



Year 7						
Subject intent	We welcome and celebrate cultural and linguistic differences within our school community. Language is the grammar of lived and living social relationships. When studying a modern foreign language, our students are encouraged to appreciate different cultures and ways of life, and to deepen their understanding of the world. It promotes mutual respect, reflection and resilience, and equips our students with the skills to be confident global citizens. In addition, by supporting students in gaining a qualification in a Modern Foreign Language, we are building their communication and literacy skills and preparing them for a globalised world of work.					
Subject Implementation	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge	<p><b>Context</b></p> <ul style="list-style-type: none"> <li>-Describing places and locations.</li> <li>-Saying what someone is like at the moment.</li> <li>-Saying what someone is like in general.</li> <li>-Saying what people have.</li> <li>-Saying what people do.</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>-Essential verbs ESTAR (to be, being) - location and mood, SER (to be, being) - general characteristics</li> <li>TENER (to have, having) (1st, 2nd, 3rd persons singular)</li> </ul>	<p><b>Context</b></p> <ul style="list-style-type: none"> <li>-Saying what people do and don't do.</li> <li>-Numbers (1 to 12) and talking about more than one thing</li> <li>-Saying what there is around you and describing it</li> <li>-Talking about the location of things</li> <li>-Describing a place</li> <li>-Giving and wanting (festive season and family)</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>-Using 'no' to make a verb negative</li> </ul>	<p><b>Context</b></p> <ul style="list-style-type: none"> <li>-Describing family</li> <li>-Describing some natural wonders of the Spanish-speaking world</li> <li>-Asking and answering questions</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>Adjective agreement (-o, -a, number)</li> <li>-tenemos, tienen [TENER]</li> <li>-Adjective position</li> <li>-WH questions</li> <li>-HACER (to do, make) (1st, 2nd and 3rd persons singular)</li> </ul>	<p><b>Context</b></p> <ul style="list-style-type: none"> <li>-Talking about what you do with others (rural life)</li> <li>-Talking about what people can do</li> <li>-Contrasting what people must, can and want to do</li> <li>-Places and locations</li> <li>-Saying what people are like today vs in general</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>-AR verbs (1st person plural, amos)</li> <li>-Modal verb PODER (can, to be able to) + infinitive</li> </ul>	<p><b>Context</b></p> <ul style="list-style-type: none"> <li>-Describing activities (travel)</li> <li>-Describing what people do</li> <li>-Describing what people do (technology)</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>-AR verbs (3rd person plural -an)</li> <li>-ER and -IR verbs (infinitive and 1st, nd, 3rd persons singular)</li> <li>-es [SER] in infinitive sentences</li> </ul>	<p><b>Context</b></p> <ul style="list-style-type: none"> <li>Discussing what people do and don't do</li> <li>Describing people and possessions</li> <li>Describing when and where people go</li> <li>Describing future plans</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>-Revisit -AR, -ER, -IR verbs, WH- questions, negation, modals</li> <li>-Possessive adjectives (mi/mis, tu/tus)</li> </ul>



	<ul style="list-style-type: none"> <li>- Indefinite articles, singular and plural nouns</li> <li>-Adjectives - gender and agreement</li> <li>-Yes/no questions with raised intonation</li> <li>-AR verbs in the present (1st, 2nd, 3rd persons singular)</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>-Learning what it means to know a word from recognition, to pronunciation, spelling and using the word in a sentence.</li> <li>-High-frequency vocabulary relevant to given context.</li> <li>-Mixed word class vocabulary sets (average 10 words per week) on QUIZLET for each week of the Y7 course.</li> </ul>	<ul style="list-style-type: none"> <li>-HAY (vs 'TIENE')</li> <li>-son [SER], adjective (number, agreement with -s in relation to the verb)</li> <li>-Singular definite articles - el &amp; la</li> <li>Plural definite articles - los &amp; las</li> <li>-DAR (to give, giving) doy, das, da (plus noun)</li> <li>-Modal verb QUERER (to want, wanting) quiero, quieres, quiere (plus noun)</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>-Consolidation and extension of vocabulary relevant to the given contexts.</li> <li>-Revisiting of verbs, nouns and adjectives in relation to locations and family members</li> </ul>	<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>-Deepening vocabulary knowledge through work with a challenging text.