



Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7 Equivalent to intermediate. B1.1, B1.2, B1.3	<b>Letters from the Lighthouse</b> Greetings Introducing yourself Numbers 1-31 Dates/birthdays Nationality verb 'ser' 'La Hispanidad' – Celebrating diversity in the Spanish speaking world/problematising the 'discovery' of the Americas	<b>Tener Classroom</b> instructions and vocabulary Verb tener Classroom objects Masculine and feminine nouns Singular and plural nouns. Basic adjective agreement Navidad en España	<b>Ser</b> Numbers 1-100 Family members Hair eyes (Tener) Physical and character description (Ser) Animals Adjective agreement continued. Regular present tense verbs	<b>Mis pasatiempos</b> Hobbies Sports (jugar/hacer) Opinions on verbs Weather Comparatives mas/menos	<b>Mi Casa</b> <ul style="list-style-type: none"> <li>Describing homes (Es/está) (Vivir)</li> <li>Rooms in house</li> <li>Describing bedroom (Prepositions of place)</li> <li>Ideal home (basic conditional)</li> </ul> <b>Review</b> <b>EOY</b> <b>Zipe and Zape film project</b> <ul style="list-style-type: none"> <li>Revision of 3<sup>rd</sup> person description.</li> </ul> Opinions in film reviews.	
Year 7 Equivalent to Upper Intermediate B2.1, B2.2	Greetings/introduction Definite articles (le/le/los/las). Adjectives ending in o/a. Making negative sentences. Present tense of ser/tener (singular). Masculine/feminine adjectives	Likes/dislikes/free time activities/weather. Giving opinions Introduction to infinitive verbs. Present tense of ar verbs. Present tense of hacer and jugar.	Describing your school/school subjects/break time activities. Using the we form of ar verbs. Using me gusata(n). Giving opinions and using correct adjectival agreement. Using plurals. Present tense of er /ir verbs.	Describing your family/describing physical appearance/describing where you live. Using possessive adjectives. Reviewing irregular verbs tener and ser. Position of adjectives. Agreement of adjectives with nouns. Introduction to the verb estar.	Describing your town/telling the time/ordering in a café/saying what you're going to do at the weekend. Using indefinite articles and muchos and muchas. Present tense of the verb ir. Using the verb querer. Introduction to the near future tense.	Revision and assessment Cross curricular/project work +film
Year 8 Equivalent to Upper Intermediate B2.3, B2.4	<b>En mi ciudad</b> Places in town (Hay)(Ir) Directions Weekend plans (Near future tense) Comparisons with past (Basic imperfect and comparatives tan ... como)	<b>Mi insti</b> School subjects Further opinions Time School description Extra curricula activities Future plans Schools in Spain similarities and differences	<b>Dieta y salud</b> Food (comer/beber) Justified opinions Restaurants Healthy/Unhealthy eating Parts of the body (Doler) At the pharmacy Gastronomy of Spain	<b>Las vacaciones</b> Countries Transport (Ir + prepositions) Holiday activity verbs Accommodation Extended holiday description Geography of Latin America	<b>Fuimos a Espana</b> <ul style="list-style-type: none"> <li>Preterite tense (ir)</li> <li>Preterite tense (irregular verbs)</li> <li>Future holiday plans (Near future)                      Review                      Book "El Quijote"                      Narration (Tense concordance) and film reviews</li> </ul>	



