



Spanish

Learning Journey

Intent • Implementation • Impact

Curriculum Intent

The decision to learn a language is an act of friendship, a way of thinking completely differently and we intend to offer our pupils insights into different cultural experiences across the Hispanic world.



A central aim of our curriculum is to develop pupils' cultural awareness through awakening their curiosity and deepen their understanding of different customs, beliefs, history and literature. In so doing, we challenge pupils to consider their own identity, to appreciate and empathise with different ways of seeing the world and consequently to play a part in breaking down social and cultural barriers in the world.

Our curriculum aims to develop confident communicators in listening, speaking, reading and writing, who are able to use a rich vocabulary and draw on a sound grammatical knowledge. Our curriculum ensures pupils' writing, reading and oracy skills are developed through activities which require pupils to communicate effectively and accurately in both spoken and written form. This is consolidated in formative and summative assessment that clearly track the pupil progress throughout the year. We strive to equip pupils to use language for different purposes and to eventually enter a global world where their linguistic and intercultural skills will enhance careers and relationships with others.

Our curriculum develops resilience within our pupils to enable them to grapple with new grammar items and unseen vocabulary in literary texts; they extend their resourcefulness skills by using prior knowledge, making links to their own language and through research; they become reciprocal, collaborative learners by working in pairs, groups and teams and master reflectiveness skills through self and peer assessment, always seeking to improve to the next grade.

Our curriculum is committed to 'accessibility for all' and is delivered to mixed-ability groups and is committed to setting goals that stretch and challenge pupils of all abilities and backgrounds. Our curriculum ensures that lessons are accessible for all groups of pupils including SEN, PP and EAL and that pupils are not disadvantaged by social or economic reasons in learning a foreign language.

Our curriculum is committed to extending our pupils' learning by offering a wide range of extra-curricular opportunities which include residential trips abroad as these opportunities help to bring language to life and impact on pupils' motivation to learn a language. It is also an ideal opportunity for pupils to experience 'real' language and interact with native speakers.

We hope the design of our curriculum succeeds in developing and support linguists, fostering a tolerance of other communities and beliefs in a global society whilst providing an engaging and stimulating environment to encourage pupils to study Spanish.

Our Spanish Curriculum Learning Journey is shared with pupils at the start of the topic so that they are aware of how their knowledge and skill will develop over time and how they will be assessed.

D Nolan – Lead teacher of MFL

Curriculum Implementation

The Spanish curriculum is interconnected and we challenge pupils to think, act and speak to the highest standard. We do this by equipping our pupils with the knowledge and skills to thrive and succeed in language learning; encouraging and inspiring them with quality first teaching and broadening their awareness of other countries and communities.



All teaching staff are specialists in their field and are up-to-date in our expertise as linguists and as effective practitioners in the delivery of Modern Foreign Languages. We share our teaching expertise through the Professional Graduate Diploma in Education (PGDE) program whereby we mentor trainee teachers looking to join the teaching profession.

We deliver a three-year curriculum which gives increased ownership and curriculum time, better preparing our students for continued engagement, enjoyment and success in their language learning. This transitional approach allows students to be taught in much greater depth and at an appropriate pace, with less explicit GCSE pressure.

Our curriculum is implemented through a range of activities that promote pupil curiosity, confidence and collaborative thinking. Through teacher modelling, we encourage our pupils to be well-mannered, thoughtful and mindful of others and our enthusiastic and encouraging approach is mirrored in the engagement and enthusiasm shown by our pupils.

As a knowledge engaged curriculum we believe that knowledge underpins and enables the application of skills; both are entwined. We define the powerful knowledge our pupils need and help them recall it by having a carefully planned progression through our curriculum with content and skills clearly defined in our schemes of learning which revisit and build on existing knowledge.

We are very clear from the outset that we teach grammatical structures, syntax and vocabulary; using the correct terminology and making explicit links to English and other foreign languages' grammatical structures and vocabulary.

We build the Cultural Capital of our pupils by embedding their linguistic acquisition within a framework which introduces them to a wide range of knowledge which goes beyond their own cultural experience and sets them up as intercultural citizens. We do this by teaching language contextually within topic areas and using target language to model and encourage pupils to communicate in the foreign language. We use authentic resources, particularly through the Internet to offer immediacy and authenticity to the MFL learning experience.

Study of foreign language films, music, YouTube videos and texts are all commonplace in the MFL classroom. Further rationale behind our curriculum design includes the revisiting and building on existing knowledge. The topic areas and grammatical structures which are introduced at Years 7-9, are seen as building blocks for more in-depth learning at GCSE.

Please see **Annex 1: Key Stage 3 Learning Journey** for an overview of the full curriculum learning journey our pupils undertake when studying Spanish.

Curriculum Impact

We know our curriculum is working in the MFL department through the engagement of pupils throughout the school, both observed and recorded in pupil voice. The quality of teaching and learning in MFL has been praised consistently during learning walks by both external and internal observers. Most importantly, pupils frequently express their enjoyment of the lessons and the subject: mentioning the quality of the teaching, and the support from which they have benefitted.