</li> <li>-Revisiting essential verbs in new contexts (es, son, hay, tiene, tienen, está + location)</li> <li>- Question words</li> </ul>	<ul style="list-style-type: none"> <li>(positive/negative statements, yes/no questions)</li> <li>-Modal verb DEBER (must, to have to) + infinitive</li> <li>-estamos, están [ESTAR]</li> <li>-de + el del vs de la</li> <li>-somos, son [SER]</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>-Using a range of prototype -AR verbs</li> <li>-Developing the verb lexicon (-AR verbs) and modal verbs</li> </ul>	<ul style="list-style-type: none"> <li>-ER and -IR verbs (present - 3rd person plural)</li> <li>-WH- questions</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>-Deepening vocabulary and grammar knowledge through work with a challenging text.</li> <li>-Revisiting -AR verbs in the present tense (1st, 2nd, 3rd persons singular, 1st and 3rd persons plural)</li> </ul>	<ul style="list-style-type: none"> <li>-IR (to go, going) - voy, vas, va</li> <li>al vs a la - 'to'</li> <li>-IR + infinitive to express future plans (1st, 2nd, 3rd persons singular &amp; 1st person plural)</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>-Developing a verb lexicon (-ER and -IR verbs).</li> <li>-Deepening vocabulary and grammar knowledge through work with a challenging text.</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>-Finding ways to remember new vocabulary</li> <li>-Be able to ask and recognise questions</li> <li>-Have an understanding of masculine/feminine nouns</li> </ul>	<ul style="list-style-type: none"> <li>-Be able to identify specific words in Listening tasks</li> <li>-Build confidence when expressing yourself</li> </ul>	<ul style="list-style-type: none"> <li>- Have an understanding of adjectives in the plural form</li> <li>-Numeracy in the target language</li> </ul>	<ul style="list-style-type: none"> <li>-Starting to develop classroom language</li> <li>-Recognise and answer several questions</li> </ul>	<ul style="list-style-type: none"> <li>-Develop classroom language</li> <li>-Understand longer passages from one topic with some repetition</li> </ul>	<ul style="list-style-type: none"> <li>-Constructing sentences in Spanish more confidently</li> <li>-Improve Listening skills</li> <li>-Understanding how</li> </ul>



	and adjectives -Be able to distinguish between having and being					to form the negation
<b>Subject Impact</b>	-Become used to hearing and pronouncing words and short sentences -Awareness of another country -A deeper understanding of a different culture	-Become increasingly used to hearing and pronouncing words and short sentences -Being able to communicate about where they live using a range of vocabulary, and comparing where they live with Spain.	-Start to make more detailed sentences -Being able to communicate about themselves, family and friends, selecting and classifying a range of adjectives and pronouns.	-Being able to communicate about what people must, can and want to do, using modal verbs. -Demonstrate skills in reading/listening, translation and grammar	-Be able to use essential verbs in new contexts . -Be able to communicate leisure likes and dislikes, comparing leisure in Spain and in the UK.	-Be able to use negatives to say people do and don't do -Being able to communicate about future activities, and experimenting with the Future tense.
<b>Assessment</b>	Vocabulary testing Translation Listening Speaking (Role-play)	Vocabulary testing Phonics, Listening, Reading, Writing, Grammar	Vocabulary testing Speaking (Photo-card) Listening Translation	Vocabulary testing Reading Grammar Extended writing	Vocabulary testing Listening Translation Speaking (General conversation)	End of year exam



<b>Year 8</b>						
<b>Subject intent</b>	<p>We welcome and celebrate cultural and linguistic differences within our school community. Language is the grammar of lived and living social relationships. When studying a modern foreign language, our students are encouraged to appreciate different cultures and ways of life, and to deepen their understanding of the world. It promotes mutual respect, reflection and resilience, and equips our students with the skills to be confident global citizens. In addition, by supporting students in gaining a qualification in a Modern Foreign Language, we are building their communication and literacy skills and preparing them for a globalised world of work.</p>					