	<p>Talking about a past holiday. Introduction to the preterit tense. Using the preterit tense of regular “ar” verbs. Using the preterit tense of regular “er” verbs. Using the preterit tense of irregular verbs “ver” and “ser”</p> <p>Distinguishing between the present and preterit verb forms.</p>	<p>Saying what you use your phone for. Revising the present tense of “ar”, “er” and “ir” verbs and stem changing verbs. Saying what types of music, you like. Using me gusta+the infinitive. Revising adjectival agreement. Using comparatives. Using the preterit of hacer.</p>	<p>Saying what food, you like/describing meal times/ordering meals/buying food/giving an account of a party. Using a wider range of opinions. Using negatives. Introduction to the use of usted/ustedes. Using the near future tense. Using three tenses together.</p>	<p>Arranging to go out/making excuses/giving descriptions/talking about clothes and sporting events. Using me gustaria + infinitive Using querer and poder in the present tense Introduction to reflexive verbs. Revision of adjectival agreement + the use of demonstrative adjectives. Using 3 tenses together.</p>	<p>Describing holidays/asking and giving directions/talking about summer camps/describing a world trip. Using comparatives Using superlatives Using the imperative. Using 3 tenses together, the present, preterit and near future.</p>	<p>Revision and assessment Cross-curricular project + film</p>
<p>Year 9 Equivalent to Upper Intermediate BB2.3, BZ.4</p>	<p><b>Generación Digital</b></p> <ul style="list-style-type: none"> <li>Internet/social media/TV/Films/Cinema</li> <li>(Ser/estar)</li> <li>Jobs (Future simple tense)</li> <li>Prefiero + a</li> <li>Mejor/peor</li> <li>Musical Programmes in Spain</li> </ul>	<p><b>Adictos a la moda</b></p> <ul style="list-style-type: none"> <li>Clothes</li> <li>Demonstrative adjectives</li> <li>Shops – Indefinite adjectives</li> <li>Cardinal and ordinal numbers</li> <li>Problems when shopping</li> <li>Direct object pronouns</li> <li>Hypotheses (Conditional tense)</li> </ul> <p>Regional costumes</p>	<p><b>Yo y mi mundo</b></p> <p>Daily routine (Reflexive verbs) Relationships (Direct object pronouns) Global issues Future and conditional tenses</p> <p>Poetry “La Plaza” (poesía romántica) Antonio Machado</p>	<p><b>De paseo por el mundo hispano</b></p> <ul style="list-style-type: none"> <li>Texan culture (Present tense radical changing verbs)</li> <li>Comparing Madrid and Barcelona (Perfect tense)</li> <li>Mexico (irregular past participles)</li> <li>Guinea Equatorial</li> </ul>	<p>“El Quijote” Imperfect tense Reflexive verbs in different tenses Planning dream trip across Spain</p> <p>Geographical and statistical language</p> <p>Cultural context of Spain Spain Civil war Review and Preparation for GCSE</p>	
	<p>Discussing holiday activities and the weather Revising the present tense Using opinion verbs. Using new connectives. Understanding percentages. Using stem changing verbs. Revising the preterit tense. Using the imperfect</p>	<p>Giving an account of a passed holiday. Using the present, imperfect and preterit tenses together. Identifying positive and negative opinions. Testing A01,2 3 and 4. Describing school day/uniform and facilities.</p>	<p>Talking about school subjects/rules and problems. Using comparatives and superlatives. Giving reasons. Comparing now and then. Using the near future. Forming questions.</p>	<p>Using desde hace+present tense. Introduction to direct object pronouns. Talking about socialising and family. Using possessive adjectives. Using expressions of frequency. Qualifying descriptions.</p>	<p>Talking about social networks/making arrangements/talking about reading preferences/family and friends. Understanding more detailed descriptions. Understanding the difference between ser and estar. Using more complex negatives and reflexive verbs</p>	<p>Revision and assessment of modules 1, 2 and 3 End of year 9 test.</p>