The impact of our MFL Curriculum Learning Journey is defined through the accessibility pupils have to developing knowledge and the application of skills. This is determined through a number of measures:



☑ **Formative Reporting of Pupil Progress** are assessments that take place each lesson and include pupil questioning, discussion, the completion of examination style questions where relevant and the completion of homework.

☑ **Summative Reporting of Pupil Progress** are examination paper assessments that are undertaken by pupils at the midpoint and end point of each Learning Journey. Each 'Can Do' knowledge concept is tested to determine what pupils '**Can do**' and where their knowledge needs to be further developed. Each 'Can Do' knowledge concept is colour-coded as **Red (not secure)**, **Amber (insecure)** or **Green (secure)** to demonstrate a pupil's depth of knowledge.

Parents/Carers receive a report following each mid and end point assessment to understand their child's current depth of knowledge and the support they need to further develop this knowledge both inside and outside of school.

☑ **In-lesson learning, participation and belonging** is measured by continually measuring pupil punctuality to lessons, rewards and sanctions, behaviour referrals, pupil voice and work-scrutiny. Our hope is that by continued positivity in these areas, our MFL Curriculum Learning Journeys are accessible and will, therefore, positively impact knowledge growth and skill application.

☑ **Spanish GCSE Outcomes** demonstrate the overall impact of our pupils' MFL Learning Journey. We are delighted to report that the progress of our pupils for the past 3 years is **Well Above national average progress**.

	School	Spanish	English	Maths	Ebacc	Open
School 2020	0.31	1.61	0.30 (-0.46 – 0.21)	0.67 (0.27 – 0.89)	-0.08 (0.26 - -0.42)	0.82 (0.49 - 1.16)
School 2019	0.48 (0.19 to 0.78)	1.23	-0.09 (-0.45 to 0.28)	0.99 (0.67 to 1.32)	0.23 (-0.13 to 0.58)	0.87 (0.52 to 1.22)
School 2018	-0.22	1.47	-0.84	0.46	-0.31	-0.19



	(-0.52 to 0.08)		(-1.2 to -0.47)	(0.13 to 0.78)	(-0.67 to 0.04)	(-0.54 to 0.16)
National	-0.02		-0.04	-0.02	-0.03	-0.04
<div>Well below average</div> <div>Below average</div> <div>Average</div> <div>Above average</div> <div>Well above average</div>						

☒ **Post-16 Progression** has demonstrated a year-on-year increase in the number of pupils moving on to study A-Level Spanish at sixth form schools and colleges.

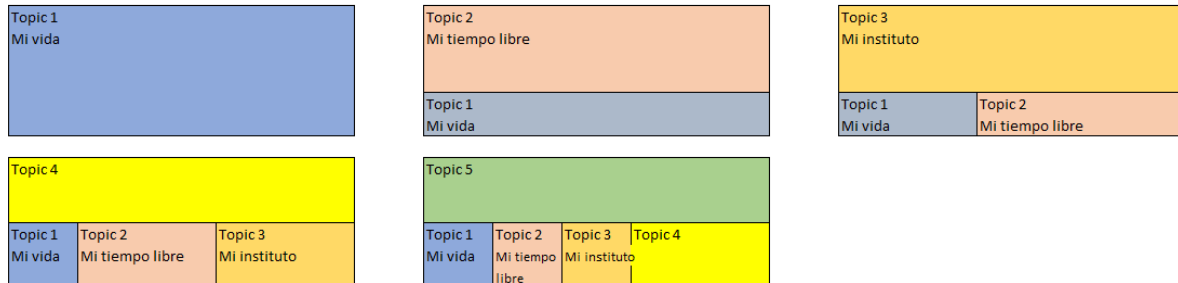


Annex 1: Learning Journey

Learning Journey overview

Year 7: Topic summary

How we interleave topics to enable pupils to build and recall knowledge.



Topic 1 – Mi vida

GCSE Theme 1: Identity and culture

Introduction into Spanish and the world of languages which allows pupils to build confidence as they take their first steps into language learning. The focus of this term is to build weekly speaking tasks that allows for recapping of previous work – allowing for perfecting pronunciation and building confidence with the key verbs. Our disciplinary literacy focuses on making negatives, connectives and intensifiers in order to give pupils lots of chance to peer-assess and develop the ability to create longer phrases.

Topic 2: Mi tiempo libre

GCSE theme 1: Identity and culture, topic 3 Free-time activities

Through the topic of free-time activities, pupils are exposed to the following key learning concepts needed throughout the whole course; the present tense, infinitives, opinion phrases, time phrases and question words.

Topic 3: Mi instituto

GCSE theme 3: current and future study and employment, topic 1 my studies

Through the topic of school pupils are able to develop and extend their opinion phrases learnt in topic 2 and gain a greater understanding of other people's opinions. Our disciplinary literacy focuses on revisiting adjectival agreements, and extending the use of the present tense with *ar*, *er* and *ir* verbs in the 3rd person. Sequencers are also introduced.