<b>Subject Implementation</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Knowledge</b>	<p><b>Context</b>                      -Describing events in the past and present (travel)                      -Comparing past experiences                      -Talking about what people and places are like now vs in general.                      -Comparing what you and someone else ('we') do (news and media, parties and celebrations)                      -Describing what people do (at home)                      -Asking what people can and must do</p>	<p><b>Context</b>                      Describing events in the past and present (at school)                      -Describing events in the past and present (free time activities)                      -Describing how people feel in the present (feelings and emotions)                      -Describing future plans                      -Talking about what people do (work)</p> <p><b>Grammar</b></p>	<p><b>Context</b>                      Describing what people do (technology and social networks)                      Describing what different people did in the past (Free time activities)                      Talking about the environment                      Saying what you do for others                      Routines and daily life</p>	<p><b>Context</b>                      Describing a series of events (Narration)                      Talking about giving and receiving (Birthdays)                      Describing how things make people feel                      Giving opinions about school</p>	<p><b>Context</b>                      Visiting a Spanish speaking city                      -Describing family members                      Describing how people feel                      Comparing things                      Describing what people do and did (sport)                      -Comparing where people go and went</p>	<p><b>Context</b>                      -Asking questions about what people did                      -Learning about a famous Spanish speaking person                      -Describing school                      -Describing what is happening now                      -Describing Hispanic traditions                      -Talking about past and future trips</p>



	<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>-Past tense (preterite) –ar verbs in 1st and 2nd person singular</li> <li>-Revisit SER for traits and ESTAR for state</li> <li>-Revisit English and Spanish question formation</li> <li>-Present-tense –er verbs in 1st person plural</li> <li>-Present tense –ir verbs in 1st person plural</li> <li>-HACER in 1st and 3rd person plural</li> <li>-Subject pronouns</li> <li>-Present simple for ongoing/unfinished actions</li> </ul>	<p>Past tense (preterite) –er and –ir verbs in 1st and 2nd person singular</p> <ul style="list-style-type: none"> <li>-Prenominal adjectives</li> </ul> <p>Revisit TENER</p> <p>QUERER and DAR in 1st and 3rd person plural</p> <p>IR in 3rd person plural</p> <ul style="list-style-type: none"> <li>-Para + infinitive</li> </ul> <p>Revisit regular present tense verbs</p> <p><b>Vocabulary</b></p>	<p><b>Grammar</b></p> <p>Past tense (preterite) –ar verbs in 3rd person singular</p> <p>Past tense (preterite) –er and –ir verbs in 3rd person singular</p> <p>Personal ‘a’</p> <p>Reflexive ‘me’ and ‘te’</p> <p>Revisit possessive adjectives ‘mi’, ‘tu’</p>	<p><b>Grammar</b></p> <p>OVS word order</p> <p>Direct object pronouns ‘lo’, ‘la’</p> <p>Indirect object pronouns (me, te, le)</p> <p>Gustar-type verbs</p>	<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>-Revisit SER (es, son), adjective agreement, para + infinitive</li> <li>-Possessive adjectives ‘su’ and ‘nuestro’</li> <li>-Comparatives ‘más’ and ‘menos’</li> <li>-Adjectives with comparative meaning</li> <li>-Demonstratives ‘este’, ‘esta’, ‘estos’, ‘estas’</li> <li>-HACER in past (preterite) in singular persons</li> <li>-IR in past (preterite) in singular persons</li> </ul>	<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>-Revisit regular (-ar, -er, -ir verbs) in singular persons in past</li> <li>-Revisit regular (-ar, -er, -ir verbs) in plural persons in past and present</li> <li>-Present continuous with –ar verbs</li> <li>-Present continuous with –ir/-er verbs</li> <li>-Revisit future plans with IR [revisited]</li> </ul>
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	<p><b>Vocabulary</b> In Year 8, we focus explicitly on some common word patterns between Spanish and English. The words are high-frequency and often cognates or semi-cognates with English.</p> <p>Feminine nouns ending in -dad (e.g. realidad, sociedad)</p>	<p>Consolidation and extension of vocabulary relevant to the given contexts. -Using 'de' to link nouns (e.g. partido de fútbol) -Nouns used with IR and DAR in idiomatic ways (e.g. dar una vuelta, ir de paseo)</p>	<p><b>Vocabulary</b> Revisit question words</p> <p>Revisit high-frequency regular -ar/-er/-ir verbs in new contexts.</p> <p>Developing the verb lexicon (-ar/-er/-ir verbs)</p> <p>Learn new meanings of the verbs 'sacar', 'conocer', 'querer'</p>	<p><b>Vocabulary</b> Deepen vocabulary and grammar knowledge through work with a challenging text.</p> <p>Develop knowledge of words from a range of word classes</p> <p>Consolidate previously taught vocabulary by using them for further practice of sound-symbol correspondences</p>	<p><b>Vocabulary</b> Extend knowledge of numbers (21-30)</p> <p>Consolidate knowledge of adjectives by learning to use them in comparisons</p>	<p><b>Vocabulary</b> Revisit regular (-ar, -er, -ir verbs) in singular persons in past -Revisit regular (-ar, -er, -ir verbs) in plural persons in past and present -Present continuous with -ar verbs -present continuous with -ir/-er verbs</p> <p>Revisit future plans with IR [revisited]</p>
