



Enrichment and Personal Development		Links to Careers in Spanish	
Year 8	<ul style="list-style-type: none"> European Day of Languages enrichment activities Language creativity – poems, video clips and songs Festivals in Spain – la hispanidad, los muertos, la Navidad Compare UK school to schools in South American countries. Looking at jobs & discussing future plans Literary texts – El Gato Ensombreado (The Cat in the Hat) Visit to Food Sorcery Manchester 	Year 8	<ul style="list-style-type: none"> Pupils explore the concept of how learning a foreign language can help them understand their own language, bringing transferrable skills. Pupils explore the concept of how being a tolerant and understanding global citizen brings opportunity in our multi-cultural society. Pupils discuss their future plans for study and employment.
Year 9	<ul style="list-style-type: none"> European Day of Languages enrichment activities Culture and festivals of Spain el día de los muertos (greater depth), food & drink, Peruvian culture, Semana Santa y Pascua. Film Study – Ferdinand Visit to Food Sorcery, Manchester Visit to UCLAN for language taster sessions Popular and contemporary songs and poems 	Year 9	<ul style="list-style-type: none"> Pupils explore the concept that learning a foreign language brings academic advantage in the world of employment. Pupils discuss how they earn money Pupils discuss their future plans for study and employment Pupils consider possible career options for Spanish as they choose their GCSE options.
Year 10	<ul style="list-style-type: none"> European Day of Languages enrichment activities Family and relationships Social Issues: Healthy and unhealthy lifestyles, smoking, alcohol and drug abuse Comparing the UK school system to those abroad 	Year 10	<ul style="list-style-type: none"> Pupils consider their future language study options and visit local sixth form colleges and universities
Year 11	<ul style="list-style-type: none"> European Day of Languages enrichment activities Visit to The Mill, Preston for an evening of French food Extra-curricular GCSE booster sessions Global issues: poverty, homelessness, environmental issues and their solutions Social Issues: Staying safe online and recognising the dangers of online relationships Marriage and Partnership 	Year 11	<ul style="list-style-type: none"> Pupils discuss in greater depth their future plans for study and employment



**Key areas of focus
in this unit of
work**



**Subject specific
knowledge**



**Assessment
(including both
formative and
summative)**



**Progression of
learning**

KS2 Transferable Skills

Knowledge of subject specific vocabulary & grammar previously learned in primary and through starting the French curriculum in Y7.
Understanding of how to approach learning another language & what to expect.