<p>Year 10 GCSE/ Equivalent to Advance C1.1, C1.2</p>	<p>Talking about free-time activities. Using stem changing verbs. Using adjectives of nationality. Using the definite plural adjective. Soler + infinitive. Revising direct object pronouns/the preterit tense and the imperfect tense.</p>	<p>Introduction to the perfect tense with ya and todavia. Using acabar=infinitive. Talking about who inspires you. Using a range of past tenses. Referring to different year in Spanish. Talking about places in town, asking/giving directions</p>	<p>Describing a feature of e region/talking about problems in town/using tan and tanto/understanding the geography of Spain. Shopping for clothes and presents. Using se puede + infinitive Using the future tense. Using si+present+future. Using demonstrative adjectives. Using the conditional tense.</p>	<p>Describing meal times/talking about daily routine/talking about illnesses and injuries. Revising reflexive verbs and the 12-hour clock. Learning infinitives of news words.</p>	<p>Talking about typical foods/comparing different festivals/describing a special day/ordering at a restaurant/talking about a music festival. Using the passive voice. Preterit tense of reflexive verbs. Using absolute superlatives.</p>	<p>Revision/assessment End of year 10 test</p>
<p>Year 11 GCSE / Equivalent to Advance C1.2, C1.3</p>	<p>Talking about earning money/talking about work experience/talking about the importance of learning languages. Applying for a summer job and discussing gap years Using soler in the imperfect. Using the preterite and imperfect tenses together. Using alternative to and. Using the present continuous.</p>	<p>Using saber and conocer. Revising the 24h clock Describing types of houses. Talking about the environment/healthy eating and diet. Considering global issues. Using se deberia + infinitive Introduction to the subjunctive. Recognising higher numbers.</p>	<p>Talking about local action. Using the subjunctive in commands. Discussing healthy lifestyles/talking about international sporting events/talking about natural disasters. Giving extended reasons. Using the pluperfect tense. Gist reading to infer overall meaning. Using the imperfect continuous tense.</p>	<p>Students preparing their speaking exam/and practice their writing skills.</p>	<p>Revision and practice papers.</p>	
<p>Year 12 - A ' Levels / Equivalent to Proficiency C2.1, C2.2, C2.3</p>	<p>Hispanic society: social issues and trends</p>	<p>Culture in the Hispanic world Choose film or book theme linked learning</p>	<p>Content focus according to assessment tasks: essay writing on book or film speaking and stimulus cards reading, listening and translation according to sub-themes and aspects</p>	<p>Transition between year 12 work (subthemes) and year 13. Developing skills in speaking, essay writing, listening, reading and translation into and from target language.</p>	<p>Explore independent research possibilities.  <b>EXAMS:</b> <b>Language:</b> <a href="https://filestore.aqa.org.uk/sample-papers-and-mark-schemes/2018/june/AQA-76921-INS-JUN18.PDF">https://filestore.aqa.org.uk/sample-papers-and-mark-schemes/2018/june/AQA-76921-INS-JUN18.PDF</a></p>	
<p>Year 13 - A ' Levels / Equivalent to Proficiency C2.1, C2.2, C2.3</p>	<p>Aspects of political life in the Spanish speaking world</p>	<p>Phase 1: development of skills in the two theme areas of year 13. Intensive first phase of teaching and learning for the second work.</p>	<p>Phase 2: as for phase 1 with less time spent on the 2nd work and more time spent on social issues.</p>	<p>Phase 3: phase 1 and 2 continued. Content and skills practice with independent research (ie outcomes are shared with teacher, planning and preparation for speaking).</p>	<p>Phase 4: intensive and comprehensive exam preparation. <b>EXAMS:</b> <b>Language:</b> <a href="https://www.aqa.org.uk/subjects/languages/as-and-a-level/spanish-7692">https://www.aqa.org.uk/subjects/languages/as-and-a-level/spanish-7692</a></p>	



## Subject Vision & Approach

All students will study Spanish from Year 7. AQA GCSE languages in Spanish is offered as an option subject as part of the E-BACC pathway. We teach grammar as a concept in Key Stage 4 through the four key skills of Listening, Reading, Writing and Speaking in the context of the cultures of the language studied. In KS3 we will be concentrating on learning parallel texts, Spanish one side, English the other. The text is made up of around 10-15 full sentences on a variety of topics.

The text is predominantly high frequency vocabulary and structures that can be recycled in a wide range of contexts. Grammar concepts will be introduced during the Key Stage 3, but not until at least Year 8.

We will concentrate on the students being able to speak and write the parallel texts we study and manipulate the texts when necessary. We will expect all our students to learn the parallel texts. This will be the minimum requirement every term for every student. Throughout their studies the students should gain a cultural awareness of Spanish culture, we expect this knowledge to help them to integrate into and make a greater contribution to both the community they live in and to the wider community. It is hoped that increased awareness to other cultures will make the students question themselves about their future ambitions and how they can continually strive to improve themselves.

Our specifications for Key Stage 4 and 5 are: For Year 10: <https://www.aqa.org.uk/subjects/languages/gcse/spanish-8698>

For Year 13: <https://www.aqa.org.uk/subjects/languages/as-and-a-level/spanish-7692>

The breakdown of topics covered across the year groups is detailed in the grid below.

Please note this is subject to change as we adapt our curriculum to meet the needs of our students.