<b>Skills</b>	<p>-Use and agree adjectives with masculine and feminine nouns -Understand patterns and use feminine noun formation -Identify language patterns</p>	<p>-Develop forming/answering a range of questions -Be able to use both the Present and the Past (Perfect tense) with increased confidence and accuracy</p>	<p>-Be able to talk about your typical day in the Present and the Past -Be able to identify specific words in Listening tasks with increased accuracy</p>	<p>-Skim texts for gist -Recognise and answer several questions with increased accuracy, using a range of question words</p>	<p>-Understand longer passages from one topic with less repetition -Be able to make comparisons using comparative forms of adjectives and adverbs</p>	<p>- Understand a range of instructions, questions and short phrases -Pick out a series of phrases at near normal speed (Listening)</p>



<b>Year 9</b>						
<b>Subject intent</b>	The GCSE Spanish linear course is taught over three years, starting in Year 9. It encourages students to develop their ability and ambition to communicate with native speakers in speech and writing, and to acquire the knowledge and understanding that enables them to be creative with the language and to become independent learners. Students will improve their understanding of grammar and hence develop their creativity and independence. The study of Spanish will also broaden their horizons and encourage them to step beyond familiar cultural boundaries and develop new ways of seeing the world. In addition, by supporting students in gaining a qualification in a Modern Foreign Language, we are building their communication and literacy skills and preparing them for a globalised world of work.					
<b>Subject Implementation</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Knowledge</b>	<p><b>Context</b></p> <p><b>Me, my family and friends</b></p> <p>Relationships with family and friends</p> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>- tener, ser and estar present tense</li> <li>- possessive adjectives</li> <li>- adjective agreement rules</li> <li>- reflexive verbs casarse / enfadarse / llevarse bien con</li> </ul>	<p><b>Context</b></p> <p><b>Local, national, international and global areas of interest</b></p> <p>Home, town, neighbourhood and region</p> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>- hay prepositions</li> <li>- use of unos, unas for 'some'</li> <li>- poder + infinitive</li> <li>- expressions of quantity</li> <li>- irregular verbs ir/hacer</li> </ul>	<p><b>Context</b></p> <p><b>Current and future study and employment</b></p> <p>My studies</p> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>- tener que/deber + infinitive</li> <li>- hay que + infinitive (compulsory subjects)</li> <li>- porque to express reasons</li> <li>- perfect tense regular verbs (escoger / decidir / dejar - options)</li> </ul>	<p><b>Context</b></p> <p><b>Identity and culture</b></p> <p>Free-time activities</p> <ul style="list-style-type: none"> <li>• Music</li> <li>• Cinema and TV</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>- consolidation of present tense including irregular verbs salir, querer, preferir, ver, dar</li> <li>- extend range of two verbs together</li> <li>- adverbs such as por lo general / normalmente</li> </ul>	<p><b>Context</b></p> <p><b>Identity and culture</b></p> <p>Free-time activities</p> <ul style="list-style-type: none"> <li>• Food and eating out</li> <li>• Sport</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>- perfect tense using regular and common irregular verbs (lo que he hecho este fin de semana / esta mañana)</li> <li>- simple opinion</li> <li>- statements to express how it was (illustration of the imperfect)</li> </ul>	<p><b>Context</b></p> <p><b>Identity and culture</b></p> <p>Customs and festivals in Spanish-speaking countries / communities</p> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>- preterite tense rules – regular and common irregular verbs (ser, estar, tener, hacer, ir)</li> <li>- reflexive verbs in preterite; perfect and imperfect tenses together</li> </ul>