Topic 4: Mi familia y mis amigos

GCSE theme 1: identity and culture, topic 1 me and my family.

The aim of the unit is through the context of My family and friends, to build on their existing knowledge of the present tense by being able to use the full conjugation of *ar*, *er* and *ir* verbs. Some common irregular verbs are introduced and revisited, e.g. *ser*, *estar* and *tener*.

Topic 5: Mi ciudad

GCSE Theme 2: Local, national, international and global areas of interest, topic 1 home town and neighbourhood.

Through the topic of my town, pupils consolidate further the use of the present tense and are introduced to the near future tense. In this unit of work, all key unit areas are recalled and applied to the new context of talking and describing your local area. The introduction of the future tense enables pupils to develop a key skill of moving from between two different time frames.



Year 8: Topic summary

How we interleave topics to enable pupils to build and recall knowledge.

Topic 1
Somos así

Topic 2 ¡Oriéntate!
Topic 1 Somos así

Topic 3 En forma	
Topic 1 Somos así	Topic 2 ¡Oriéntate!

Topic 4 Jóvenes en acción		
Topic 1 Somos así	Topic 2 ¡Oriéntate!	Topic 3 En forma

Topic 5 Cinematografía			
Topic 1 Somos así	Topic 2 ¡Oriéntate!	Topic 3 En forma	Topic 4 Jóvenes en acción

During Yr8, pupils develop key grammatical skills and topic vocabulary which will be key to success at GCSE. Pupils are given the tools to be able to develop their capacity to express themselves in Spanish whilst also developing cultural awareness of the Spanish speaking world, focussing on Mexico as the final project and making links and connections to their own lives with the Hispanic speaking world.

Topic 1:

Holidays (GCSE link Theme 2)

During this unit pupils are introduced to the simple past tense for the first time (preterite tense) Previous knowledge of free time activities is revisited and is applied in the new context of holidays and further developed by referring to them in the past tense.

Topic 2:

All about my life (GCSE link to Theme 1)

During this unit of work pupils recall activities learnt in Yr7 and extend their vocabulary knowledge by learning about technology, music and TV vocab. The world of Hispanic culture is explored and cultural capital is developed. Comparatives are introduced for the first time and the past and present tenses are once again revisited and developed further. Development of opinion phrases are also key to success in this module as higher-level opinion phrases are introduced for the first time required for the higher tier GCSE paper are introduced.

Topic 3:

Food (GCSE link theme 1 and 2): During this unit of work, pupils learn key vocab about food and drink, having the opportunity to use the past, present and future tense in a new context. Opinions are developed and pupils are encouraged to agree/disagree with someone. Spanish culture is discussed in terms of food preferences and mealtimes and transactional skills are applied by pupils practising ordering in a restaurant. Different cuisine from Spain and the Spanish speaking world are discussed, and pupils have the opportunity to use the past, present and future tenses in one piece of work as they organise and recount a party.

Topic 4:

What shall we do?(GCSE link: Theme 1)

During this unit of work, pupils look at different components about making plans; from making arrangements to going out, discussing how they get ready, to talking about what they are going to wear. The conditional tense is revisited from Y7 and then culminates by combining the 3 tenses once again, drawing upon ideas and key learning components from each of the modules studied this year.



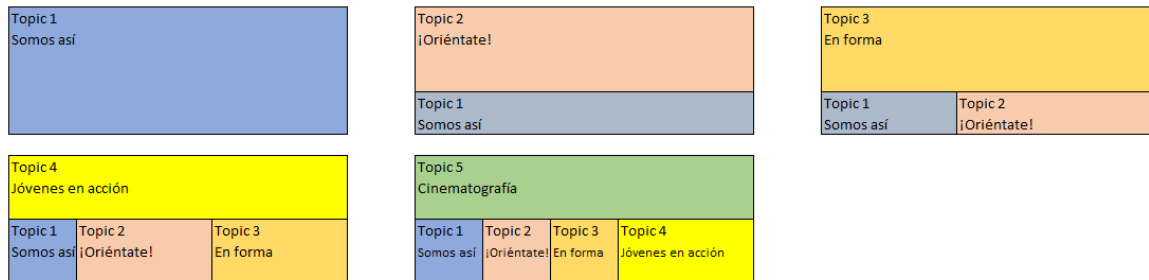
Topic 5:

A study of Mexico

Pupils study different aspects of Mexico. Due to its large population, nearly a third of all Spanish speakers live in Mexico. The work draws upon the different learning components covered throughout the year (food, tourism, clothes, transport, opinions and tenses), and applies them together in this study, incorporating different cross-curricular areas, such as Geography, Technology, Tourism and the Arts.

Year 9: Topic summary

How we interleave topics to enable pupils to build and recall knowledge.



During Year 9, pupils build upon prior learning. They develop key linguistic and grammatical skills which enable them to express themselves in Spanish in a variety of contexts in 3-time frames using more complex language and developed sentences. By the end of this year, pupils should be confident on the foundation grammatical learning concepts. At this point, we introduce a differentiated text book, which covers the same topics, but presents materials in more accessible format. Regardless of which book the teacher decides to use in class, the pupils will still acquire the foundation concept skills and understanding needed to progress to GCSE.