Spanish Department Year 8 Curriculum Journey



Holy Cross
CATHOLIC HIGH SCHOOL

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Me Presento	Mi Burbuja	Mi Insti	Mis planes de futuro	Mis pasatiempos	Los medios
<ul style="list-style-type: none">Transition & basic vocabulary introductionIntroducing yourself, age & birthdayNumbers 1-100To describe what's in your school bagEl día de la hispanidad	<ul style="list-style-type: none">El día de los muertosFamily members & any brothers of sisters.PetsDescribe what yourself & others look likeLa Navidad y la Nochevieja	<ul style="list-style-type: none">Opinions about school subjects.Describing teachers.Activities at break time.Spanish school timetable	<ul style="list-style-type: none">El Gato EnsombreradoFuture career plansJobs you would like to doComparing UK school to schools in South American countries.	<ul style="list-style-type: none">Opinions about sports and free time activities/hobbiesDescribe musical tastesUnderstand about famous Spanish-speaking musiciansPlans for the weekend	<ul style="list-style-type: none">Types of tv programmes & filmsExtended justified opinions about different types of media.
<ul style="list-style-type: none">Irregular verb "tener" in the present tenseSubject pronounsDefinite & indefinite articlesBasic opinions <p>Phonics - -e, -ll, -ci, -j, -u, -h</p>	<ul style="list-style-type: none">Possessive adjectivesAdjectival agreementAdjectival word orderGenders of nounsIrregular verb "ser" in the present tense. <p>Phonics - -rr, -z, -i</p>	<ul style="list-style-type: none">Regular present tense verb endings with all three infinitives -AR, -ER, -IRIrregular "hacer" in 1st person singularConnectives <p>Phonics - -ge, -gi, -go, -ñ</p>	<ul style="list-style-type: none">Reading aloudIrregular verb "ir" in the present tense.The near future tense <p>Phonics - -v</p>	<ul style="list-style-type: none">Opinion phrase + infinitive structureStem-changing verbs - "hacer, jugar & preferir"The comparativeQuestion words <p>Phonics - -l, -r, -co, -qui, -ce, -cu</p>	<ul style="list-style-type: none">Higher level opinion phrasesJustification of opinionsConnectivesThe superlativenegatives <p>Phonics- -que, - ga</p>
<p>Summative Assessment - Reading & Listening skills</p> <p>Formative - teacher, self and peer assessment of class work</p>	<p>Summative Assessment - open book written task.</p> <p>Formative - teacher, self and peer assessment of class work</p>	<p>Formative - teacher, self and peer assessment of class work. In-class mini progress checks to assess pupil learning & understanding.</p>	<p>Summative - Reading aloud, grammar & vocabulary.</p> <p>Formative - teacher, self and peer assessment of class work</p>	<p>Summative - Reading & translation into Spanish.</p> <p>Formative - teacher, self and peer assessment of class work</p>	<p>Formative - teacher, self and peer assessment of class work. In-class mini progress checks to assess pupil learning & understanding.</p>
<p>Pupils aim to consolidate KS2 learning, ensuring all pupils have mastered the basic knowledge of Spanish, irrespective of language learnt at KS2 ready to begin deepening their knowledge about describing themselves & others.</p>	<p>Pupils widen their range of vocabulary & grammar understanding whilst developing spontaneity and confidence in preparation to move on to a new topic about their education.</p>	<p>Pupils build on their knowledge and confidence of using regular and irregular verbs. The increased use of phonics develops sound pronunciation skills which will be further developed next half term with a dictation & reading aloud focus.</p>	<p>Pupils begin their journey of moving between tenses as they are introduced to the near future alongside the present. This will be practised further when applied to a new topic about what they do in their free time.</p>	<p>Pupils develop spontaneity and confidence in using the present and future tenses together whilst adding more detail to their opinions & descriptions, thus gaining confidence in justifying what they think ready to communicate their thoughts about types of media.</p>	<p>Pupils develop spontaneity and confidence in using the present and future tenses together whilst adding more detail, with justification & extension of their opinions & descriptions. A firm foundation moving forward into Year 9.</p>

Year
9

Year 8 Transferable Skills

Knowledge of subject specific vocabulary learned in Year 8, for example a variety of adjectives.
Good understanding of near future & present tense (both regular & some key irregular verbs)

