



Enrichment and Personal Development		Links to Careers in Spanish	
<b>Year 8</b>	<ul style="list-style-type: none"> <li>Language creativity – poems, video clips and songs</li> <li>Festivals in Spain – los muertos, la Navidad</li> <li>Compare UK school to schools in South American countries.</li> <li>Visit to Food Sorcery Manchester</li> </ul>	<b>Year 8</b>	<ul style="list-style-type: none"> <li>Pupils explore the concept of how learning a foreign language can help them understand their own language, bringing transferrable skills.</li> <li>Pupils explore the concept of how being a tolerant and understanding global citizen brings opportunity in our multi-cultural society.</li> <li>Pupils discuss their future plans for study and employment.</li> </ul>
<b>Year 9</b>	<ul style="list-style-type: none"> <li>Culture and festivals of Spain el día de los muertos (greater depth), food &amp; drink, Hispanic culture,</li> <li>Film Study – Ferdinand</li> <li>Visit to Food Sorcery, Manchester</li> <li>Popular and contemporary songs and poems</li> </ul>	<b>Year 9</b>	<ul style="list-style-type: none"> <li>Pupils explore the concept that learning a foreign language brings academic advantage in the world of employment.</li> <li>Pupils discuss how they earn money</li> <li>Pupils discuss their future plans for study and employment</li> <li>Pupils consider possible career options for Spanish as they choose their GCSE options.</li> </ul>
<b>Year 10</b>	<ul style="list-style-type: none"> <li>Family and relationships</li> <li>Social Issues: Healthy and unhealthy lifestyles, smoking, alcohol and drug abuse</li> <li>Social media – advantages and disadvantages</li> </ul>	<b>Year 10</b>	<ul style="list-style-type: none"> <li>Pupils consider their future language study options and visit local sixth form colleges and universities</li> </ul>
<b>Year 11</b>	<ul style="list-style-type: none"> <li>Extra-curricular GCSE booster sessions</li> <li>Global issues: poverty, homelessness, environmental issues and their solutions</li> <li>Social Issues: Staying safe online and recognising the dangers of online relationships</li> <li>Marriage and Partnership</li> </ul>	<b>Year 11</b>	<ul style="list-style-type: none"> <li>Pupils discuss in greater depth their future plans for study and employment</li> </ul>



**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 Year 7.  
Understanding of how to approach learning another language & what to expect.

