

## SPANISH: Year 7

In year 7, students arrive with varying levels of prior knowledge and understanding of other languages. Students begin by engaging with the idea of why we learn a language and the importance of languages within our global community. Teachers work closely with students this year to develop their understanding of key concepts in Spanish and French, such as conjugation of key regular and irregular verbs, and their understanding of different time frames. Students are taught in their first half term of learning, how to communicate with their peers and their teacher in the classroom, by learning the key vocabulary and structures to enable them to use the language within the context of the classroom. This involves understanding, recognising and producing high frequency verbs in the language studied, through the 4 skills; listening, reading, writing and speaking, which are embedded frequently in each module studied.

As they progress throughout year 7, they revisit the concept of conjugation through a range of topics, and learn how to express themselves and their opinions on a wide range of topics, such as free time, holidays and school. Students acquire a secure knowledge of basic, high frequency vocabulary across these topics, which are then revisited in different contexts, so that they are consolidated throughout the year. As well as learning the present tense across the course of the year, students also learn how to conjugate the immediate future tense and learn some key verbs in the past tense. This enables them to speak and write with increasing confidence throughout the year.

Their learning throughout this foundational year is consolidated through the study of a film from the French or Spanish speaking world in the summer term, where they use the language they have learnt to describe events that have happened in the film and make predictions using the future tense. The film module also gives students access to learning about the culture and global communities where the language is spoken, developing their cultural understanding.

In this year of study, students have regular opportunities for speaking practice, with a focus on becoming confident communicators with the ability to speak spontaneously with their peers. Students will be encouraged to speak spontaneously in the present tense and the immediate future tense in order to solidify their understanding of key grammar.

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	<p><b>Topic: In class</b></p> <p><b>Vocabulary covered:</b></p> <p>The Spanish speaking world and the Spanish alphabet</p> <p>Introduction to infinitive structures: Hay que/no hay que + infinitives Puedo + Range of infinitive verbs for the classroom: hablar en inglés hablar en español salir elegir marcar los puntos cantar ser voluntario recoger...</p> <p>Qué tal + range of justifications</p> <p>Estar: (Yo, él/ella) + adjectives tímido/a, aburrido/a, generoso/a, simpático/a, estúpido/a, hablador/a, trabajador/a, perezoso/a, serio/a</p> <p>Agreement/disagreement es correcto no es correcto estoy de acuerdo no estoy de acuerdo</p>	<p><b>Topic: My world</b></p> <p><b>Vocabulary covered:</b></p> <p>Family members: madre, padre, hermano, hermana, tío, tía, abuelo, abuela, hija única, hijo único</p> <p>Tener: (I)</p> <p>Indefinite article: uno(s) / una(s)</p> <p>Estar: estoy / está</p> <p>Descriptions with <b>ser</b>: tímido/a, aburrido/a, generoso/a, simpático/a, estúpido/a, hablador/a, trabajador/a, perezoso/a, serio/a</p> <p>Range of AR infinitives: hablar, escuchar, chatear, navegar, jugar, mandar, bailar</p> <p>Opinion phrases: Me gusta, no me gusta, me encanta, me gusta mucho, odio, no me gusta nada</p> <p>Negatives: no</p> <p>Time phrases: normalmente, el fin de semana</p> <p><b>Skills and grammatical structures:</b></p>	<p><b>Topic: My family, friends and I</b></p> <p><b>Vocabulary covered:</b></p> <p>Nationalities: francesa, irlandés, galesa, alemán, escocesa, inglés, español, belga, polaco, jamaicano, portugués, marroquí, colombiano, italiano, mexicano, somalí, australiano (link to concept of AA from Aut 2)</p> <p>Months of the year</p> <p>Tener: present tense 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> person (+ numbers 1-31 for age)</p> <p>Poema de colores: negro, blanco, rosa, rojo, azul, verde, amarillo, gris, marrón, naranja (link to concept of AA from Aut 2)</p> <p>Descriptions with <b>tener</b>: el pelo (castaño, rubio, negro, rizado, liso, corto, largo, ondulado), los ojos (azules, verdes, negros, marrones)</p> <p>Revisit family members + possessive adjectives mi(s), tu(s)</p> <p>Descriptions with <b>ser</b>: alto/a, bajo/a, de talla mediana, delgado/a, gordo/a</p> <p>Describing personality: revisit Aut 2 adjectives + tímido/a, aburrido/a, generoso/a, simpático/a, estúpido/a, hablador/a, trabajador/a, perezoso/a, serio/a</p>	<p><b>Topic: School days</b></p> <p><b>Vocabulary covered:</b></p> <p>Regular verb estudiar (1st, 3rd sing., 1st person plural)</p> <p>Definite article + school subjects: el inglés, las matemáticas, el francés, el español, el inglés, la geografía, la historia, la música, la tecnología, la educación física, el dibujo</p> <p>Adjectives (subjects): aburrido, útil, fácil, difícil, importante, creativo, práctico, divertido, fatal, interesante</p> <p>Adjectives for teachers: divertido/a, talentoso/a, organizado/a, simpático/a, comprensivo/a, aburrido/a, gracioso/a, estricto/a</p> <p>Range of AR verbs for what you do at school: hablar, llevar, jugar, chatear, bromear, estudiar)</p> <p>Numbers 1-12 and time 'son las cuatro y media'</p> <p>Describing what we are going to do in the future</p> <p><b>Skills and grammatical structures:</b></p>	<p><b>Topic: Holidays</b></p> <p><b>Vocabulary covered:</b></p> <p>Countries: España, Argentina, Perú, Guinea Ecuatorial, Colombia, Chile, Cuba, República Dominicana, Nicaragua, México</p> <p>Transport: coger + autobús, coche, tren, avión, barco, autocar, metro, bicicleta</p> <p>Complex opinions: A mi modo de ver, diría que, me gus un montón, creo que, me gustaría decir que</p> <p>AR verbs for activities on holiday: tomar el sol, nadar en el mar, esquiar, pasear, comprar, visitar, probar, surfear, viajar, bucear, hablar</p> <p><b>Skills and grammatical structures:</b></p> <p>A la + al</p> <p>AR present tense verbs (yo / tu / él/ella / nosotros)</p> <p>Para + infinitive</p> <p>Conditional tense (me gustaría + le gustaría + infinitive)</p>	<p><b>Topic: El Dorado (film module)</b></p> <p><b>Vocab covered:</b></p> <p>Film genres: una película romántica, de terror, de acción, de ciencia-ficción, de guerra, una comedia, un dibujo animado, un documental</p> <p>Range of adjectives to give opinions: me da miedo, me hace feliz, me hace llorar</p> <p>Physical descriptions- los ojos verdes, negros, marrones, el pelo rubio, negro, castaño.</p> <p>Types of weather: hace sol, hace frío, hace viento, llueve, hace calor, nieva, hay tormenta, hay niebla, está nublado</p> <p>Range of infinitive verbs: pelear, tocar, robar, capturar, viajar, engañar, salvar, cantar, bailar</p> <p>Querer: say what you want to watch</p> <p><b>Skills and grammatical structures:</b></p> <p>Giving predictions about the film using the immediate future (va a, van a + infinitive)</p> <p>Using tener and ser to describe characters (él/ella)</p>