	<ul style="list-style-type: none"> <li>- comparatives más que/menos que</li> <li>- adverbs of frequency</li> <li>- regular verbs in present tense</li> <li>- direct object pronouns</li> <li>- interrogative words such as quién, cómo, cuántos, qué, cuándo</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>-¿Cómo es tu familia?</li> <li>-Hablando de los amigos</li> <li>- Relaciones con la familia</li> </ul>	<ul style="list-style-type: none"> <li>- los que/las que + verb gustar</li> <li>- enhancing descriptions using que</li> <li>- demonstrative adjectives: este, esta, estos, estas, ese, esa, esos, esas</li> <li>- interrogatives dónde and por qué</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>- Mi casa</li> <li>- ¿Cómo es tu casa?</li> <li>- Mi casa y mi barrio</li> </ul>	<ul style="list-style-type: none"> <li>- two verbs together eg ir a/ esperar / gustar más</li> <li>- comparative and superlative in expressing opinions about subjects</li> <li>- use of tú and usted in informal / formal exchanges</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>-El instituto y las asignaturas</li> <li>- ¿Cómo ser un buen estudiante?</li> <li>- ¿Qué tal el instituto?</li> </ul>	<ul style="list-style-type: none"> <li>- <i>clauses introduced by cuando and si</i></li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>- ¿Qué te gusta hacer?</li> <li>- ¿Qué haces en tu tiempo libre?</li> <li>- Hablando del tiempo libre y de los planes</li> </ul>	<ul style="list-style-type: none"> <li>- disjunctive pronouns such as conmigo and para mí</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>- Comer y beber</li> <li>- Vamos a comer fuera</li> <li>- Una cena especial</li> </ul>	<ul style="list-style-type: none"> <li>- describing a past event/festival; actions and opinions</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>- Las fiestas de España: La Tomatina</li> <li>- Las fiestas del mundo hispano</li> <li>- Las fiestas de España: las Fallas</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>-Ignoring words which are not needed (reading for gist)</li> <li>-Including adjectives to enhance description</li> <li>-Adapting models</li> </ul>	<ul style="list-style-type: none"> <li>-Using adjectives to enhance descriptions</li> <li>-Recognising key topic words in reading and listening tasks</li> <li>-Using quantifiers</li> <li>- Using different vocabulary to express the same idea</li> </ul>	<ul style="list-style-type: none"> <li>-Forming longer sentences</li> <li>- Using the same word with different meanings</li> <li>- Talking to yourself for practice</li> </ul>	<ul style="list-style-type: none"> <li>- Expanding statements</li> <li>- Giving all the information required by the question</li> <li>- Listening for positive and negative opinions</li> </ul>	<ul style="list-style-type: none"> <li>-Using time words to express order</li> <li>- Using Listening techniques</li> <li>- Using verbal context in reading</li> <li>-Using common patterns between Spanish and English when reading</li> </ul>	<ul style="list-style-type: none"> <li>- Using past expressions of time</li> <li>- Skim-reading for information</li> <li>- Using cognates to aid understanding</li> <li>- Making use of social and cultural context when reading</li> </ul>





<b>Year 10</b>						
<b>Subject intent</b>	<p>The GCSE Spanish linear course is taught over three years, starting in Year 9. In the second year, students build upon previous years' study to broaden vocabulary and increase use of more complex grammatical structures.</p> <p>The course encourages students to further develop their ability and ambition to communicate with native speakers in speech and writing, and to acquire the knowledge and understanding that enables them to be creative with the language and to become independent learners. Students will improve their understanding of grammar and hence develop their creativity and independence. The study of Spanish will also broaden their horizons and encourage them to step beyond familiar cultural boundaries and develop new ways of seeing the world. In addition, by supporting students in gaining a qualification in a Modern Foreign Language, we are building their communication and literacy skills and preparing them for a globalised world of work.</p>					