Topic 1:

This is what we're like (GCSE link Theme 1): During this unit pupils revisit the present, past simple and near future tenses in the contexts of leisure activities and film.

Topic 2:

Get your bearings (GCSE link Theme 3): During this unit pupils revisit the conditional and near future tenses in the context of jobs to say what they would like to do and what they are going to do in the future. Adjectives of personality and personal qualities are introduced and adjectival agreement is recalled.

Topic 3:

In shape: (GCSE link Theme 2): In this module pupils learn to talk about diet, exercise, illness and a healthy lifestyle. They revisit direct object pronouns, stem-changing and reflexive verbs. Me duele(n) is introduced. They are encouraged to develop more complex sentences which is key to success at GCSE.

Topic 4:

Young people in action: (GCSE link Theme 2): In this unit pupils learn to discuss global and social issues such as Children's rights, Fair Trade, Recycling and Fundraising. These are new key topics at GCSE. Development of opinion phrases is covered which is crucial at GCSE. The imperfect tense is introduced for the first time as well as 'se debería' to say what one should do. There is more emphasis on 3rd person verbs and communicating a world vision.

Topic 5:

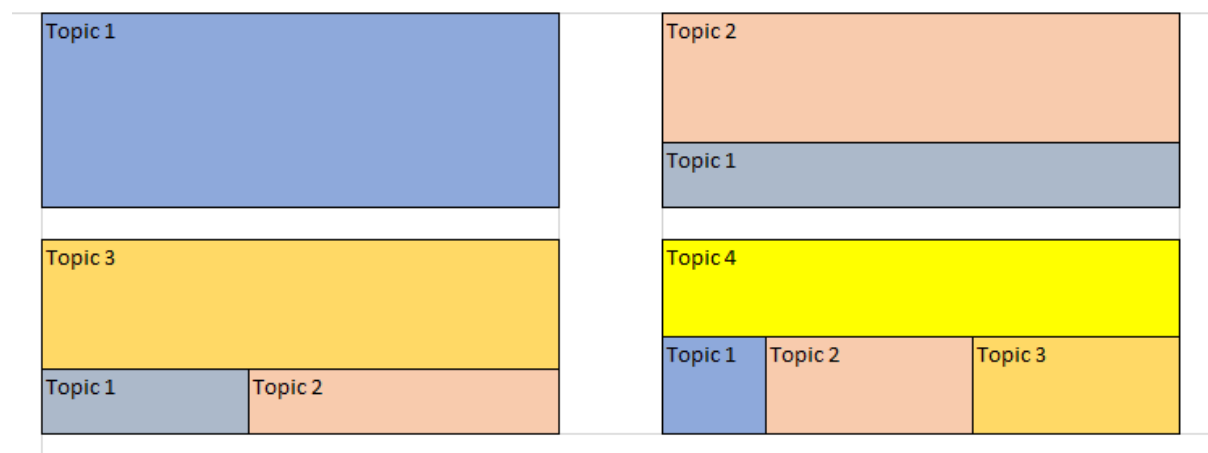


Voces Inocentes: (GCSE link Theme 2): Pupils study and watch a film, either 'Voces Inocentes' or 'Los 33' in Spanish. Voces inocentes is a semi-autobiographical story based on the writer's childhood experience of the brutal Civil War in El Salvador between 1980 and 1992 or pupils study 'Los 33', which depicts the tragedy in a Chilean mine in 2010, where 33 men were trapped underground. Beneath the rubble, the miners begin an epic quest to survive, contending with suffocating heat and the need for food and water. With family, friends and the rest of the world watching, it becomes a race against time and a true test of the human spirit. Both films are authentic films which stimulate pupils' ideas, develops creative expression and expands their understanding of language, history and culture of a Spanish-speaking country other than Spain

GCSE Spanish

How we interleave topics to enable pupils to build and recall knowledge.

Year 10 GCSE Spanish



During Year 10, pupils use and recall the foundation learning concepts they have acquired at KS3 and look to develop their knowledge of vocab and grammar which will be key to success at GCSE. During the first term, pupils are taught discreet elements of grammar which are non-negotiable at GCSE. They undertake a diagnostic assessment and are assessed again at Christmas so that pupils can work independently on their areas of weakness. Great emphasis is placed on the 4 skills; listening, speaking, reading and writing as each of the skills is worth 25%.

Topic 1: Holidays (GCSE link Theme 2): Holidays, Theme 2: Local, national, international and global areas of interest.

During this unit pupils recall language introduced in Yr8 and develop their core vocabulary and grammar. More complex opinion phrases are introduced, and the preterite and imperfect tense are used to contrast previous holidays. GCSE style roleplays are also introduced in the context of booking accommodation. A diagnostic grammar test will be completed during week 2 and gaps in pupils learning and grammatical misconceptions will be taught through discreet grammar lessons every two weeks up until Christmas. After Christmas the test will be taken again and further intervention offered to pupils who are not making expected progress.