	<p><b>Skills and grammatical structures:</b></p> <p>How cognates can help us in our language learning</p> <p>Knowledge that there are three types of infinitive verbs in Spanish (AR / ER / IR)</p> <p>Infinitive structures, modal verb poder</p> <p>Estar: Yo, él/ella</p> <p>Asking someone how they are and responding (¿Cómo estás?/ Qué tal + range of responses)</p> <p>Being able to agree and disagree</p> <p>Introduction to adjectival agreement (adjectives end in -a for feminine, o for masculine)</p> <p>Introduction to the negative structure 'no'</p>	<p>Expressing opinions on free time activities. Me gusta + range of infinitive verbs</p> <p>Introduction to adjectival agreement (adjectives end in -a for feminine, o for masculine)</p> <p>Present tense AR verb conjugation (yo / el/ella)</p> <p>Tener: Yo</p> <p>Ser: Yo / él/ella</p> <p>Negative structure 'no'</p>	<p><b>Skills and grammatical structures:</b></p> <p>Tener (yo / tu / él/ella)</p> <p>Ser (yo / tu / el/ella)</p> <p>Possessive adjectives mis/mi, tus/tu</p> <p>Adjectival agreement : (o / a / os / as)</p>	<p>Expressing opinions + definite article</p> <p>Adjectival agreement</p> <p>Present tense AR verbs (yo / tu / él/ella)</p> <p>Present tense AR verb conjugation (yo, tú, él/ella, nosotros)</p> <p>Near future tense, ir (yo, nosotros)</p>	<p>Immediate future tense using 'ir' + infinitive (yo, él/ella, nosotros)</p> <p>Querer (yo)</p>	<p>Describing the weather in present tense</p> <p>Introduction to the preterite tense (3<sup>rd</sup> person singular of AR verbs)</p> <p>Giving your opinion on the film using a range of opinions and justifications.</p> <p>Querer (1<sup>st</sup> person singular, 3<sup>rd</sup> person singular)</p>
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## SPANISH: Year 8

In year 8, students begin by learning how to describe their home and local community, as well as discovering information and ideas about communities where the language is spoken, through exposure to texts and images from these communities. While students will have learnt key concepts such as conjugation in the present tense, and also worked with the immediate future and the past tense in year 7, they will continue to consolidate their knowledge of these key grammatical structures throughout this year. The introduction to the preterite tense students had at the end of Year 7 will be built on and consolidated across the units in year 8, enabling them to speak and write with more complexity than in year 7 and write confidently by using multiple tenses together.

Students are given the opportunity to further develop their knowledge of key high-frequency vocabulary from year 7 and expand this knowledge to be able to express a wider range of opinions on the new topics studied, such as being able to give opinions on clothing and food. In the food module, in the second part of the year, students develop their language skills across 3 time frames, consolidating their learning from the year and from year 7. The film module gives students the opportunity to engage with the culture from the French-speaking or Spanish-speaking world, in order for them to also develop their understanding of other cultures. Finally, students consolidate their learning of high-frequency verbs and structures at the end of the year through the study of different schools from the Spanish speaking world, so that they enter into year 9 with a stronger base of knowledge and grasp of key grammatical concepts.

Across all years of study, students have regular opportunities for speaking practice, with a focus on becoming more confident communicators with the ability to speak spontaneously and for their own purposes. Students in year 8 will be encouraged to tackle spontaneous speech across different time frames, in order for their application of grammatical structures to become more automatic.