<b>Subject Implementation</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Knowledge</b>	<p><b>Context</b></p> <p><b>Current and future study and employment</b> Life at school/college</p> <p><b>Grammar</b> - transfer deber / poder / hay que / querer to school rules context - quantity words <i>mucho / demasiado / bastante</i> (including with plurals)</p> <p><b>Vocabulary</b> - Un día en el instituto - Las reglas y el uniforme</p>	<p><b>Context</b></p> <p><b>Local, national, international and global areas of interest</b> Travel and tourism</p> <p><b>Grammar</b> - consolidation of preterite tense - extension of imperfect tense - consolidation of preterite and imperfect tenses - sequencing words, expressions and phrases</p>	<p><b>Context</b></p> <p><b>Current and future study and employment</b> Education post-16</p> <p><b>Grammar</b> - Use of lo in lo que and lo + adjective - future tense introduced for eg future study plans</p>	<p><b>Context</b></p> <p><b>Local, national, international and global areas of interest</b> Social issues: Healthy / Unhealthy living</p> <p><b>Grammar</b> - recap on <i>deber / tener que / hay que + infinitive</i> and introduce conditional forms – affirmative and negative</p>	<p><b>Context</b></p> <p><b>Identity and culture</b> Marriage/Partnership</p> <p><b>Grammar</b> - Revisiting adjectives to describe and use of que to describe ideal partner and enhance descriptions - use of gerund - revision of future tense to outline future plans</p>	<p><b>Context</b></p> <p><b>Identity and culture</b> Technology in everyday life</p> <p><b>Grammar</b> - revision of past tenses to recount how social media have been used; or life before technology - <i>gracias a / sin / con</i> - enhanced statements of possibility including</p>



	- Lo bueno y el malo del instituto	<p><i>antes de / después de haber etc / mientras / desde hace / acabar de</i></p> <p>- developing greater complexity in spoken and written accounts of past events or experiences</p> <p>weather expressions with <i>hacer</i></p> <p>- possessive pronouns <i>mío etc</i></p> <p><b>Vocabulary</b></p> <p>- ¡Me voy de vacaciones! - ¿Dónde te alojas? - ¿Qué hiciste y qué te gustaría hacer durante las vacaciones?</p>	<p>- building on <i>si</i> clauses with present and future</p> <p>- more complex two verb structures (<i>tener la intención de/tener ganas de/tener el derecho de</i>)</p> <p><b>Vocabulary</b></p> <p>- ¿Qué voy a hacer? - ¿Trabajo o estudiar? - ¿Vale la pena ir a la universidad?</p>	<p>- <i>es mejor / sería mejor / más vale / más valdría</i></p> <p>- negative <i>nunca</i></p> <p>- full explanation of imperfect tense to allow statements and opinions about previous health habits</p> <p><b>Vocabulary</b></p> <p>- ¿Comes bien? - ¿Llevas una vida sana? - ¿Qué opinas?</p>	<p>- direct and indirect object pronouns</p> <p><b>Vocabulary</b></p> <p>- Hablando de parejas - Planes para el futuro - Las relaciones de hoy en día</p>	<p>permitir, es posible que + subjunctive</p> <p><b>Vocabulary</b></p> <p>- Comunicarse por internet - ¿Cómo prefieres mantenerte en contacto? - Las redes sociales ¿buenas o malas? - ¡El móvil para todo! - La tecnología portátil - ¿Podrías vivir sin el móvil y la tableta?</p>
<b>Skills</b>	<p>-Agreeing or disagreeing</p> <p>-Translating into English</p> <p>-Using visual and verbal context when reading</p> <p>- Recognising cognates and near-cognates when reading</p> <p>-Using negatives to improve writing</p>	<p>- Showing off known language</p> <p>-Expressing opinions and using intensifiers</p> <p>- Making deductions in reading and listening</p>	<p>-Using exclamations to emphasise opinion in speaking or writing</p> <p>- Using visual clues to understand texts</p> <p>- Listening for different tenses</p>	<p>- Adding reasons to produce more complex sentences</p> <p>- Using subordinating conjunctions</p> <p>- Listening for detail</p> <p>- Reading for detail</p>	<p>- Using common patterns between Spanish and English when reading</p> <p>- Memorising key phrases to help produce Spanish sentences more easily</p>	<p>- Coping strategies</p> <p>- Adding extra information in speaking and in writing to raise the level of language used</p> <p>- Building speaking and writing skills (manipulating model text/expanding answers by adding opinions &amp; reasons)</p>



<b>Year 10</b>						
<b>Subject intent</b>	<p>The GCSE Spanish linear course is taught over three years, starting in Year 9. In the second year, students build upon previous years' study to broaden vocabulary and increase use of more complex grammatical structures.</p> <p>The course encourages students to further develop their ability and ambition to communicate with native speakers in speech and writing, and to acquire the knowledge and understanding that enables them to be creative with the language and to become independent learners. Students will improve their understanding of grammar and hence develop their creativity and independence. The study of Spanish will also broaden their horizons and encourage them to step beyond familiar cultural boundaries and develop new ways of seeing the world. In addition, by supporting students in gaining a qualification in a Modern Foreign Language, we are building their communication and literacy skills and preparing them for a globalised world of work.</p>					