Topic 2: School, GCSE Theme 3: Current and future study and employment.

During this unit of work, school is revisited and basic language and description studied in Yr7 is recalled and developed further so that pupils are able to describe and give detailed information. Opinions, comparatives, superlatives, direct object pronouns and adjectives are revisited and pupils once again practice referring to the past, present and future. The use of 'desde hace' is introduced.

Topic 3: My people; Theme 1 Identity and Culture.



This unit of work really develops many topics taught at KS3, with the aim of developing confidence, depth of opinions and vocab to improve flow and fluency. Topics include describing family and friends, using technology, making arrangements and understanding detailed descriptions of self and others. Pupils are introduced to the present continuous tense for the first time.

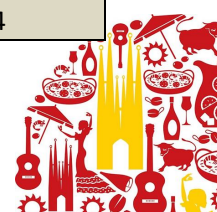
Topic 4: Interests and influences; Theme 1 identity and culture

Much of the content studied in Yr8 is once again revisited and developed further, for example free-time activities, TV/Film, sports, what's trending and role-models. A new tense, the perfect tense is introduced to add further depth and fluency of languages.

Year 11 GCSE Spanish

During Year 11, the remaining four modules are taught from Sep-Feb, but in an interleaved approach. This allows time to be spent focussing on exam preparation and examination techniques from February – June.

Week	Lesson			Memory platform		
	1	2	3	Lesson 1	Lesson 2	Lesson 3
1	Module 7		Module 7			
2	Module 7	Module 5	Module 7	Module 4	Module 1	Module 2
3	Module 7	Module 5	Module 7	Module 3	Module 4	Module 1
4	Module 7	Module 5	Module 7	Module 2	Module 3	Module 4
5	Module 7	Module 5	Module 7	Module 1	Module 2	Module 3
6	Module 7	Module 5	Module 7	Module 4	Module 5	Module 1
7	consolidation			Module 2	Module 3	Module 4
8	Module 8	Module 5	Module 8	Module 5	Module 1	Module 2
9	Module 8	Module 5	Module 8	Module 3	Module 4	Module 5
10	Module 8	Module 5	Module 8	Module 1	Module 2	Module 3
11	GCSE mocks					
12	GCSE mocks					
13	Module 8	feedback	Module 8	Module 4	Module 5	Module 7
14	Module 8	Module 5	Module 8	Module 1	Module 2	Module 3
15	Module 8			Module 4	Module 5	Module 6
16	Module 6	speaking	Module 6	Module 7	Module 8	Module 1
17	Module 6	speaking	Module 6	Module 2	Module 3	Module 4



18	Module 6	speaking	Module 6	Module 5	Module 6	Module 7
19	Module 6	speaking	Module 6	Module 8	Module 1	Module 2
20	Module 6	speaking	Module 6	Module 3	Module 4	Module 5
21	Module 6	speaking	Module 6	Module 6	Module 7	Module 8
22	Module 1	Module 3	Module 2	Module 1	Module 2	Module 3
23	Module 5	Module 6	Module 7	Module 4	Module 5	Module 6
24	Module 7	Module 2	Module 8	Module 7	Module 8	Module 1
25	Module 6	Module 1	Module 3/4	Module 2	Module 2	Module 3
26	Module 2	Module 8	Module 5	Module 3	Module 4	Module 5
27	Module 7	Module 6	speaking	Module 7	Module 8	Module 1
28	Module 5	Module 3	Module 1	Module 2	Module 3	Module 4
29	GCSE speaking week			Module 5	Module 6	Module 7
30	Module 1 and 2	Module 3 and 4	Writing	Module 7	Module 8	Module 1
31	Module 5 and 6	Module 7 and 8	Writing	Module 3	Module 4	Module 5
32	Module 3 and 4	Module 5 and 6	Module 1 and 2	Module 5	Module 6	Module 7
33	Exam papers			Module 1	Module 2	Module 3

Topic 5 (Theme 2: local, national, international and global areas of interests)

Focuses on many transactional aspects of the course, in terms of shopping for souvenirs, clothes and examining in detail your own and others' local areas. Pupils are introduced to 'se puede(n)' and the simple future is explained and developed in detail for the first time.

Topic 6: (Theme 1: Identity and culture)

Again, content from KS3 in terms of food, festivals and special occasions are revisited and developed further in greater depth. This unit of work provides an insight into the customs and traditions of the Hispanic world and pupils make comparisons between their own and other lives.



Topic 7 (Theme 3: current and future study and employment)

Expands on the vocabulary learnt in Y9 jobs, and talks about work experience, the importance of learning languages, how young people earn money, applying for jobs and discussing plans for the future.

Topic 8 (Theme 2: Local, national, international and global areas of interest)

Pupils recall knowledge from Y9 Young people in action and they study ideas and concepts linked to making the world a better place for everyone. Pupils consider global problems; environmental, social and health related and examine how young people can make a difference in combatting these global problems.



