

# Key Stage 3 Long Term Planning

## Year 7 INTENT:

*Our research- led curriculum is designed to open a world of opportunities for all pupils by increasing, both their cultural and linguistic awareness and understanding. We aim to spark curiosity and enthusiasm as students develop their skills, enabling them to be confident, adaptable, communicators, enhanced through real life experiences both inside and outside of the classroom.*

*Language learning should equip students with insight and confidence, lifelong linguistic skills and respect for the modern, multicultural and democratic society that we live in.*

*As part of our participation in the NCELP project, we are currently running a new SoW in year 7 based on language and grammar frequency and phonetic proficiency.*

## Faculty Area: Spanish

| Year 7           | Transition                                                                                                                                                                                                                                                                                      | Autumn 1                                                                                                                                                                                                                                                                                                                                                                    | Autumn 2                                                                                                                                                                                                                                                     | Spring 1                                                                                                                                                                                                                                                                                                                    | Spring 2                                                                                                                                                                                                                                                                                     | Summer 1                                                                                                                                                                                                                                                                                                                                     | Summer 2                                                                                                                                                                                                                                                                       |
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| <b>Knowledge</b> | <p><b>Qualities of success:</b></p> <ul style="list-style-type: none"> <li>-Intro to the Spanish speaking world &amp; languages- link to our origins: background and cultural influence.</li> <li>-classroom vocab and questions</li> </ul>                                                     | <p><b>NCELP fusion</b></p> <ul style="list-style-type: none"> <li>-Introductions</li> <li>-Describing places and locations</li> <li>-Describing people (personality and physical appearance/mood)*</li> <li>-Saying what people have</li> <li>-phonics</li> </ul> <p>*+vocab from la apariencia</p>                                                                         | <p><b>NCELP fusion</b></p> <ul style="list-style-type: none"> <li>-Describing what people have</li> <li>-What people do &amp; don't do</li> <li>-Numbers and talking about more than one thing*</li> <li>-phonics</li> </ul> <p>*+numbers 1-20</p>           | <p><b>NCELP fusion</b></p> <ul style="list-style-type: none"> <li>- listing and describing what there is around you*</li> <li>- Talking about the location of things</li> <li>-Describing a place</li> <li>-phonics</li> </ul> <p>*+intro to 'mi insti'</p>                                                                 | <p><b>NCELP fusion</b></p> <ul style="list-style-type: none"> <li>- Giving and wanting</li> <li>-Talking about family*</li> <li>-Describing what exists and what places have</li> <li>-Natural wonders of the Spanish-speaking world</li> <li>-phonics</li> </ul> <p>*+vocab: mi familia</p> | <p><b>NCELP fusion</b></p> <ul style="list-style-type: none"> <li>-Asking and answering questions</li> <li>-Talking about what you do with other people (culture link)</li> <li>-Describing what people can / are able to do.*</li> <li>Describing what people must (vs can or want to) do.</li> <li>-phonics</li> <li>*+ La hora</li> </ul> | <p><b>NCELP fusion</b></p> <ul style="list-style-type: none"> <li>- Places and locations</li> <li>-Saying what people are like (temporary) vs in general</li> <li>-Describing activities (Travel)</li> <li>-Work with a challenging text</li> <li>-phonics</li> </ul>          |
| <b>Skills</b>    | <ul style="list-style-type: none"> <li>-Speaking: confidence</li> <li>-asking questions</li> <li>-Responsibility</li> <li>-Enthusiasm</li> <li>-Curiosity</li> <li>-Reflection</li> <li>-Optimism</li> <li>-Resilience</li> <li>-Organisation</li> <li>-Empathy</li> <li>-Well-being</li> </ul> | <p>Frequent verbs:</p> <ul style="list-style-type: none"> <li><b>ESTAR</b> (to be, being) - location and mood</li> <li><b>SER</b> (to be, being) - general characteristics</li> <li><b>TENER</b> (to have, having) (1ps (I), 2ps(you), 3ps(he/she)</li> <li>-Indefinite articles</li> <li>-Singular and plural nouns</li> <li>-Adjectives - gender and agreement</li> </ul> | <p>Present tense <b>AR verbs</b> (1ps (I), 2ps(you), 3ps(he/she))</p> <ul style="list-style-type: none"> <li>-infinitives</li> <li>-plural nouns with -es;</li> <li>-plural nouns with -s;</li> <li>-negative 'no'</li> <li>-Verb HABER- Hay only</li> </ul> | <ul style="list-style-type: none"> <li>-Gender agreement with article (un/a)</li> <li>- plural indefinite article (unos/unas) -</li> <li><b>-HAY</b> (contrasted with tiene) 1pp and 3pp</li> <li><b>-SER</b> to describe</li> <li>-Adjective agreement (numbers)</li> <li>-definite article in singular (el/la)</li> </ul> | <p>Verbs:</p> <ul style="list-style-type: none"> <li><b>DAR</b> 1ps, 2ps, 3ps</li> <li><b>QUERER</b> – 1ps, 2ps, 3ps</li> <li>-singular indefinite</li> <li>TENER – 1ps, 2ps, 3ps, 1pp(we), 3pp(they)</li> <li>- es; son;</li> <li>- adjective agreement;</li> </ul>                         | <ul style="list-style-type: none"> <li>- Question words <b>cuándo, cuánto, cuál, quién, qué, dónde, cómo, quién</b></li> <li><b>-HACER</b> (1ps, 2ps, 3ps)</li> <li>-HAY</li> <li>-Present tense AR verbs (1pp)</li> <li>-Modal verbs <b>PODER</b>, (1ps, 2ps, 3ps + infinitive)</li> </ul>                                                  | <ul style="list-style-type: none"> <li><b>-ESTAR</b> (1pp, 3pp) for location</li> <li><b>-SER</b> (1pp, 3pp) to describe traits and personality</li> <li><b>-AR verbs</b> (3ps)</li> <li>-Work with a challenging text: Un hombre sin cabeza (Armando José Sequera)</li> </ul> |