<b>Subject Implementation</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Knowledge</b>	<p><b>Context</b></p> <p><b>Current and future study and employment</b> Life at school/college</p> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>- transfer deber / poder / hay que / querer to school rules context</li> <li>- quantity words <i>mucho / demasiado / bastante</i> (including with plurals)</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>- Un día en el instituto</li> <li>- Las reglas y el uniforme</li> </ul>	<p><b>Context</b></p> <p><b>Local, national, international and global areas of interest</b> Travel and tourism</p> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>- consolidation of preterite tense</li> <li>- extension of imperfect tense</li> <li>- consolidation of preterite and imperfect tenses</li> <li>- sequencing words, expressions and phrases</li> </ul>	<p><b>Context</b></p> <p><b>Current and future study and employment</b> Education post-16</p> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>- Use of lo in lo que and lo + adjective</li> <li>- future tense introduced for eg future study plans</li> </ul>	<p><b>Context</b></p> <p><b>Local, national, international and global areas of interest</b> Social issues: Healthy / Unhealthy living</p> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>- recap on <i>deber / tener que / hay que + infinitive</i> and introduce conditional forms – affirmative and negative</li> </ul>	<p><b>Context</b></p> <p><b>Identity and culture</b> Marriage/Partnership</p> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>- Revisiting adjectives to describe and use of que to describe ideal partner and enhance descriptions</li> <li>- use of gerund</li> <li>- revision of future tense to outline future plans</li> </ul>	<p><b>Context</b></p> <p><b>Identity and culture</b> Technology in everyday life</p> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>- revision of past tenses to recount how social media have been used; or life before technology</li> <li>- <i>gracias a / sin / con</i></li> <li>- enhanced statements of possibility including</li> </ul>



	- Lo bueno y el malo del instituto	<p><i>antes de / después de haber etc / mientras / desde hace / acabar de</i></p> <ul style="list-style-type: none"> <li>- developing greater complexity in spoken and written accounts of past events or experiences</li> <li>weather expressions with <i>hacer</i></li> <li>- possessive pronouns <i>mío etc</i></li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>- ¡Me voy de vacaciones!</li> <li>- ¿Dónde te alojas?</li> <li>- ¿Qué hiciste y qué te gustaría hacer durante las vacaciones?</li> </ul>	<ul style="list-style-type: none"> <li>- building on <i>si</i> clauses with present and future</li> <li>- more complex two verb structures (<i>tener la intención de/tener ganas de/tener el derecho de</i>)</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>- ¿Qué voy a hacer?</li> <li>- ¿Trabajo o estudiar?</li> <li>- ¿Vale la pena ir a la universidad?</li> </ul>	<ul style="list-style-type: none"> <li>- <i>es mejor / sería mejor / más vale / más valdría</i></li> <li>- negative <i>nunca</i></li> <li>- full explanation of imperfect tense to allow statements and opinions about previous health habits</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>- ¿Comes bien?</li> <li>- ¿Llevas una vida sana?</li> <li>- ¿Qué opinas?</li> </ul>	<ul style="list-style-type: none"> <li>- direct and indirect object pronouns</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>- Hablando de parejas</li> <li>- Planes para el futuro</li> <li>- Las relaciones de hoy en día</li> </ul>	<p>permitir, es posible que + subjunctive</p> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>- Comunicarse por internet</li> <li>- ¿Cómo prefieres mantenerte en contacto?</li> <li>- Las redes sociales ¿buenas o malas?</li> <li>- ¡El móvil para todo!</li> <li>- La tecnología portátil</li> <li>- ¿Podrías vivir sin el móvil y la tableta?</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>-Agreeing or disagreeing</li> <li>-Translating into English</li> <li>-Using visual and verbal context when reading</li> <li>- Recognising cognates and near-cognates when reading</li> <li>-Using negatives to improve writing</li> </ul>	<ul style="list-style-type: none"> <li>- Showing off known language</li> <li>-Expressing opinions and using intensifiers</li> <li>- Making deductions in reading and listening</li> </ul>	<ul style="list-style-type: none"> <li>-Using exclamations to emphasise opinion in speaking or writing</li> <li>- Using visual clues to understand texts</li> <li>- Listening for different tenses</li> </ul>	<ul style="list-style-type: none"> <li>- Adding reasons to produce more complex sentences</li> <li>- Using subordinating conjunctions</li> <li>- Listening for detail</li> <li>- Reading for detail</li> </ul>	<ul style="list-style-type: none"> <li>- Using common patterns between Spanish and English when reading</li> <li>- Memorising key phrases to help produce Spanish sentences more easily</li> </ul>	<ul style="list-style-type: none"> <li>- Coping strategies</li> <li>- Adding extra information in speaking and in writing to raise the level of language used</li> <li>- Building speaking and writing skills (manipulating model text/expanding answers by adding opinions &amp; reasons)</li> </ul>