Core Knowledge Concepts

Spanish Curriculum implementation

Knowledge concepts used to form Schemes of Learning

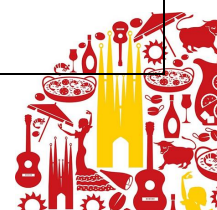
Year 7 Core Knowledge Concepts

Spanish Curriculum Learning Journey

Topic	Foundation learning concepts / pupil outcomes
Mi vida	<ul style="list-style-type: none"> Say hello and goodbye Ask questions Say what I am called Say where I live Ask someone what they are like Say what I am like Ask someone how they are and say how I am Say what my passion is and who my hero is Count up to 31 Ask someone their age Say how old I am Ask someone if they have brothers or sisters Say whether I have brothers or sisters Ask someone when their birthday is Say when my birthday is Say the Spanish alphabet Ask and say how to spell words Ask someone whether they have a pet Describe my pet; including colour and personality trait Use adjective agreements accurately <p>DL focus:</p> <ul style="list-style-type: none"> use phonics to help pronunciation Use the verb 'ser'; soy, eres, es Use the verb 'tener'; tengo, tienes, tiene Make adjectives agree use 3 connectives; y también and pero understand how definite articles are used in Spanish (el, la, los and las) Use intensifiers in work; muy, un poco, bastante Use different verb forms in my speaking and writing; soy, tengo, vivo, es, tienes
Mi tiempo libre	<ul style="list-style-type: none"> Use opinion phrases to express my likes and dislikes Understand how to use 'me gusta' plus an infinitive Describe what I do in my spare time Understand and describe the weather Form the present tense correctly to say what activities I do (ar verbs) Make negative sentences <p>DL focus:</p> <p>Introduction of the present tense with ar verbs</p> <ul style="list-style-type: none"> Use 'porque' to give a reason Use expressions of frequency; todos los días, a veces, nunca, de vez en cuando Use the connective 'cuando' Use the irregular verb 'hacer' Use the stem changing verb 'jugar' Read longer texts by recognising cognates and near cognates and work out words from context Take part in an extended conversation using different question words and longer sentences Assess my own and other people's pronunciation



Mi instituto	<ul style="list-style-type: none"> Say what subjects I study Ask someone what they study Say what my favourite day is and give a reason Give opinions about school subjects Ask someone's opinion about subjects Describe my school Ask someone else about their school Describe things in my school Talk about what I do at break and lunch Ask someone what they do at break <p>DL Focus</p> <ul style="list-style-type: none"> Use the 'we' form of ar verbs Use 'me gusta' and el/la/los/las correctly Use adjective agreements accurately Use the correct words for 'a', 'some' and 'the' Use 'er' and 'ir' verbs Use sequencers Use listening strategies – predict before listening, use pictures and questions to help, predict while listening Make sure my written work is accurate by – checking spellings and accents and checking grammar
Mi familia y mis amigos	<ul style="list-style-type: none"> Say how many people there are in my family Give information about family members Count up to 100 Ask what colour eyes someone has Ask what someone's hair is like Describe my hair and eyes Describe other people Ask someone what their home is like Say what my home is like Ask someone where their home is Say where it is Say who I live with <p>DL focus</p> <ul style="list-style-type: none"> Use the present tense with all 3 verbs (ar, er and ir) Use possessive adjectives correctly; e.g. mi madre, mis amigos Use the irregular verbs tener and ser Use adjectives after nouns Use a range of connectives; y, o, pero, además, sin embargo Use intensifiers Use the verb 'estar' to describe location Use a dictionary to look up nouns, adjectives and verbs Give an effective presentation by; using prompts on a card, using correct pronunciation and speaking clearly and confidently
Mi ciudad	<ul style="list-style-type: none"> Say what there is in my town Ask someone about their town or village Ask and tell the time Say what time I do something Understand a tapas menu Order food and drink in a café Ask how much something is Understand prices Say what I am going to do at the weekend Ask someone what they are going to do



DL focus

- Use the correct words for 'a', 'some' and 'a lot of'
- Use the verb 'ir'
- Use 'al' and 'a la' correctly
- Use the verb 'querer'
- Use the near future tense
- Listen carefully for small words like 'no'
- Identify positive and negative opinions
- Identify distractors
- Write a longer text using two tenses together
- Check my own and other people's written work

Year 8 Core Knowledge Concepts

Topic	Pupil outcomes
Holidays	<ul style="list-style-type: none"> • Say where I went on holiday and when • Say who I went with • Say how I travelled • Ask someone what they did on holiday • Say what I did on holiday • Say what I did on the last day in detail • Ask someone what my holiday was like • Say what my holiday was like and give a reason <p>DL focus</p> <ul style="list-style-type: none"> • Use the preterite of <i>ir</i> • Use the preterite of regular <i>-ar</i>, <i>-er</i> and <i>-ir</i> verb • Use the preterite of <i>ser</i> • Use sequencers • Use a mind-map for structuring my ideas for giving a presentation • Make my sentences more interesting by using connectives, time expressions, verbs in the I and we forms, opinions with reasons and exclamations • Use time expressions to recognise time frames • Use verb endings to recognise tenses • Use two tenses in my work • Use cognates and logic to work out new words • Use higher level opinion phrases to describe holidays
All about me	<ul style="list-style-type: none"> • Ask someone what they use their phone for • Say what I use my phone for • Ask someone what type of music they like • Say what type of music I like and dislike • Say what type of music I listen to • Ask someone what type of TV programmes they like • Say what type of TV programmes I like • Ask someone what they did yesterday • Say what I did yesterday <p>DL focus</p> <ul style="list-style-type: none"> • Use the present tense of regular verbs • Use expressions of frequency • Give a range of opinions and reasons • Use articles correctly • Use the comparative • Agree or disagree with someone • Use the preterite of <i>hacer</i> • Use the present and preterite in my work