# Spanish Department

## Year 8 Curriculum Journey

### 2024-2025



# Holy Cross

CATHOLIC HIGH SCHOOL

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Me Presento	Mi Burbuja	Mi Insti	Mis Pasatiempos	Mis Pasatiempos	Los Medios
<ul style="list-style-type: none"><li>Transition &amp; basic vocabulary introduction</li><li>Introducing yourself, age &amp; birthday</li><li>Numbers 1-100</li><li>English and Spanish word patterns</li><li>Describing pets</li></ul>	<ul style="list-style-type: none"><li>El día de los muertos</li><li>Family members &amp; any brothers or sisters</li><li>La Navidad y la Nochevieja</li></ul>	<ul style="list-style-type: none"><li>Describing what yourself and others look like</li><li>Describing yours and others personality traits</li></ul>	<ul style="list-style-type: none"><li>Opinions about school subjects</li><li>Describing teachers</li><li>Activities at breaktime</li><li>Spanish school timetable</li></ul>	<ul style="list-style-type: none"><li>Opinions about sports and free time activities and hobbies</li><li>Plans for the weekend</li></ul>	<ul style="list-style-type: none"><li>In the restaurant</li><li>Ordering food</li><li>Expand knowledge of Hispanic foods</li></ul>
<ul style="list-style-type: none"><li>Conjugation of the Irregular verb "tener" in the present tense</li><li>Subject pronouns</li><li>Definite &amp; indefinite articles</li><li>Basic opinions</li></ul> <p>Phonics - -e, -ll, -ci, -j, -u, -h</p>	<ul style="list-style-type: none"><li>Possessive adjectives</li><li>Adjectival agreement</li><li>Adjectival word order</li><li>Genders of nouns</li></ul> <p>Phonics - -rr, -z, -i</p>	<ul style="list-style-type: none"><li>Adverbs of frequency</li><li>Irregular verb 'ser' in the present tense</li></ul> <p>Phonics - -ge, -gi, -go, -ñ</p>	<ul style="list-style-type: none"><li>Reading aloud</li><li>Irregular verb "ir" in the present tense.</li><li>Regular present tense verb endings with all three infinitives -AR, -ER, -IR</li><li>Irregular "hacer" in 1st person singular</li><li>Connectives</li></ul> <p>Phonics - -v</p>	<ul style="list-style-type: none"><li>Opinion phrase + infinitive structure</li><li>Stem-changing verbs – "hacer, jugar &amp; preferir"</li><li>The comparative</li><li>Question words</li><li>The near future tense</li></ul> <p>Phonics - -l, -r, -co, -qui, -ce, -cu</p>	<ul style="list-style-type: none"><li>Conversation skills</li><li>negatives</li></ul> <p>Phonics- -que, - ga</p>
Formative – teacher, self and peer assessment of class work. Formative writing task.	Summative Assessment – Reading and listening skills  Formative – teacher, self and peer assessment of class work. Formative writing task.	Formative – teacher, self and peer assessment of class work. In-class mini progress checks to assess pupil learning & understanding.  Summative Assessment – Open book reading, listening and grammar tasks	Summative – Writing, grammar & vocabulary.  Formative – teacher, self and peer assessment of class work. Formative writing task.	Summative – General conversation speaking.  Formative – teacher, self and peer assessment of class work	Formative – teacher, self and peer assessment of class work. In-class mini progress checks to assess pupil learning & understanding.
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.	Pupils widen their range of vocabulary & grammar understanding whilst developing spontaneity and confidence in preparation to move on to describing their personality.	Pupils begin to build on their knowledge and confidence of using 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.	Pupils begin their journey of giving justified, extended opinions about school. This will be practised further when applied to a new topic about what they do in their free time.	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.	Pupils develop knowledge of different aspects of Spanish knowledge including food and customs surrounding food, while gaining confidence in speaking. They experience transactional based role plays, giving them a firm foundation moving into Year 9.