Spanish Department

Year 9 Curriculum Journey

2023-2024



Holy Cross

CATHOLIC HIGH SCHOOL



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Mi familia y mis amigos	Mi Casa	En mi ciudad	Mis vacaciones	Mis vacaciones	Todos juntos y Ferdinand
<ul style="list-style-type: none">Retrieval - consolidate & re-visit last year's vocabulary & grammarDescribe your ideal friend & create a social media profile for them.El día de los muertos (greater depth)	<ul style="list-style-type: none">Describe where you live.Types of houses.Rooms in the houseDescribing your bedroomHousehold chores/tasksDescribe your dream houseLa comida especial	<ul style="list-style-type: none">Describe places in townUnderstand directionsPlans for the weekend in townWhat your town used to be likeDiscover aspects of Peruvian culture	<ul style="list-style-type: none">Describing holiday activitiesDiscussing a past holiday & what you did in detail.La Semana Santa Y Pascua	<ul style="list-style-type: none">Describing what your holiday was likeDescribe a "holiday from hell"Future holiday plansAn ideal holiday	<ul style="list-style-type: none">Reflect on the year's learning and address and gaps/misunderstandingsCultural film study on FerdinandThe culture of bull-fighting
<ul style="list-style-type: none">Retrieval of near future & present tenses.The conditional tense <p>Phonics - -ll, -ge, -gi, -ga, -i, -í, -cu</p>	<ul style="list-style-type: none">Using "vivir" in different tenses"estar" in the presentThe difference between "ser" & "estar"PrepositionsAdverbs of frequency <p>Phonics - -v, -u, -que, -e, -co</p>	<ul style="list-style-type: none">Using "para" + infinitiveThe imperfect tense with key verbs - ie focusExpressions of time using "hace" <p>Phonics - -ci, -ce, -qui, -z, -r</p>	<ul style="list-style-type: none">The preterite of -AR, -ER & -IR regular verbsThe preterite of irregular verb "ir"Se puede(n) + infinitiveSequencers <p>Phonics - -ue, -h, -j</p>	<ul style="list-style-type: none">The preterite of irregular verb "ser"The difference between the imperfect & preterite tenses.Set phrases with reflexives <p>Phonics - -rr, -ñ</p>	<ul style="list-style-type: none">Narrative & descriptive writing skills in Spanish
<p>Summative Assessment – Reading, translation & vocabulary.</p> <p>Formative – teacher, self and peer assessment of class work</p>	<p>Summative Assessment – open book written task.</p> <p>Formative – teacher, self and peer assessment of class work. Mini progress checks – grammar & vocabulary.</p>	<p>Summative Assessment – Listening & speaking (general conversation).</p> <p>Formative – teacher, self and peer assessment of class work</p>	<p>Formative – teacher, self and peer assessment of class work. In-class mini progress checks to assess pupil learning & understanding.</p>	<p>Formative – teacher, self and peer assessment of class work. In-class mini progress checks to assess pupil learning & understanding.</p>	<p>Summative Assessment – Writing & translation (into both English & Spanish)</p> <p>Formative – teacher, self and peer assessment of class work</p>
<p>Pupils aim to consolidate Year 8 learning. All pupils to re-visit and build upon their knowledge and confidence of prior grammar and begin moving between 3 different tenses – ready to apply to discussing where they live.</p>	<p>Pupils consolidate their knowledge of the present, future & conditional tenses Pupil fluency and spontaneity increase. Pupils progress linguistically by incorporating the conditional tense into their repertoire of skills.</p>	<p>Pupils have been introduced to four different tenses. They have a larger range of vocabulary and phonics work embeds confidence with spoken language. This sound grammar knowledge will prepare them for learning the preterite tense.</p>	<p>Pupils are introduced to a fifth tense which will develop their fluency & vocabulary further. It will develop further their ability to be successfully creative with the Spanish language. In order to communicate their thoughts fully within the holiday topic.</p>	<p>Pupils consolidate their understanding of five tenses. To promote the development of their fluency and creativity within Spanish. Thus giving them the skills for the upcoming cultural film study.</p>	<p>Pupils use their knowledge to discuss certain ethical issues. Revisiting and consolidating prior learning leads to fluency, confidence and spontaneity, ready for pupils to start GCSE Spanish fully prepared.</p>

Year
10



KS3 Transferable Skills

Knowledge of subject specific vocabulary learned in KS3 alongside 5 key tenses – present, near future, conditional, preterite & imperfect. This provides a solid foundation to build upon with more intricate grammar, which can then be applied to more complex topics and themes.