	<ul style="list-style-type: none"> • Use time expressions • Tackle an authentic text by; using layout and pictures, looking for words I know or can work out, trying not to understand everything, focusing on what I need to understand to do the task • Use the he/she form in the present and preterite • Change other elements of the sentence when using he/she form, e.g. <i>le gusta, sus amigos</i>
Food	<ul style="list-style-type: none"> • Ask someone what they like to eat and drink • Say what food I like • Ask someone what they don't like to eat • Say what food I don't like • Ask what someone has for different meals • Ask someone what time they eat • Say what I have for different meals • Understand a menu • Order in a restaurant • Say I am hungry or thirsty • Ask for the bill • Understand dishes and ingredients • Say what I am going to bring to a party • Say what ingredients I am going to buy • Give an account of a party <p>DL focus:</p> <ul style="list-style-type: none"> • Use a wider range of opinions • Agree/disagree with someone • Use exclamations • Use negatives • Use <i>usted/ustedes</i> • Use the near future tense • Use three tenses together • Cope with speaking by; using fillers, asking someone to repeat or explain, listening and responding appropriately • Use direct object pronouns • Use opinions, reasons and connectives to improve a presentation
Making plans	<ul style="list-style-type: none"> • Ask someone if they would like to go out • Ask where and when to meet • Give a positive or negative reaction • Make excuses for not going out • Say what I do to get ready • Say what I normally wear • Say what I am going to wear <p>DL focus</p> <ul style="list-style-type: none"> • Use <i>me gustaría/te gustaría + infinitive</i> • Use <i>querer</i> and <i>poder</i> (modal verbs) • Use exclamations • Use reflexive verbs • Use sequencers and frequency words • Use adjectives of colours • Say 'this' and 'these' (demonstrative pronouns) • Refer to the past, present and future



Year 9 Core Knowledge Concepts

Topic 1:

Topic 2:

Topic 3:

Topic 4:

Topic 5:

Voces Inocentes: (GCSE link Theme 2): Pupils study and watch the film 'Voces Inocentes' in Spanish. It is a semi-autobiographical story based on the writer's childhood experience of the brutal Civil War in El Salvador between 1980 and 1992. The film is an authentic source which stimulates pupils' ideas, develops creative expression and expands their understanding of language, history and culture of a Spanish-speaking country other than Spain.

Topic	Learning outcomes
This is what we're like	<ul style="list-style-type: none"> • Talk about things I like • Talk about films • Say what I and others do on different days • Talk about films and going to the cinema • Talk about my birthday celebrations • Talking about famous people <p>DL focus rojo</p> <ul style="list-style-type: none"> • Use irregular and irregular verbs in the present tense; ir, hacer and ser • Use 3 tenses together • Use expressions of frequency • Use the definite or indefinite article • Use the preterite tense of ir, hacer and ser • Use listening and reading strategies <p>DL focus verde</p> <p>Focus on the present tense including 3rd person</p> <ul style="list-style-type: none"> • Use the present tense of ser, ir (irregular) • Use the definite or indefinite article • Use the future tense • Use sequencers • Use listening and reading strategies
Get your bearings	<ul style="list-style-type: none"> • Say what job I do • Say what I have to do in more detail • Give opinions about jobs and future plan • Describe a typical day at work • Talk about why I decided to do my job • Talk about what qualities are important for different jobs • Say why languages are important <p>DL focus rojo</p> <ul style="list-style-type: none"> • Use tener que + infinitive • Use correct adjectival agreement • Use the past, present and future tense • Use fillers to help sound more Spanish • Further develop reading strategies <p>DL focus verde</p> <ul style="list-style-type: none"> • Use tener que + infinitive • Use correct adjectival agreement • Use the preterite tense of regular verbs • Use the preterite tense with the irregular verb ir • Use sequencers • Use the present tense