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
8	<p><b>Topic: My house and home</b></p> <p><b>Vocabulary covered:</b> Vivir + types of homes and locations: una casa, un piso, en el campo, en la montaña, en la ciudad, en un pueblo, en las afueras, en una aldea, por el mar</p> <p>Estar + location</p> <p>Hay/ no hay + rooms in the house (una habitación, un salón, una cocina, un jardín, un garaje, un balcón, un cuarto de baño, un sótano, un comedor, un ático, un dormitorio, un despacho/oficina)</p> <p>Prepositions: al lado de, cerca de, a la derecha de, a la izquierda de</p> <p>Revisit <b>ser</b> + adjectives: antiguo, moderno, bonito, feo, aburrido, cómodo, incómodo, grande, pequeño, divertido</p> <p>Querer (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> person sing.)</p> <p>The verb ir and the future tense (revisit Y7 yo / él/ella / nosotros)</p> <p><b>Grammatical structures and skills:</b> Present tense VIVIR (1<sup>st</sup> and 3<sup>rd</sup> person plural)</p> <p>Describing your area with opinions + justifications</p>	<p><b>Topic: Sports and leisure</b></p> <p><b>Vocabulary covered:</b> AR verbs: revisit present tense (yo, él/ella, nosotros, ellos/as) mandar, chatear, hablar, montar en bici, cantar, bailar, navegar por internet</p> <p>ER / IR verbs (yo, él/ella): present tense leer, escribir, comer</p> <p>Sports: hacer &amp; jugar al fútbol, al baloncesto, a la natación, al voleibol, al tenis, al atletismo, gimnasia, artes marciales</p> <p>A + el: jugar al fútbol</p> <p>Justifications: revisit Y7 adjectives divertido, aburrido, interesante, + more complex justifications: es bueno para la salud, me hace bailar, me hace feliz) Negatives: revisit no, + jamás</p> <p>Time phrases: el fin de semana pasado, el año pasado, el agosto pasado, ayer, anoche</p> <p>Preterite tense AR verbs 1<sup>st</sup>, 2<sup>nd</sup> person sing. ER / IR verbs 1<sup>st</sup>, 2<sup>nd</sup> person sing. Hacer 1<sup>st</sup> Jugar 1<sup>st</sup></p> <p><b>Grammatical structures and skills:</b></p>	<p><b>Topic: My clothes, my look</b></p> <p><b>Vocabulary covered:</b> Items of clothing: un jersey, un bañador, un sombrero, un chándal, un impermeable, un vestido, una camiseta, una sudadera, una camisa de polo, Una falda, una chaqueta, una bufanda, Una camisa, unos pantalones, unos pantalones cortos, Unos calcetines, unos zapatos, unos guantes, unas botas, unas zapatillas de deporte</p> <p>Colours: rojo, verde, morado, naranja, amarillo, azul, negro, blanco, rosa, marron</p> <p>Adjectives: casual, sofisticado, a la moda, feo, gótico, diferente, formal, cómodo, horroroso</p> <p>AR verb: Llevar (full paradigm)</p> <p>Different events: San Valentín, una fiesta, un cumpleaños, el instituto</p> <p>High-level opinions: no hace falta decir que, pienso que, diría que, me gustaría decir que</p> <p>Preterite tense AR verbs (él/ella) to describe Cristóbal Balenciaga, a Spanish designer (comprar, crear, viajar, inventar, diseñar, empazar</p> <p>High level opinion: diría que, me gustaría decir que, no hace falta decir que)</p> <p><b>Grammatical structures and skills:</b> Present tense AR verb llevar</p>	<p><b>Topic: At the market</b></p> <p><b>Vocabulary covered:</b> Food and drink: la tarta, la manzana, la mantequilla, la pasta, el cerdo, el pescado, el bocadillo, el pollo, el arroz, el helado, los cereales, el jamón, la sandía, el pen, el mango, el plátano, la mermelada</p> <p>Adjectives: delicioso/a, asqueroso/a, sabroso/a, sano/a, salado/a, malsano/a, azucarado/a, caro/a</p> <p>Ser (es / son)</p> <p>Tener (yo/ tú / él/ella) + sed, hambre</p> <p>Key verbs: tomar, comer, beber</p> <p>Numbers 1-31</p> <p>Comparatives</p> <p>Conditional tense (Me gustaría)</p> <p>AR and IR verbs: visitar, tirar, tomar, llevar, comer to describe La Tomatina. Preterite tense description of a visit to La Tomatina.</p> <p>Fue + adjective</p> <p><b>Grammatical structures and skills:</b></p>	<p><b>Topic: Film study Chico y Rita</b></p> <p><b>Vocabulary covered:</b> Film genres: una película romántica, de terror, de acción, de ciencia-ficción, de guerra, una comedia, un dibujo animado, un documental</p> <p>Range of adjectives to give opinions: me da miedo, me hace feliz, me hace llorar, aburrido/a, tonto/a, absurdo/a, adictivo/a, entretenido/a, informativo/a, emocionante</p> <p>Physical descriptions- los ojos (verdes, negros, marrones, azules), el pelo (rubio, negro, castaño, rojo).</p> <p>Descriptions with <b>ser</b>: pequeño/a, gordo/a, delgado/a, bajo/a, alto/a, divertido/a, romántico/a, tonto/a, cariñoso/a</p> <p>Range of verbs: besar, beber, fumar, bailar, escuchar, tocar, conducir, pelear, separar, traicionar, charlar, enamorarse</p> <p>IR (él/ella / ellos/as) + infinitive</p> <p>Preterite tense opinions: me gustó, me encantó, no me gustó</p> <p><b>Grammatical structures and skills:</b> Opinion + infinitive (me encanta ver + justification)</p>	<p><b>Topic: Theme 3 : School in the Hispanic World</b></p> <p><b>Vocabulary covered:</b> América del norte/sur, América central, Europa, el Caribe, África, España, Guinea ecuatorial, Puerto Rico, Chile, Venezuela, Panamá, Perú, Cuba, Colombia, Argentina, México</p> <p><b>Adjectives</b> bonito/a, hermoso/a, Viejo/a, grande, feo/a, nuevo/a, pequeño/a, bien, mal</p> <p><b>Transport</b> El autobús, el coche, el tren, el metro, la bicicleta, el barco, el globo, el cable, a pie</p> <p><b>Uniform</b> Una chaqueta, una corbata, unos zapatos, un polo, una camisa, un jersey, una falda, unos pantalones</p> <p><b>Languages</b> Español, Italiano, Inglés, Nahuatl, Wayú, Portugués, Maya, Aqa, Nuhak</p> <p><b>Food</b> Pollo, verduras, patatas fritas, ensalada, yogur, ternera, bocadillo, queso, jamón, fruta, guisantes, naranja, espaguetis</p> <p><b>Regular verbs:</b> Estudiar Llevar Coger Aprender</p>