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

### 2024-2025



# 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"> <li>Retrieval - consolidate and re-visit last year's vocabulary, phonics and grammar</li> <li>Describe your ideal friend and create a social media profile for them.</li> <li>Beginning to understand the conditional tense and using three tenses together</li> <li>El día de los muertos (greater depth)</li> </ul>	<ul style="list-style-type: none"> <li>Describe where you live</li> <li>Types of houses</li> <li>Rooms in the house</li> <li>Describing your bedroom</li> <li>Household chores/tasks</li> <li>Describe your dream house</li> <li>La comida especial</li> </ul>	<ul style="list-style-type: none"> <li>Describe places in town</li> <li>Plans for the weekend in town</li> <li>What your town used to be like</li> <li>Discover aspects of Hispanic culture</li> </ul>	<ul style="list-style-type: none"> <li>Describing holiday activities</li> <li>Discussing a past holiday &amp; what you did in detail.</li> <li>La Semana Santa Y Pascua</li> </ul>	<ul style="list-style-type: none"> <li>Describing what your holiday was like</li> <li>Describe a disastrous holiday</li> <li>Future holiday plans</li> <li>An ideal holiday</li> <li>Discover the Amazon rainforest</li> <li>Eurovision</li> </ul>	<ul style="list-style-type: none"> <li>Reflect on the year's learning and address and gaps/ misunderstandings</li> <li>Cultural film study on Ferdinand</li> <li>The culture of bull-fighting</li> </ul>
<ul style="list-style-type: none"> <li>Retrieval of near future &amp; present tenses.</li> </ul> <p>Phonics - - ll, -ge, -gi, -ga, -i, -í, -cu</p>	<ul style="list-style-type: none"> <li>Using "vivir" in different tenses</li> <li>"estar" in the present</li> <li>The difference between "ser" &amp; "estar"</li> <li>Prepositions</li> <li>Adverbs of frequency</li> </ul> <p>Phonics - -v, -u, -que, -e, -co</p>	<ul style="list-style-type: none"> <li>Using "para" + infinitive</li> <li>The imperfect tense with key verbs - ie focus</li> <li>Expressions of time using "hace"</li> </ul> <p>Phonics - -ci, -ce, -qui, -z, -r</p>	<ul style="list-style-type: none"> <li>The preterite of -AR, -ER &amp; -IR regular verbs</li> <li>The preterite of irregular verb "ir"</li> <li>Se puede(n) + infinitive</li> <li>Sequencers</li> <li>Using the comparative and extending knowledge of the superlative</li> </ul> <p>Phonics - -ue, -h, -j</p>	<ul style="list-style-type: none"> <li>The preterite of irregular verbs "ser"</li> <li>The difference between the imperfect &amp; preterite tenses</li> <li>Set phrases with reflexives</li> </ul> <p>Phonics - -rr, -ñ</p>	<ul style="list-style-type: none"> <li>Narrative &amp; descriptive writing skills in Spanish</li> </ul>
<p>Summative Assessment – Speaking, general conversation.</p> <p>Formative – teacher, self and peer assessment of class work.</p>	<p>Summative Assessment – Standardised class task – vocabulary and grammar.</p> <p>Formative – teacher, self and peer assessment of class work. Mini progress checks – grammar &amp; vocabulary. Formative writing.</p>	<p>Summative Assessment – Listening &amp; reading.</p> <p>Formative – teacher, self and peer assessment of class work. Formative extended writing.</p>	<p>Formative – teacher, self and peer assessment of class work. In-class mini progress checks to assess pupil learning &amp; understanding.</p>	<p>Summative Assessment - Extended piece of writing</p> <p>Formative writing – teacher, self and peer assessment of class work.</p> <p>Formative extended writing</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 &amp; conditional tenses</p> <p>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 &amp; 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 and Summer 2	
Module 1 - My Personal World Free Time and Media Technology	Travel and Tourism	My Personal World Relationships and identity	Lifestyle and Wellbeing	Studying and my future	
<ul style="list-style-type: none"><li>To be able to talk about life online</li><li>Free time activities</li><li>To be able to talk about a bad day</li></ul>	<ul style="list-style-type: none"><li>To be able to talk about travel plans</li><li>To learn about Hispanic festivals</li><li>To give a detailed account of a holiday using different tenses</li></ul>	<ul style="list-style-type: none"><li>To discuss problems and give advice</li><li>To be able to describe people</li><li>To discuss who you admire</li><li>To discuss relationships</li><li>To talk about identity</li></ul>	<ul style="list-style-type: none"><li>Discuss healthy &amp; unhealthy lifestyles</li><li>To discuss meal times and food trends</li><li>To talk about injuries and illness</li><li>To talk about old and new habits</li><li>To be able to discuss plans to improve health and wellbeing</li></ul>	<ul style="list-style-type: none"><li>To discuss a typical day at school</li><li>To talk about their studies</li><li>To consider how you would change your school</li><li>To discuss teachers and pupils</li><li>To give an account of as past school trip</li></ul>	