Spanish Department Year 10 Curriculum Journey



Holy Cross

CATHOLIC HIGH SCHOOL

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme 1 – Myself & family & friends relationships	Theme 2 – Home, town, neighbourhood & region	Theme 1 – Free-time activities: Sport, cinema, TV & music	Theme 2 – Healthy & unhealthy living	Theme 3 – My studies	Theme 1 – Technology & social media
<ul style="list-style-type: none">To describe family & friends.Family & friends relationships.Activities that you have done with your family.	<ul style="list-style-type: none">Describe house & town.What you can and can't do in your area.Advantages & disadvantages of the area.What you would change locally.What it used to be like.	<ul style="list-style-type: none">To discuss leisure activities & what you do in your free time.Opinions on film, TV & music.To discuss who inspires you.	<ul style="list-style-type: none">Discuss healthy & unhealthy lifestyles. And diet-related problems.Issues surrounding drugs, alcohol & smoking.Develop higher level opinions about healthy living.	<ul style="list-style-type: none">Opinions on school, subjects & teachers.Describe school uniform & rules.School facilities.Discuss activities & achievements.Problems at school.	<ul style="list-style-type: none">Discuss the advantages & disadvantages of technology.To drill vocabulary from the course so far.To discuss social media.
<ul style="list-style-type: none">Present tense & common irregulars e.g. tener, serReflexive verbsPreterite tenseAdjectival agreement & word order <p>GCSE skills – General conversation, listening & translation into English</p>	<ul style="list-style-type: none">PrepositionsComplex questionsConditional tenseImperfect tenseRegular & irregular present tense. <p>GCSE skills – Role play, 90 word writing, translation into Spanish.</p>	<ul style="list-style-type: none">Imperfect tenseExpressions of frequencyRegular & irregular present tenseSimple futurePreterite <p>GCSE skills – Photocard, 150 word writing, Role play, general conversation.</p>	<ul style="list-style-type: none">Modal verbsNegativesPresent continuousImperfect tenseExpressions of frequency <p>GCSE skills – 150 word writing, 90 word writing, reading & photocard, literary text comprehension.</p>	<ul style="list-style-type: none">Comparative & superlativeModal verbs.Perfect tenseDirect object pronounsPersonal “a” <p>GCSE skills – all four skills focused on to support pupils for mock exams.</p>	<ul style="list-style-type: none">Adjectival agreements & word order.Opinions & justifications.Subjunctive set phrasesAll tenses <p>GCSE skills – listening, extended writing in 3+ tenses, role play, photocard, reading & listening.</p>
<p>Summative Assessment – Listening comprehension & translation into English</p> <p>Formative – teacher, self and peer assessment of class work</p>	<p>Summative Assessment – English to Spanish translation & 90 word writing.</p> <p>Formative – teacher, self and peer assessment of class work</p>	<p>Summative Assessment – Role play & general conversation.</p> <p>Formative – teacher, self and peer assessment of class work</p>	<p>Summative Assessment – Reading comprehension, translation into English & 90 word writing.</p> <p>Formative – teacher, self and peer assessment of class work</p>	<p>Summative Assessment – FULL MOCK EXAMS IN ALL FOUR SKILLS – reading, listening, speaking & writing.</p> <p>Formative – teacher, self and peer assessment of class work</p>	<p>Formative – teacher, self and peer assessment of class work. Reflection on mock exam results. “Walking talking mock” style tasks to assess exam skill understanding.</p>
<p>Pupils begin the GCSE course by widening their vocabulary & grammar understanding on the topic of family and relationships, coupled with GCSE style questions and assessment. In preparation to re-visit the home, town & local area topic.</p>	<p>Pupils consolidate understanding of 5 tenses and explore the different style of questions on GCSE papers, particularly in the written skill. This will lead to developing their language fluency with a focus on speaking within the free-time topic.</p>	<p>Pupils build on fluency and further explore the different style of questions on GCSE papers, especially on the speaking skill. This will prepare them to tackle a completely new, more complex topic regarding lifestyles.</p>	<p>Pupils are introduced to the present continuous, which allows pupils to further build spontaneity & fluency, enabling them to compare present and past actions. This will enable them to access higher level content when re-visiting the topic of school & studies.</p>	<p>Pupils engage with a full GCSE mock examination to assess their learning. Learning so far will give pupils access to top grades. Mock exams will give pupils feedback & opportunity to reflect on what they need to do going forward.</p>	<p>Outcome of GCSE mock exams will create an action plan for Year 11. Pupils will understand what they need to do in preparation for new academic year.</p>

Year
11

Year 10 Transferable Skills

Knowledge of more complex grammar structures and a larger vocabulary acquisition. This will be continually and steadily consolidated and built upon and will further support in the development and progress of GCSE exam skills.