<p>Adjectival agreement (revisit year 7 rules + adjectives that end in A or E)</p> <p>Describing locations of rooms in the house</p> <p>Describing what you have in your house using 'hay/no hay'</p> <p>Describing where you will live in the future</p>	<p>Saying what you like/don't like to do in your free time and giving justifications (me gusta + infinitive)</p> <p>AR present tense verbs (yo, él/ella, nosotros, ellos/as)</p> <p>ER/IR present tense verbs (1<sup>st</sup> and 3<sup>rd</sup> person sing )</p> <p>Immediate future tense (voy a + infinitive)</p> <p>Irregular verbs hacer + jugar</p> <p>Preterite tense 1<sup>st</sup> and 2<sup>nd</sup> person singular</p> <p>Negative structures (revisit no, jamás)</p>	<p>Adjectival agreement of clothes with the colour</p> <p>Giving complex opinions on clothes</p> <p>Preterite tense of AR verb (él/ella)</p> <p>Para + infinitive (= "in order to")</p> <p>Demonstrative pronouns (este, esta, estas, estos)</p>	<p>Present tense AR verb tomar (yo / tú / él/ella)</p> <p>Present tense ER verb comer ( yo / tú / él/ella)</p> <p>Adjectival agreement</p> <p>Saying how much something costs in the market using numbers.</p> <p>Comparative structures to compare the cost of items</p> <p>Tomar + sed/hambre used as justification</p> <p>Conditional tense (me gustaría) + infinitive</p> <p>Preterite tense AR verbs (1<sup>st</sup> person) to describe la tomatina festival</p> <p>Preterite tense SER (fue + adjective)</p> <p>Preterite tense ER and IR verbs (yo, tú, él/ella)</p>	<p>Present tense AR in the 3<sup>rd</sup> person plural to describe what characters are doing</p> <p>Immediate future tense to make predictions about the film (él/ella, ellos/as)</p> <p>Preterite tense to describe what has happened (AR verbs in the 3<sup>rd</sup> person singular and plural)</p> <p>Preterite tense opinions: me gustó, me encantó, no me gustó</p> <p>Negatives revisit: no, jamás/nunca</p>	<p><b>Irregular verb</b></p> <p>Estar (él/ella)</p> <p><b>Grammatical structures and skills:</b></p> <p>Use of estar + location</p> <p>Adjectival agreement with a focus on mucho(s), a(s)</p> <p>Present tense ER verb conjugation (full paradigm)</p> <p>Expressing two sides of an opinion (por un lado, por otro lado)</p> <p>Preterite AR/ER/IR verbs (Yo / él/ella / nosotros / ellos/as)</p>
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## SPANISH: Year 9

Year 9 is a foundational year where students consolidate their knowledge of key vocabulary and structures from year 7 and 8, while being exposed to more complex topics. The work done in year 9 helps to develop students' use of key grammatical structures, especially by using multiple tenses and using at least 3 different time frames. Students also consolidate some of the more basic grammatical elements of previous years of study, such as present tense conjugation of regular and irregular verbs. They learn to give increasingly more complex opinions and a range of justifications to discuss their experiences, describe their local communities and learn about global communities.

The school module consolidates some of the vocabulary learnt in year 7 and 8, and extends this to include more complex descriptions of their school, allowing students to express their opinions and use the language for their own purposes. We also encourage students to discuss career choices and ambitions.

The film module in year 9 helps to revise and consolidate key grammar and structures, so that students feel confident at mastering and retaining them, while discussing a film from the French or Spanish speaking world. The final module of year 9 gives an added opportunity for students to engage with festivals and celebrations in the French or Spanish speaking world.

Across all years of study, students have regular opportunities for speaking practice, with a focus on becoming more confident communicators with the ability to speak spontaneously and for their own purposes. Students in year 9 will be encouraged to speak using a range of tenses so that their use of these grammatical structures becomes more automatic. They should also be able to speak about a range of topics.



Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
9	<p><b>Topic: Travel and holidays</b></p> <p><b>Vocabulary covered:</b></p> <p>Countries and continents: América Latina, Estados Unidos, Francia, Alemania, Escocia, Irlanda, Italia, España</p> <p>Different places: la ciudad, la capital, el país, el continente, al lado del mar, una isla</p> <p>Transport: tren, avión, barco, tranvía, coche, autobús, bici, crucero, autocar</p> <p>Adjectives: práctico, cómodo, divertido, incómodo, rápido, tranquilo, barato, caro, sucio, limpio, ruidoso, peligroso</p> <p>Accommodation: un hotel, un albergue juvenil, un hotel de cinco estrellas, una pensión, un camping, un apartamento, un hotel de lujo</p> <p>Model verb PODER + key AR verbs: viajar, tomar, nadar, esquiar, sacar, bucear, pasar, gastar</p> <p><b>Grammatical structures and skills:</b></p> <p>Ir in the present tense (full paradigm) to say where you go on holiday.</p> <p>ESTAR (él/ella, ellos/ellas) + SER (él/ella, ellos/ellas)</p> <p>Giving opinions on different types of</p>	<p><b>Topic: My area</b></p> <p><b>Vocabulary covered:</b></p> <p>VIVIR (revisit, seen Y8 Aut 1, yo / él/ella / nosotros) + en la costa, en la montaña, en las afueras, en el centro, en la ciudad, en un pueblo, en el campo, al norte de, al sur de, al este de, al oeste de</p> <p>Hay / no hay + Rooms in the house: una habitación, un salón, una cocina, un jardín, un garaje, un balcón, un cuarto de baño</p> <p>Adjectives to describe town (revisit adjectival agreement rules from Y7): sucio, limpio, aburrido, divertido, ruidoso, tranquilo, pequeño, grande, histórico, moderno, feo, bonito, industrial, turístico, oscuro, iluminado</p> <p>Prepositions: cerca de, lejos de a la derecha de a la izquierda de</p> <p>Hay / había un supermercado, un mercado, una tienda, un centro comercial, un parque, un museo, un polideportivo</p> <p>Different shops: la carnicería, la panadería, la zapatería, una tienda de ropa, una pescadería</p>	<p><b>Topic: School days</b></p> <p><b>Vocabulary covered:</b></p> <p>Range of opinions + school subjects: el inglés, las matemáticas, el francés, el español, el inglés, la geografía, la historia, la música, la tecnología, la educación física, el dibujo, la informática</p> <p>Range of infinitive verbs for life at school: estudiar, terminar, empezar, hablar, completar, participar, charlar, regresar, copiar</p> <p>AR verbs present tense: full paradigm</p> <p>Comparatives: más... que, menos... que, tan...como</p> <p>Irregular verb tener: + facilities: el patio, una cafetería, unas aulas, una clase de informática, una biblioteca, una piscina, un gimnasio, una sala de profesores, un patio, una recepción, un campo de deportes, una sala de actos, un laboratorio de ciencias, una pizarra interactiva, unos vestuario.</p> <p>Se debe / no se debe + school rules: llegar a tiempo, correr en los pasillos, llevar joyas/maquillaje/piercings, hacer los deberes, escuchar al profesor, ser grosero/maleducado, llevar uniforme</p> <p><b>Grammatical structures and skills:</b></p> <p>Giving a range of opinions on school subjects using correct agreement (me gusta)</p>	<p><b>Topic: Looking to the future</b></p> <p><b>Vocabulary covered:</b></p> <p>Different types of Jobs in masc and fem: dependiente, periodista, médico, bomber, enfermero, abogado, azafata, peluquero, fontanero, profesor, comerciante, ingeniero</p> <p>Using conditional tense to describe future dreams: me/te/le gustaría</p> <p>Range of infinitive verbs: ir a la universidad, hacer un aprendizaje, terminar los estudios, encontrar un trabajo a tiempo parcial, tomar un año sabático, viajar por el mundo</p> <p>Part-time jobs/chores: hacer de canguro, lavar los platos, limpiar mi dormitorio, repartir periódicos, abrir un puesto de limonada, cortar el césped, preparar la cena, pasear al perro</p> <p>Impersonal construction with PODER: se puede + infinitive ganas dinero, trabajar en casa, trabajar horas flexibles/fijas, conocer a personas nuevas, ayudar a personas</p> <p>Comparative structures to compare future plans</p> <p>The future: Revisit IR introduce infinitive + é</p>	<p><b>Topic: Voces Inocentes (film module)</b></p> <p><b>Vocabulary covered:</b></p> <p>Film genres: una película romántica, de terror, de acción, de ciencia-ficción</p> <p>Range of adjectives to give opinions: me da miedo, me hace feliz, me hace llorar, me hace reír, a</p> <p>Physical descriptions- los ojos verdes, negros, marrones, el pelo rubio, negro, castaño, es joven/ viejo.</p> <p>Range of infinitive verbs: gritar, recibir dinero, bombardear, encontrar un trabajo, luchar contra, ser amigos, pelear, emplear, conducir el autobús, castigar, llorar, matar, chatear, besar</p> <p>Personality descriptions: emocionante, responsable, estudioso, maduro, peor, afortunado, trabajador</p> <p><b>Grammatical structures and skills:</b></p> <p>Predicting the genre of the film using 'pienso que es una película de...'</p> <p>Using a range of adjectives to describe the film</p>	<p><b>Topic: Customs and Festivals</b></p> <p><b>Vocabulary covered:</b></p> <p>Countries in the Hispanic world: Argentina, Colombia, Perú, Guatemala, Chile, Cuba, Venezuela, República Dominicana, Uruguay, Paraguay, México.</p> <p>Names of key Hispanic festivals: La feria de Sevilla, El día de los Muertos, La fiesta de San Fermín, San Juan, La Tomatina, Los Castellers, Semana Santa</p> <p>Range of infinitive verbs: tirar, llegar, visitar, quemar, cocinar, llevar, coleccionar, representar, crear, correr, tocar, bailar, celebrar</p> <p>Demonstrative adjectives: este, esta, estos, estas</p> <p><b>Grammatical structures and skills:</b></p> <p>Describing elements of different countries in the Spanish-speaking world (population size, main trade products)</p> <p>Describing what people do in different festivals (3<sup>rd</sup> person plural present tense verbs)</p> <p>Describing a festival in the past tense (preterite tense AR/ER/IR verbs full paradigm)</p> <p>Describing festival in the past using the</p>

	<p>accommodation using justifications.</p> <p>Talking about the importance of holidays using 'se puede' + a range of infinitives: pasar tiempo con tu familia, probar platos tradicionales, relajarse, tomar el sol</p> <p>Preterite tense: AR/ER/IR verbs (yo / él/ella / nosotros / ellos/as)</p> <p>Preterite tense 'IR' (yo / nosotros) to say where you went on holiday</p> <p>Using the imperfect 'era + adjectives' to describe what holidays/activities were like</p>	<p>Ser and Estar (él/ella)</p> <p>Relative pronouns and the verb PODER (donde puedo) + activities in the town: visitar, hacer deporte, comprar, ir de compras, ver una película, nadar en el mar, ver una corrida de toros, ir a un concierto</p> <p><b>Grammatical structures and skills:</b></p> <p>Revisit verb VIVIR</p> <p>Describing houses using hay / no hay</p> <p>Describing where we live using adjectives</p> <p>Present tense + desde hace + time period to express how long something has been happening</p> <p>Hay / no hay to describe places in town</p> <p>Revisit estar + location to give directions</p> <p>Differences between Ser and Estar (él/ella)</p> <p>Modal verb se puede + infinitive</p>	<p>Using comparatives to compare school subjects: 'más... que, menos..., que, tan...como'</p> <p>Demonstrative adjectives: ese, esa, esos, esas</p> <p>Describing a school day in Spain using 3<sup>rd</sup> person plural</p> <p>Giving a range of opinions on school subjects using correct agreement (me gusta(n))</p> <p>Direct object pronouns 'lo/la/los/las' estudio...</p> <p>Present tense verb tener (él/ella, nosotros)</p> <p>Indefinite articles: un, una, unos, unas</p> <p>Impersonal expressions (school rules)+ se debe/no se debe/ está prohibido</p> <p>Preterite tense regular AR and ER verbs (full paradigm) to describe a day at school + irregular verb tener (tuve, tuvimos)</p> <p>Using the singular form of the imperfect (era, había, tenía, llevaba, me gustaba, jugaba, iba) to describe your primary school</p> <p>Using the conditional tense to describe the future hopes of young people</p>	<p><b>Grammatical structures and skills:</b></p> <p>Describing what people would like to be in the future (indirect ops me / te / le)</p> <p>The verb querer (yo)</p> <p>Talking about what you can do in different jobs using se puede + infinitive</p> <p>Comparatives: más... que, menos... que, tan...como</p> <p>Preterite tense AR (full paradigm) and IR (yo, ellos/as)</p> <p>Giving arguments for and against marriage using 'me gustaría casarme/ no me gustaría casarme porque...'</p> <p>Future tense IR + infinitive (yo, él/ella, nosotros). Introduction to simple future 1<sup>st</sup> person sing. é</p>	<p>Describing characters' personalities and describing them physically.</p> <p>Giving predictions about what is going to happen in the film using the immediate future (3<sup>rd</sup> person singular)</p> <p>Describing what happened in the preterite tense (3<sup>rd</sup> person)</p> <p>Using the conditional to say what you would do 'si fuera Chava...' + me gustaría + infinitive</p>	<p>verb 'ir' (preterite full paradigm)</p> <p>Imperfect vs preterite tense- using them together to talk about a past festival experience (Using 'era' for descriptions in the past).</p>
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## SPANISH: Year 10

