



| Enrichment and Personal Development |                                                                                                                                                                                                                                                                                                                                                                               | Links to Careers in Spanish                                                                                                                                                                                                                                                                                                                                                                                     | Catholicity in the Curriculum                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Year 8                              | <ul style="list-style-type: none"> <li>Language creativity – poems, video clips and songs</li> <li>Festivals in Spain – Día de los muertos, la Navidad</li> <li>Compare UK school to schools in South American countries.</li> <li>Visit to Instituto Cervantes, Manchester</li> </ul>                                                                                        | <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> | <p>Dignity: Pupils learn about festivals significant to Hispanic cultures such as Día de los Muertos.</p> <p>Dignity: Pupils reflect on their unique characteristics which God has given them when describing their family, personality and hobbies.</p> <p>Creation and the Environment: Pupils appreciate the variety of food we have when learning how to order in Spanish.</p>                                                                                                                                                                                                                                                                                                                                                                                        |
| Year 9                              | <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>Popular and contemporary songs and poems</li> </ul>                                                                                                                                 | <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>                             | <p>Dignity: Pupils learn about festivals significant to Hispanic cultures such as Día de los Muertos.</p> <p>Creation and the Environment and Peace: Pupils consider the negative impact of bullfighting and the history leading up the current changes in Spanish attitudes towards violence.</p> <p>Dignity and Solidarity: Pupils consider the qualities that make an ideal friend and reflect on their own attributes.</p>                                                                                                                                                                                                                                                                                                                                            |
| Year 10                             | <ul style="list-style-type: none"> <li>Family and relationships - benefits of strong positive relationships</li> <li>Social Issues: Healthy and unhealthy lifestyles, smoking and alcohol</li> <li>Social media – advantages and disadvantages, balanced approach to spending time online</li> <li>Benefits of physical activity for physical and mental wellbeing</li> </ul> | <ul style="list-style-type: none"> <li>Pupils consider their future language study options and visit local sixth form colleges and universities</li> </ul>                                                                                                                                                                                                                                                      | <p>Dignity: Pupils learn how to respect their bodies through making healthy eating choices and participating in physical exercise.</p> <p>Dignity: Pupils appreciate that good mental health is important and understand the value of supporting one another.</p> <p>Dignity: Pupils learn about festivals significant to Hispanic cultures such as La Tomatina and Las Fallas.</p> <p>The Common Good: Pupils discuss positive role models who promote Christian values such as their parents.</p> <p>The Common Good: Self-reflection enables pupils to think critically about how they can improve their values and benefit the wider community.</p> <p>Solidarity: Pupils discuss relationships and the responsibilities they have to friends and family. Eg what</p> |
| Year 11                             | <ul style="list-style-type: none"> <li>Extra-curricular GCSE booster sessions</li> <li>Global issues: homelessness and environmental issues</li> <li>Employment sectors and types and changing patterns of behaviour</li> <li>The labour market, local national and international employment opportunities</li> </ul>                                                         | <ul style="list-style-type: none"> <li>Pupils discuss in greater depth their future plans for study and employment</li> </ul>                                                                                                                                                                                                                                                                                   | <p>Creation and the Environment: Pupils learn about the biggest threats to the environment including how they can put their faith into action in order to protect God's planet and the school environment.</p> <p>The Common Good and Dignity: Pupils think about their future plans and hopes including how they plan to make a positive impact on the world around them.</p>                                                                                                                                                                                                                                                                                                                                                                                            |



Key areas of focus  
in this unit of  
work



Subject specific  
knowledge



Assessment  
(including both  
formative and  
summative)



Interdisciplinary Learning



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



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| 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<br><br>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.<br><br>Summative Assessment – Open book reading, listening and grammar tasks                         | Summative – Writing, grammar & vocabulary.<br><br>Formative – teacher, self and peer assessment of class work. Formative writing task.                                                                                                                                                             | Summative – General conversation speaking.<br><br>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.                                                                                                                    |
| Mathematics: Addition, subtraction, multiplication and division.                                                                                                                                                                                         | RE: 'Day of the dead' beliefs and celebrations.                                                                                                                                             | English: Variety of adjectives. Difference between adjectives and verbs. Extension of vocabulary using synonyms.                                                                                                                          | English: Greater understanding of what a verb is and how to use effectively in a sentence.                                                                                                                                                                                                         | English: Recognition of different tenses and when to use them.<br>PE: What sports pupils do in their free-time and the importance of doing physical exercise.                                                                                                                     | English: Conversational skills. Manners and how to approach people in different situations.<br>Food and Nutrition: Discovering different foods.<br>Geography: Where different Hispanic foods originate from.                                            |
| 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