Spanish Department Year 11 Curriculum Journey



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CATHOLIC HIGH SCHOOL

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
Theme 1 – Marriage & partnership	Theme 2 – Travel & Tourism	Theme 2 – Global & Social issues	Theme 3 – Education post-16	Themes 1-3 – Exam preparation
<ul style="list-style-type: none">To discuss marriage & partnership.Talk about future plans.To talk about relationships nowadays.Recall family & friends vocabulary.	<ul style="list-style-type: none">To discuss what you do in summer.To say what you did on holiday.To discuss holiday disasters.To talk about where you would like to go.	<ul style="list-style-type: none">To discuss environmental issues.To discuss social problems such as homelessness.To discuss charities & voluntary work.	<ul style="list-style-type: none">To look at a range of careers/professions.To discuss job applications & adverts.Benefits of higher education.Ideal job and future plans.	<ul style="list-style-type: none">To engage with targeted revision.To focus on practice papers and developing listening, reading & writing exam skills
<ul style="list-style-type: none">Near futureComparativesPresent tensePossessive adjectivesConditional tense <p>GCSE skills – general conversation, 150 word writing, reading & photocard.</p>	<ul style="list-style-type: none">All tenses – conditional, preterite, imperfect, present, near & simple future.SequencersSet subjunctive phrases. <p>GCSE skills – photocard, role play, 90 word writing</p>	<ul style="list-style-type: none">All tenses – conditional, preterite, imperfect, present, near & simple future.Para + infinitivePresent subjunctive <p>GCSE skills – reading & listening, exam writing</p>	<ul style="list-style-type: none">All grammar learned within the GCSE course overall.Cuando & subjunctiveSuelo + infinitive <p>GCSE skills – reading & listening, exam writing</p>	<ul style="list-style-type: none">Consolidation of all grammar from the course.
<p>Summative Assessment – Photocard</p> <p>Formative – teacher, self and peer assessment of class work</p>	<p>Summative Assessment - FULL MOCK EXAMS IN ALL FOUR SKILLS – reading, listening, speaking & writing</p> <p>Formative – teacher, self and peer assessment of class work</p>	<p>Summative Assessment – Listening & reading and translation into English. Past GCSE Listening paper.</p> <p>Formative – teacher, self and peer assessment of class work</p>	<p>SUMMATIVE - GCSE SPEAKING EXAMINATIONS TAKE PLACE</p> <p>Formative – teacher, self and peer assessment of class work</p>	<p>SUMMATIVE - ACTUAL GCSE EXAMINATIONS FOR READING, LISTENING & WRITING TAKE PLACE.</p>
<p>Pupils begin Year 11 by revisiting different tenses & family and friends vocabulary. This will re-commence their language learning after the summer steadily and consolidate the basics again before moving onto more complex concepts.</p>	<p>Pupils explore speaking examination questions ready for their mocks. The topic areas allow pupils to discuss various things in a range of tenses with added complexity to allow them to achieve their best going forward in preparation to engage with these exams.</p>	<p>Topic area allows pupils to discuss pertinent issues relevant to the modern world. Tenses are consolidated within this complex topic at a high level in preparation for the upcoming exams.</p>	<p>Pupils use the topic area to think about their future plans post-16. Tenses are consolidated as they undertake the final lessons of the course in preparation for their GCSE speaking examination and prepare to practise the other three exam skills.</p>	<p>Practice of previous GCSE papers allows pupils to adeptly tackle each style of exam question. Learners will be confident in knowing what to expect going into the exams and are fully prepared to achieve their best.</p>