In year 10, students begin Key Stage 4 with engaging in the topic of mobile technology and with consolidation of key grammatical structures students learnt at Key Stage 3 (such as present tense verb conjugation and para + infinitive), so that these structures become automatic. In the social issues module, students discuss issues that affect their own communities, as well as communities globally, and begin to give more complex opinions on these issues in speaking and writing. They are also encouraged to build a sense of global responsibility, through discussion of how they could help society themselves. They are also exposed to societal issues in the Spanish speaking world, by reading texts and watching videos to learn about recent protests that have taken place in the world, such as protests for women's rights. Students are encouraged to approach these complex issues with sensitivity and empathy.

Students learn to describe their family, friends and health habits in order to develop their character and ability to express their own beliefs and values. In the holidays in the francophone world unit, students express their opinions with a complex range of structures and expressions, and are exposed to a range of authentic resources, including videos about festivals from the Spanish speaking world. This further develops their cultural awareness and understanding.

The film module in year 10 is designed not only to consolidate students' learning of high frequency verbs and structures, but also enables students to engage with issues of global significance in the Spanish speaking world. This gives students the opportunity to consolidate their learning of grammar from year 10 studies.

Across all years of study, students have regular opportunities for speaking practice, with a focus on becoming more confident communicators with the ability to speak spontaneously and for their own purposes. At this level, we expect students to be able to speak spontaneously on a broad range of issues using multiple time frames.

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
10	<p><b>Topic: Mobile technology and social media</b></p> <p><b>Vocabulary covered:</b></p> <p>Key verbs for the topic: Ver, descargar, escuchar, usar, enviar/mandar, comprar, navegar, colgar, subir, comunicar, compartir</p> <p>TV vocabulary: Una serie, un dibujo animado, una telerrealidad, un programa para los jóvenes, un documental, una telenovela, las noticias, un programa de deportes, el tiempo</p> <p>Social media/technology vocabulary: un amigo, un botón, un enlace, agregar a amigos, etiquetar, compartir, un perfil, publicar, el GPS, calendario</p> <p>Para + infinitive</p> <p>AR, ER, IR verbs</p> <p>Spanish music</p> <p>Possessive adjectives (mi(s), tu(s), nuestro(s), vuestro(s))</p> <p>Arguments for and against social media/technology: <b>puedo</b> + hacer amigos, mantenerme en contacto con mis amigos, hacer mis compras en línea, tener cuidado...</p>	<p><b>Topic: Healthy Living</b></p> <p><b>Vocabulary covered:</b></p> <p>Food: la carne, el pesado, ensalada, pollo, ternera, verduras, legumbres, arroz, patatas, cereales, atún, un bocadillo, filetes, calamares, marisco, comida rápida/basura, postre, champiñones, cebolla, vino</p> <p>Justifications: que contiene calcio, minerales, proteína, vitaminas, azúcar, sal, grasa, calorías, da energía</p> <p>Sports: jugar (al fútbol, baloncesto, rugby, voleibol) hacer (la natación, la vela, el paracaidismo, atletismo, artes marciales) etc.</p> <p>Extreme sports: el equí, el parkour, el snowboard, el submarinismo, la corrida, el piragüismo, el alpinismo, el windsurf</p> <p><b>Grammatical structures and skills:</b></p> <p>Present tense AR/ER/IR verbs for talking about different meal times</p> <p>Present tense of the verb 'tener'</p> <p>Expressions with 'tener': tener hambre, tener sed, tener frío</p> <p>Pronouns</p> <p>Present tense of 'deber' full paradigm+ infinitives</p>	<p><b>Topic: Social Issues</b></p> <p><b>Vocabulary covered:</b></p> <p>Social problems: la desigualdad, el machismo/sexismo, el racismo, la discriminación, el paro, la pobreza, los sin techo, la falta de oportunidades laborales, la drogadicción, el tabaquismo, el alcohol, la obesidad.</p> <p>Key verbs: toser, fumar, tomar drogas, crear, provocar</p> <p>Actions to help society: una manifestación, protestar, luchar contra/por, la justicia, ser voluntario, donar dinero a organizaciones benéficas, ayudar a los pobres the verb dar</p> <p><b>Grammatical structures and skills:</b></p> <p>Opinion phrases 'me enfada, me preocupa, me afecta, me molesta, me fastidia.</p> <p>Conjugating regular present tense verbs AR/ER/IR.</p> <p>Puede + range of infinitive verbs</p> <p>Conditional tense- talking about an ideal world. Regular verbs and main irregulars tendría, habría.</p> <p>Conditional tense with 'si' clauses: si tuviera la oportunidad, si pudiera elegir + conditional</p> <p>Me gustaría + infinitive to what charity you would like to volunteer for.</p>	<p><b>Topic: Family, Friends and Future plans</b></p> <p><b>Vocabulary covered:</b></p> <p>Adjectives to describe personality: generoso, simpático, amable, gracioso, sincero, divertido, cariñoso, egoísta, desagradable, agradable, estricto, celoso, difícil, molesto, travieso.</p> <p>Vocab for marriage and partnership: novios, marido, mujer, una boda, un matrimonio, casarse, divorciarse, separado, soltero</p> <p>Adjectives and reasons for and against marriage: una estabilidad, es caro, es una pérdida de dinero, es un compromiso, una gran fiesta para celebrar el amor, no lleva nada a una relación, no es necesario para el amor</p> <p>Vocab for family members: madre, padre, abuelo/a, tío/a, hermano/a, primo/a, sobrino/a</p> <p><b>Grammatical structures and skills:</b></p> <p>Adjectival agreement for describing personality</p> <p>Reflexive verbs in the present tense: llevarse bien/mal con, pelearse, divertirse, casarse</p>	<p><b>Topic: Diarios de motocicleta (film module)</b></p> <p><b>Vocabulary covered:</b></p> <p>Film genres: una película romántica, de terror, de acción, de ciencia-ficción, de guerra, una comedia, un dibujo animado, un documental</p> <p>Physical descriptions: tiene los ojos.../tiene el pelo.../ es gordo, delgado, guapo, feo, alto, bajo.</p> <p>Personality descriptions: listo/inteligente, tonto, simpático, gracioso, reponsable, irresponsable, severo, desagradable.</p> <p>Range of key verbs: viajar, llegar, viajar, romper, dejar, volver, discutir, besar, pasar, ser, estar</p> <p>Adjectives to describe feelings: triste, feliz, enfadado, emocionado.</p> <p>Vocab on social issues: la pobreza, la desigualdad, el racismo, la discriminación, una revolución, el comunismo, una organización benéfica, luchar contra</p> <p>Weather phrases in present and past</p> <p><b>Grammatical structures and skills:</b></p>	<p><b>Topic: Holidays in the Hispanic world [4 week unit, allowing 2 weeks for EOY revision]</b></p> <p><b>Vocabulary covered:</b></p> <p>El mundo hispánico y su historia: Countries</p> <p>El colonialismo</p> <p>The verb estar</p> <p>El transporte: En coche, en autocar, en avión, en barco, en tren, en bicicleta, en vela</p> <p>Types of weather: hace frío, hace sol, hace calor, hace viento, hace buen/mal tiempo, hay nubes, hay tormentas, hay niebla, hay neblina, nieva, llueve</p> <p>Modal verbs poder / deber + range of holiday activities</p> <p><b>AR/ER/IR verbs present tense + present + future si sentences</b></p> <p><b>Present tense conjugation of 'tener' – 3<sup>rd</sup> person singular and plural</b></p> <p><b>Present tense stem changing verbs: preferir</b></p> <p>Preterite vs imperfect tense: Festivals – Inti Raymi y Candelaria en Perú</p>