In shape	<ul style="list-style-type: none"> • Say what foods I like/dislike • Say how often I and others eat something • Say what sports I play and how often • Say what sport I prefer • Talk about daily routine • Say what you must or must not do • Agree or disagree with advice • Say what's wrong with me <p>DL focus rojo</p> <ul style="list-style-type: none"> • Use direct object pronouns • Use stem changing verbs • Use reflexive verbs • Use no se debe / se debe with an infinitive • Use me duele(n) • Use estar for temporary states <p>DL focus verde</p> <ul style="list-style-type: none"> • Use negatives • Use stem changing verbs • Use reflexive verbs in the present tense • Use me duele(n) • Use estar to describe a temporary states • Use no se debe / se debe with an infinitive
Young people in action	<p>Rojos</p> <ul style="list-style-type: none"> • Say what rights I have as a child • Discuss children's lack of rights • Discuss workers conditions • Talk about fair trade • Say how we should help the environment • Say what a town used to be like and how it is now <p>Verde</p> <ul style="list-style-type: none"> • Say where someone is from and talk about other peoples' lives • Say what rights I have as a child • Say what I can / cannot do • Say how I and others travel to school • Give reasons for using different modes of transport • Say what we do / don't do for the environment • Say what we are going to do for charity <p>DL focus rojo</p> <p>Use the verb poder with an infinitive</p> <p>Use the 3rd person singular and plural with the present tense</p> <p>Use se debería with an infinitive</p> <p>Use complex sentences with para + infinitive</p> <p>Use the imperfect tense</p> <p>DL focus verde</p> <p>Make adjectives agree with nationalities</p> <p>Use the he/she/it form of verbs</p> <p>Use the verb poder with an infinitive</p> <p>Use the comparative</p> <p>Use the 'we' form of the present tense</p> <p>Use para to create a longer sentence</p>



GCSE Spanish (Year 10) Core Knowledge Concepts

Topic	Pupil outcomes
Las vacaciones	<ul style="list-style-type: none"> Describe what they and other people did on holiday using the past tense of ar/er/ir verbs successfully Secure knowledge of the imperfect tense Use higher level opinion phrases to describe holidays Use time expressions to differentiate time frames Confidently refer to four different tenses Take part in GCSE style roleplays Understand areas of grammatical weakness to be further developed
Mi Instituto	<ul style="list-style-type: none"> Use the past, present and future tense securely Use negatives Develop deep understanding of school topic vocabulary Develop opinion phrases Use grammatical structures such as comparatives, superlatives, direct object pronouns and adjectives Understand how to use and recognise the meaning of 'desde hace'
Mi gente	<ul style="list-style-type: none"> Recall confidently vocab from KS3 on descriptions, technology, making arrangements to go out Expand vocab to include higher level phrases and extended descriptions Revisit and extend adjectival agreements Use of para and other phrases with infinitive phrases Use the grammatical structures covered in topics 1 and 2 to develop confidence and deep description Develop and consolidate the future tense Introduction of the present continuous tense
Intereses y influencias	<ul style="list-style-type: none"> Recall activities, TV/films vocab from KS3 Understand stem changing verbs, formation and use Extend topic vocab to further develop description Understand the formation of the perfect tense and its use in listening and reading extracts Use the perfect tense confidently in speaking and writing tasks

GCSE Spanish (Year 11) Core Knowledge Concepts

Topic	Pupil outcomes
Ciudades	<ul style="list-style-type: none"> Describing the features of a region Using <i>se puede</i> and <i>se pueden</i> Asking and responding to questions Planning what to do Using the future tense Understanding the geography of Spain Shopping for clothes and presents Using demonstrative adjectives Explaining preferences Talking about problems in a town Using <i>tan</i> and <i>tanto</i> Using antonyms Describing a visit in the past Using different tenses together Recognising and using idioms



De costumbre	<ul style="list-style-type: none"> Describing mealtimes Talking about daily routine Talking about illnesses and injuries Asking for help at the pharmacy Talking about typical foods Using the passive Spotting words which indicate an increase / decrease <ul style="list-style-type: none"> Comparing different festivals Avoiding the passive Paying attention to question words Describing a special day Using reflexive verbs in the preterite Inferring meaning in a literary text Ordering in a restaurant Using absolute superlatives Spotting irregular verb patterns in the preterite <ul style="list-style-type: none"> Talking about a music festival Using expressions followed by the infinitive Adding interest when narrating a story
¡A currar!	<ul style="list-style-type: none"> Talking about how you earn money Using <i>solero</i> in the imperfect tense Using verbs in different forms <ul style="list-style-type: none"> Talking about work experience Using the preterite and imperfect together Using alternatives to 'and' <ul style="list-style-type: none"> Talking about the importance of learning languages Using the present and the present continuous Using <i>saber</i> and <i>conocer</i> Applying for a summer job Using indirect object pronouns Writing a formal letter <ul style="list-style-type: none"> Discussing gap years Revising the conditional Using the 24-hour clock Discussing plans for the future Using different ways to express future plans Using 'if' clauses
Hacia un mundo mejor	<ul style="list-style-type: none"> Considering global issues Using the superlative Listening for high numbers Talking about local actions Using the subjunctive in commands Presenting a written argument <ul style="list-style-type: none"> Discussing healthy lifestyles Understanding different tenses Giving extended reasons Talking about international sporting events



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| <ul style="list-style-type: none">• Using the pluperfect tense• Explaining your point of view• Talking about natural disasters• Using the imperfect continuous• Using grammar knowledge in translation |
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