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| Autumn 1                                                                                                                                                                                                                                                                                                                                                 | Autumn 2                                                                                                                                                                                                                                                                                 | Spring 1                                                                                                                                                                                                                                      | Spring 2                                                                                                                                                                                                                                                                                                       | Summer 1                                                                                                                                                                                                                                           | Summer 2                                                                                                                                                                                                              |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Mi Familia y Mis Amigos                                                                                                                                                                                                                                                                                                                                  | Mi Vida Ideal                                                                                                                                                                                                                                                                            | 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>Types of jobs</li> <li>Future plans/ideal job</li> <li>Describe your dream house</li> <li>What would your ideal life be like in the future</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 "trabajar" in different tenses</li> <li>"estar" in the present</li> <li>The difference between "ser" &amp; "estar"</li> <li>Adverbs of frequency</li> <li>Extended opinions</li> <li>Comparatives</li> <li>The conditional tense</li> </ul> | <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, read aloud task with follow-up questions.</p> <p>Formative – teacher, self and peer assessment of class work.</p>                                                                                                                                                                                                    | <p>Summative Assessment – Standardised class task – vocabulary, grammar and translation</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>English: Recognition of different tenses and when to use them.</p> <p>RE: 'Day of the dead' beliefs and celebrations in greater depth.</p> <p>Art: Día de los muertos art work.</p>                                                                                                                                                                   | <p>English: Understanding the concept of different time frames and when they are used.</p> <p>Careers: Considering options for the future. What pupils would like to achieve.</p>                                                                                                        | <p>English: Recognition of different tenses and when to use them.</p> <p>History: Discussion of what 'nostalgia' is. How places have changed over time.</p> <p>Geography: Local demographics.</p>                                             | <p>Geography: Countries around the world and their spoken languages and geographical location.</p> <p>English: Recognition of different tenses and when to use them.</p>                                                                                                                                       | <p>English: Recognition of different tenses and when to use them.</p> <p>Extended writing techniques.</p> <p>Geography: References to Amazon rainforest and local habitats.</p>                                                                    | <p>English: Writing a film review and how to structure.</p> <p>Drama: Studying a film and discussing its narrative, characters and message.</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. 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