	<p>Dangers of technology: el riesgo de cancer cerebral, robo de identidad, perder el contacto con la realidad, readicalización, daño ocular, seducción, volverse asocial,</p> <p><b>Grammatical structures and skills:</b></p> <p>Present tense irregular verbs full paradigms: decir, poder, tener, hacer, ver gracias a la/al</p> <p>Present tense regular IR verbs full paradigm: oír, elegir and ER verbs: desobedecer, responder, vender</p> <p>Indirect object pronouns e.g. le mando</p>	<p>Impersonal expressions to give advice about living a healthy life: es importante/se debe/hay que + infinitive</p> <p>Present tense conjugation of 'deber' for things you should do to live a healthy life.</p> <p>Future tense (simple) for verb 'hacer' and 'jugar' in relation to exercise</p> <p>Imperfect tense to talk about health habits in the past: cuando era pequeño/a...</p>		<p>Direct object pronouns to describe family and relationships</p> <p>Imperfect tense for AR/ER/IR verbs + 'ser' (irregular: era)</p> <p>Immediate future tense to talk about future plans</p> <p>Simple future tense (higher ability)</p> <p>Opinion phrases to argue for/against marriage: por un lado.../estoy de acuerdo, lo mejor es que, lo peor es que, una ventaja, una desventaja.</p> <p>Me gustaría + infinitive to say if you'd like to get married</p> <p>Si clauses + future tense to talk about future plans.</p> <p>Recognising different tenses together-past/present/future</p>	<p>Immediate future tense to predict what is going to happen</p> <p>Describing the weather in the present and preterite tense</p> <p>Imperfect tense SER and ESTAR</p> <p>Regular preterite tense AR/ER/IR verbs to say what has happened in the film.</p> <p>Conditional with 'si' phrases in the imperfect subjunctive 'Si fuera el Ché'</p> <p>Understanding the wider importance and historical context of Ché Guevara in Latin America.</p> <p>To understand details about the historical ruin of Machu Picchu.</p> <p>Revisiting ser and estar</p> <p>Simple future</p> <p>Imperfect subjunctive in Si fuera + conditional tense</p>	<p>Alojamiento + demonstrative adjectives (este / esta / estos / estas)</p> <p><b>Skills covered:</b> Revisit: present tense (+stem changing verbs) future tense preterite tense imperfect tense</p> <p>Poder/deber + infinitive</p> <p>Demonstrative adjectives (este, esta, estos, estas)</p>
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## SPANISH: Year 11

In students' final year of study, they begin by looking at the topic of school and future plans, revisiting the Y9 module with a higher level of complexity, such as subjunctive phrases and si sentences. Students are encouraged to express their opinions and discuss what they would like to do in the future after school. Students then revisit the topic of Local Area, revisiting high frequency grammar and structures such as hay / no hay and negative structures. Students will also start to build vocabulary to enable them to discuss traffic, pollution and rubbish in their town, giving them foundational knowledge for their final unit of learning, global issues. This final topic that students study in year 11 allows them to engage with global and environmental issues and allows them to reflect on their own role and responsibility as citizens of our global community.

