dictatorships across the Spanish-speaking world with a focus on Francos’ dictatorship in Spain and the right to strike and protest in the Spanish-speaking world. Students explore these themes through written and spoken texts and develop language and structures to be able to offer their own opinions and analysis of the topics and trends, considering the importance of politics I the life of a young person, the impact of the civil war and life under Franco’s dictatorship in Spain and examples of social protests The subjunctive is revisited including the use of formations of the imperfect and perfect subjunctive. The passive voice is also revisited. Students further focus lesson and study time on the Paper 3 speaking exam, preparing and practising knowledge, language and speaking skills. | Students recall and recap vocabulary, structures, ideas and examples from across all topics and content of the course, applying them regularly to reading, listening, translation and writing exam questions in preparation for final exams. |
| Assessment | Students are assessed through marking of red zones (self, peer and/or teacher) and assessments every half term. These will test student’s knowledge recall and application of knowledge. Students are assessed over the year in all skills assessed at A Level; Reading, Listening, Writing, Speaking and Translation. Assessments will include exam-style questions, bespoke papers of past exam questions, as well as full past papers. | | | | |
| Literacy links | Students will develop literacy skills through regular exposure to and analysis of authentic texts in French on a range of current issues and trends. As well as developing vocabulary and comprehension in both French and English, students will explore texts based in the French-speaking world, thus exploring culture through their reading too. Through translation and explicit grammar teaching, students develop their grammatical knowledge of both French and English. Students also learn to offer written and spoken answers in response to command words such as describe, explain and analyse. | | | | |