<b>Year 11</b>						
<b>Subject intent</b>	<p>The GCSE Spanish linear course is taught over three years, starting in Year 9. In the third year, students build upon previous years' study to further broaden vocabulary and increase use of more complex grammatical structures.</p> <p>The course encourages students to further develop their ability and ambition to communicate with native speakers in speech and writing, and to acquire the knowledge and understanding that enables them to be creative with the language and to become independent learners. Students will improve their understanding of grammar and hence develop their creativity and independence. The study of Spanish will also broaden their horizons and encourage them to step beyond familiar cultural boundaries and develop new ways of seeing the world. In addition, by supporting students in gaining a qualification in a Modern Foreign Language, we are building their communication and literacy skills and preparing them for a globalised world of work.</p>					
<b>Subject Implementation</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Knowledge</b>	<p><b>Context</b> Local, national, international and global areas of interest Global issues: The environment <b>Grammar</b> - modal verbs linked to behaviours (<i>must do / can do / should do / could do etc</i>) - si sentences revised for outlining consequences of actions</p> <p><b>Vocabulary</b> - Reutilizar, reducir, reciclar - Protegiendo el medio ambiente</p>	<p><b>Context</b> Local, national, international and global areas of interest Social issues: Charity/Voluntary work <b>Grammar</b> - <i>querer + infinitive</i> - <i>querer que + subjunctive</i> - <i>para que + subjunctive</i> - <i>imperfect continuous</i></p> <p><b>Vocabulary</b> - ¿Quieres ser voluntario /a ? - Me gustaria ayudar - La importancia de hacer obras benéficas</p>	<p><b>Context</b> Local, national, international and global areas of interest Social issues: Homelessness/Poverty <b>Grammar</b> - <i>si fuera.../ si tuviera que...</i> with conditional completions - <i>hay que + infinitive</i> and <i>es importante que + subjunctive</i> - verbs of emotion + subjunctive (<i>me preocupa que / me molesta que</i>)</p> <p><b>Vocabulary</b> - Los necesitados - Los "sin techo"</p>	<p><b>Context</b> Current and future study and employment  Careers choices and ambitions <b>Grammar</b> - enhanced statements of possibility including subjunctive after conjunctions of time (cuando) - use of quisiera to express ambitions - pluperfect tense perspective</p> <p><b>Vocabulary</b> - Los trabajos - Buscar trabajo</p>	<p><b>End of course examination focus</b> Exam skills and practice</p>	<p><b>End of course examination focus</b> Exam skills and practice</p>



	- Problemas ecológicos		- Es importante ayudar a los demás	- El trabajo ideal		
<b>Skills</b>	-Reusing known words and phrases -Making use of social and cultural context when listening	-Using a glossary or bilingual dictionary -Using verbal context when listening (number, age of speakers / tone of voice/ length and type of recording)	-Justifying answers -Agreeing and disagreeing in a discussion to increase fluency and spontaneity	- Using exclamations to further emphasise opinions - Coping strategy; Using <i>quien</i> and <i>que</i> to help you refer to something (describing instead of hiding forgotten correct word)		
<b>Subject Impact</b>	-Continue to make more detailed sentences -Being able to communicate about the environment, selecting and classifying a range of solutions and problems	-Combine the Present and Past (Preterit) tense. - Revising question words.	-Use <i>algo, alguien</i> and their negative equivalents <i>nada, nadie</i> -Use predictions to help with challenging listening passages.	-Use plural adjective formation -Being able to position multiple adjectives in a sentence -Being able to place adverbs in two-verb structures		
<b>Assessment</b>	Vocabulary testing Foundation/Higher Speaking (Role-play) Foundation/Higher Question 3- (Translation) Listening past paper	PPE1 All papers	Vocabulary testing Foundation/Higher Speaking (Photo-card) Listening past paper Foundation/Higher Question3-(Translation)	PPE2 All papers	Intensive past paper practice	End of course examination