Before their exams in the summer term, students have the opportunity to revise topics studied throughout their years of study, through the 4 skills, in order to consolidate their learning and help them to feel confident for their exam. They are exposed to listening and reading exam questions across the 3 GCSE themes, and these lessons are also supplemented with opportunities for written and spoken production.

Across all years of study, students have regular opportunities for speaking practice, with a focus on becoming more confident communicators with the ability to speak spontaneously and for their own purposes. At this level, we expect students to be able to speak spontaneously on a broad range of issues using multiple time frames and a range of complex structures.

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
11	<p><b>Topic: Life at school and future plans</b></p> <p><b>Vocabulary covered:</b></p> <p>Revisit: Aprender Estudiar + range of subjects</p> <p>Ser and estar: describing your school</p> <p>El horario + direct object pronouns</p> <p>Daily routine and reflexive verbs (levantarse, despertarse, lavarse los dientes, concentrarse, relajarse, se lever, se laver, se brosser les dents, relajarse, se concentrer, preguntarse)</p> <p>Mejorar a tu escuela: imperfect subjunctive + conditional tense si sentences (si fuera el director cambiaría...)</p> <p>Expressing two sides of an opinion: Por un lado/ por otro lado Ir a la universidad</p> <ul style="list-style-type: none"> <li>- Tomar un año sabático</li> <li>- Encontrar/buscar un trabajo</li> </ul> <p>Los trabajos (revisit Y9 vocabulary) + se puede / podemos + infinitive verb + imperfect + conditional si sentences (si pudiera, sería...)</p> <p>Present perfect to describe a day at school</p>	<p><b>Topic: Local area</b></p> <p><b>Vocabulary covered:</b></p> <p>Revisit: Viver Estar</p> <p>Locations (revisit) En una ciudad / en el campo / en la montaña / en las afueras / por el mar + adjectives to describe (revisit adjectival agreeement)</p> <p>Types of housing (hispanic world focus) En España viven... En Perú viven... En Guatemala viven...</p> <p>Acabar de + infinitive (visitar, viajar, ver)</p> <p>Possessive pronouns mi(s) mío / mía / míos / mías tuyo / tuya/ tuyos / tuyas suyo / suya / suyos / suyas nuestro / nuestra / nuestros / nuestras</p> <p>Hay + negative structures (nunca / jamás ) Places in a town + theme 2 vocabulary (el tráfico / los espacios verdes / los sin techo, las zonas peatonales / los cubos de basura)</p> <p>Superlative adjectives lo más / lo menos + adjective</p>	<p><b>Topic: Global Issues and the Environment</b></p> <p><b>Vocabulary covered:</b></p> <p>Key environmental issues: la basura, la contaminación, los animales en peligro de extinción, los incendios forestales, la tala de los bosques/la deforestación, la sobrepoblación, el tráfico, los atascos, la contaminación atmosférica/de los ríos y los mares, el ruido, el calentamiento global, los combustibles fósiles.</p> <p>Key verbs: apagar las luces, usar el transporte público, ir a pie/andando, dar dinero a organizaciones benéficas, comprar productos ecológicos, cerrar el grifo, ducharse en vez de bañarse, reciclar papel/vídrío/plástico, reutilizar, reducir.</p> <p>Revisit key vocabulary for poverty and homelessness los necesitados, los sin techo, una organización benéfica, sin oportunidades laborales, el paro, enfermedades, el hambre, el trabajo benéfico, la pobreza, el racismo, la sida</p> <p>Verbs of obligation to talk about actions to help the environment: se debe, no se debe, hay que, tienes que, está prohibido.</p> <p>Opinions on environmental issues: me molesta, me fastidia, me preocupa, me enfada, me enfurece</p> <p>Justifications: que puede causar, aumentar, reducir, afectar</p>	<p><b>Topic: Revision and consolidation</b></p> <p><b>Topics covered:</b></p> <ol style="list-style-type: none"> <li>1. Family and friends</li> <li>2. Free time/technology</li> <li>3. Home, town, neighbourhood and region.</li> <li>4. Travel and Tourism</li> <li>5. My studies</li> <li>6. Education post-16</li> </ol> <p><b>Key skills embedded across lessons:</b></p> <p>Listening practice</p> <p>Reading comprehension practice</p> <p>Writing practice: 90/150 words</p> <p>Speaking practice: photo-cards/role-plays and general conversation preparation.</p>	Exams		

<p>Subjunctive set phrases (necessity + subjunctive)  es necesario que sea  es necesario que gane  es importante que termine mis estudios</p> <p><b>Grammatical structures and skills:</b></p> <p>Ser and estar</p> <p>Present tense: AR/ER/IR</p> <p>Reflexive verbs in the present tense</p> <p>Direct object pronouns</p> <p>Present perfect</p> <p>Expressing two sides of an opinion</p> <p>Imperfect subjunctive + conditional si sentences</p> <p>Subjunctive and key phrases which generate it</p>	<p>Describing a recent visit in town (+ activities in town: ir de compras, visitar monumentos, ir al gimnasio, jugar en el parque, ver una película, salir con amigos)</p> <p><b>Grammatical structures and skills:</b></p> <p>Ser and estar</p> <p>Adjectival word order</p> <p>Range of negative structures</p> <p>Superlative adjectives</p> <p>Possessive pronouns</p> <p>Acabar de + infinitive</p> <p>Preterite tense revisit</p>	<p><b>Grammatical structures and skills:</b></p> <p>si clauses e.g. si reciclamos podemos salvar más espacios verdes</p> <p>LPA- recap imperfect tense</p> <p>HPA- pluperfect tense</p> <p>si + imperfect + conditional: si pudiera, si tuviera la opción, si fuera, reduciría, salvaría, cambiaría...</p> <p>Comparative adjectives- más grave, peligrosos, preocupante, alarmente, que... menos... que, tan...como</p> <p>Subjunctive and key phrases which generate it</p> <p>Superlative- el problema más grave, alarmanete, serio</p> <p>Verbs of obligation</p>		
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