<ul style="list-style-type: none"><li>Present tense &amp; common irregulars e.g. tener, ser</li><li>Expressions of frequency</li><li>Preterite tense</li><li>Near future tense</li></ul> <p>GCSE skills – Dictation listening, read aloud and translation into English</p>	<ul style="list-style-type: none"><li>Comparatives</li><li>Superlatives</li><li>Range of opinion structures in different tenses</li><li>Imperfect tense</li></ul> <p>GCSE skills – Role play, 90 word writing, translation into Spanish.</p>	<ul style="list-style-type: none"><li>Reflexive verbs</li><li>“Ser” vs “estar”</li><li>Verbs of opinion</li></ul> <p>GCSE skills – Photocard, 90 word writing, Role play, general conversation. Listening for gist.</p>	<ul style="list-style-type: none"><li>Future tense</li><li>Reflexives in the preterite</li><li>Imperfect tense</li><li>Using “si” clauses</li><li>Direct object pronouns</li></ul> <p>GCSE skills – 130 word writing, 90 word writing, reading &amp; photocard.</p>	<ul style="list-style-type: none"><li>Relative pronouns</li><li>Negatives</li><li>Conditional tense</li><li>Impersonal verbs</li><li>Negatives</li></ul> <p>GCSE skills - all four skills focused on to support pupils for mock exam</p>	
<p>Summative Assessment – Listening and reading comprehension</p> <p>Formative – teacher, self and peer assessment of class work. 40 word exam question. 90 word exam question. Vocabulary checks.</p>	<p>Summative Assessment – Role play. Extended writing.</p> <p>Formative – teacher, self and peer assessment of class work. Vocabulary checks.</p>	<p>Summative Assessment – Translation into Spanish listening.</p> <p>Formative – teacher, self and peer assessment of class work. Vocabulary checks.</p>	<p>Summative Assessment – Full mock speaking exam</p> <p>Formative – teacher, self and peer assessment of class work. Vocabulary checks.</p>	<p>Summative Assessment – FULL MOCK EXAMS IN ALL SKILLS – reading, listening and writing.</p> <p>Formative – teacher, self and peer assessment of class work. Vocabulary checks.</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. Vocabulary checks.</p>
<p>Pupils begin the GCSE course by widening their vocabulary and grammar understanding on the topic of my personal world, coupled with GCSE style questions and assessment.</p>	<p>Pupils consolidate understanding of four tenses and explore the different style of questions on GCSE papers, particularly in the written skills and speaking. This will lead to developing their language fluency with a focus on speaking within my personal world : relationships and identity.</p>	<p>Pupils build on fluency and further explore the different style of questions on GCSE papers, especially on the listening skill. This will prepare them to tackle a completely new, more complex topic regarding lifestyles.</p>	<p>Pupils are introduced a range of grammatical structures which allow pupils to further build spontaneity &amp; fluency, enabling them to compare present, future and past actions. This will enable them to access higher level content when moving to the topic of school and future 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 &amp; 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
<b>Theme 1 – Marriage &amp; Partnership</b>	<b>Theme 2 – Travel &amp; Tourism</b>	<b>Theme 2 – Global &amp; Social Issues</b>	<b>Theme 3 – Education Post-16</b>	<b>Themes 1-3 – Exam Preparation</b>
<ul style="list-style-type: none"><li>To discuss marriage &amp; partnership</li><li>Talk about future plans</li><li>To talk about relationships nowadays</li><li>Recall family &amp; friends vocabulary</li></ul>	<ul style="list-style-type: none"><li>To discuss what you do in summer</li><li>To say what you did on holiday</li><li>To discuss holiday disasters.</li><li>To talk about where you would like to go</li></ul>	<ul style="list-style-type: none"><li>To discuss environmental issues</li><li>To discuss social problems such as homelessness</li><li>To discuss charities &amp; voluntary work</li></ul>	<ul style="list-style-type: none"><li>To look at a range of careers/professions</li><li>To discuss job applications &amp; adverts</li><li>Benefits of higher education</li><li>Ideal job and future plans</li></ul>	<ul style="list-style-type: none"><li>To engage with targeted revision</li><li>To focus on practice papers and developing listening, reading &amp; writing exam skills</li></ul>
<ul style="list-style-type: none"><li>Near future</li><li>Comparatives</li><li>Present tense</li><li>Possessive adjectives</li><li>Conditional tense</li></ul> <p>GCSE skills – general conversation, 150 word writing, reading &amp; photocard.</p>	<ul style="list-style-type: none"><li>All tenses – conditional, preterite, imperfect, present, near &amp; simple future</li><li>Sequencers</li><li>Set subjunctive phrases</li></ul> <p>GCSE skills – photocard, role play, 90 word writing</p>	<ul style="list-style-type: none"><li>All tenses – conditional, preterite, imperfect, present, near &amp; simple future</li><li>Para + infinitive</li><li>Present subjunctive</li></ul> <p>GCSE skills – reading &amp; listening, exam writing</p>	<ul style="list-style-type: none"><li>All grammar learned within the GCSE course overall</li><li>Cuando &amp; subjunctive</li><li>Suelo + infinitive</li></ul> <p>GCSE skills – reading &amp; listening, exam writing</p>	<ul style="list-style-type: none"><li>Consolidation of all grammar from the course</li></ul>
<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 &amp; writing</p> <p>Formative – teacher, self and peer assessment of class work</p>	<p>Summative Assessment – Listening &amp; 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 and writing take place.</p>
<p>Pupils begin Year 11 by revisiting different tenses &amp; 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>