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| Autumn 1                                                                                                                                                                                                                                                                        | Autumn 2                                                                                                                                                                                                                                                                                                 | Spring 1                                                                                                                                                                                                                           | Spring 2                                                                                                                                                                                                                                                                                               | Summer 1 and Summer 2                                                                                                                                                                                                                                                      |                                                                                                                                                                                                |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Module 1 - My Personal World<br>Free Time and Media Technology                                                                                                                                                                                                                  | Travel and Tourism                                                                                                                                                                                                                                                                                       | My Personal World<br>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>English: Recognition of different tenses and when to use them.</p> <p>PE: What sports pupils do in their free-time and the importance of doing physical exercise.</p>                                                                                                        | <p>Geography: Countries around the world and their spoken languages and geographical location.</p> <p>English: Recognition of different tenses and when to use them. Extended writing techniques</p> <p>RE: ‘Las fallas’ beliefs and celebrations.</p>                                                   | <p>RE: Discussion on identity and appearance. All different, all loved.</p>                                                                                                                                                        | <p>PE: What sports pupils do in their free-time and the importance of doing physical exercise.</p> <p>Food and Nutrition: Healthy and unhealthy foods. A balanced diet.</p> <p>Mathematics: Telling the time.</p>                                                                                      | <p>Mathematics: Telling the time.</p> <p>English: Recognition of different tenses and when to use them. Extended writing structures regarding discursive writing tasks. Using inference to comprehend higher level texts.</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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| Autumn 1                                                                                                                                                                                                                                                                                                                                                | Autumn 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Spring 1                                                                                                                                                                                                                                                                                                                                    | Spring 2                                                                                                                                                                                                                                                                                                                                                                                                           | Summer 1 and 2                                                                                                                                                                                                               |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| My Town and Local Area                                                                                                                                                                                                                                                                                                                                  | Our Environment and Local Community                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | My Future Plans                                                                                                                                                                                                                                                                                                                             | Exam Preparation and Revision                                                                                                                                                                                                                                                                                                                                                                                      | GCSE Exam Season                                                                                                                                                                                                             |
| <ul style="list-style-type: none"> <li>To be able to describe cities and your local area.</li> <li>To be able to talk about how a city or town has changed.</li> <li>To discuss shopping preferences.</li> <li>To be able to give preferences about where you live.</li> </ul>                                                                          | <ul style="list-style-type: none"> <li>To talk about helping in the community.</li> <li>To be able to discuss climate change.</li> <li>To talk about how to help the environment.</li> <li>To discuss solutions about how you could help the world.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>To talk about your plans for the future.</li> <li>To discuss the importance of learning languages.</li> <li>To discuss changes in the world of work.</li> <li>To talk about the impact of artificial intelligence.</li> </ul>                                                                        | <ul style="list-style-type: none"> <li>To recall and practice vocabulary from all modules.</li> <li>To recall and practice grammar from all modules.</li> <li>To engage with practice exam questions for all four skills.</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>The perfect tense</li> <li>Prepositions of place</li> <li>Comparatives</li> <li>Imperfect tense</li> <li>Direct object pronouns</li> <li>Present subjunctive</li> <li>Using multiple tenses together</li> </ul> <p>GCSE Skills: listening for detail, read aloud, translation into Spanish, extended writing</p> | <ul style="list-style-type: none"> <li>The imperative</li> <li>The passive</li> <li>The imperfect continuous</li> <li>Negatives</li> <li>Present subjunctive with opinions</li> <li>Using multiple tenses together.</li> </ul> <p>GCSE Skills: extended writing, translation into Spanish, comprehension skills in both reading and listening.</p>                                                                                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>Using "seguir" and "continuar" + present participle.</li> <li>Possessive pronouns</li> <li>Masculine and feminine nouns</li> <li>Modal verbs</li> <li>Using "para que" + the subjunctive.</li> </ul> <p>GCSE Skills: transcribing unfamiliar words, dictation, understanding more complex texts.</p> | <p>GCSE Skills:</p> <p>Speaking: Read aloud, role-play, picture description and general conversation.</p> <p>Listening: listening for gist, comprehension of key details, dictation, listening for percentages.</p> <p>Reading: comprehension of complex texts, targeted question styles, translation into English.</p> <p>Writing: picture description, 40 word, 90 word, 150 word, translation into Spanish.</p> | <ul style="list-style-type: none"> <li>Consolidation of all grammar from the course</li> </ul>                                                                                                                               |
| <p>Summative Assessment – Listening, reading comprehension and translation into Spanish</p> <p>Formative – teacher, self and peer assessment of class work. 90 word or 150-word exam question. Vocabulary check.</p>                                                                                                                                    | <p>Summative Assessment – Full Mock exams in all four skills – reading, listening, speaking and writing.</p> <p>Formative – teacher, self and peer assessment of class work. Vocabulary and grammar checks.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p>Summative Assessment – full listening paper</p> <p>Formative – teacher, self and peer assessment of class work. 90 word or 150-word exam question. Vocabulary check.</p>                                                                                                                                                                 | <p>Summative – ACTUAL speaking exam to take place.</p> <p>Formative – exam questions across all skills, teacher, self and peer assessment.</p>                                                                                                                                                                                                                                                                     | <p>Summative - Actual GCSE examinations for reading, listening and writing take place.</p>                                                                                                                                   |
| <p>English: Recognition of different tenses and when to use them. Extended writing structures regarding discursive writing tasks. Using inference to comprehend higher level texts.</p> <p>History: Discussion of what 'nostalgia' is. How places have changed over time.</p> <p>Geography: Local demographics.</p>                                     | <p>English: Recognition of different tenses and when to use them. Extended writing structures regarding discursive writing tasks. Using inference to comprehend higher level texts.</p> <p>Geography: Climate change and solutions to helping environmental issues.</p>                                                                                                                                                                                                                                                                                                                                                                          | <p>English: Recognition of different tenses and when to use them. Extended writing structures regarding discursive writing tasks. Using inference to comprehend higher level texts.</p> <p>RE: The impacts of artificial intelligence on the world of work and its impacts.</p>                                                             | <p>English: Recognition of different tenses and when to use them. Extended writing structures regarding discursive writing tasks. Using inference to comprehend higher level texts.</p>                                                                                                                                                                                                                            |                                                                                                                                                                                                                              |
| <p>Pupils continue the GCSE course by widening their vocabulary and grammar understanding on the topic of my neighbourhood, coupled with GCSE style questions and assessment. Key grammar from last year is recalled and built upon.</p>                                                                                                                | <p>Pupils consolidate understanding of multiple tenses whilst adding more complex, higher-level grammatical structures. Pupils will demonstrate knowledge and understanding of this grammar alongside their vocabulary acquisition throughout their mock exams across all 4 skills. Pupils have nearly completed the course content and are readily practising this across all topics, leading to improved language fluency and understanding in preparation for the final module. Outcome of GCSE mock exams will create an action plan for the final term. Pupils will understand where they need to focus their revision and preparation.</p> | <p>At the end of this module pupils have finished the course content.</p> <p>Pupils will now understand their current progress and their next steps in terms of exam skills and where they need to focus.</p>                                                                                                                               | <p>Pupils engage fully in and outside of the classroom to fully understand their progress and their next steps to revise and prepare successfully for their exams.</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> |