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|                                                                                   |                                                                                           | -Speaking: phonics and intonation                     |                                                                                            | -está (+ location)<br>-definite article in plural (los/las)<br>- es; son                                                         | -number agreement<br>-order of nouns and adjectives<br>-SER: 1ps, 3ps, 1pp hay;<br>-está (+ location)                                              | -Questions with raised intonation<br>-Modal: <b>DEBER, PODER, QUERER</b> (1ps, 2ps, 3ps)<br>- |                                                                                     |
| <b>Connections to previous learning</b>                                           | Establishing prior knowledge                                                              | Vocab from previous weeks interleaved during lessons. |                                                                                            | Vocab from previous weeks/terms interleaved during lessons .                                                                     |                                                                                                                                                    | Vocab from previous weeks/terms interleaved during lessons .                                  |                                                                                     |
| <b>Assessment</b>                                                                 |                                                                                           | Phonics task: identify the sounds                     | <b>¿Cómo eres?: Writing</b>                                                                | Description translation                                                                                                          | <b>Mini grammar assessment</b>                                                                                                                     | Phonics task: cluster words                                                                   | <b>End of year assessment</b>                                                       |
| <b>Homework</b>                                                                   | Display piece: vocabulario de la clase                                                    | Vocabulary retrieval                                  | Vocabulary retrieval                                                                       | Vocabulary retrieval                                                                                                             | Vocabulary retrieval                                                                                                                               | Vocabulary retrieval<br>Revisión tasks                                                        | Vocabulary retrieval                                                                |
| <b>Cultural enrichment including Trips, Visits, Experiences, Extra-curricular</b> | Visit to Spain launched (alternate years) departs July<br><br><b>Launch Language club</b> |                                                       | -La Navidad: Cultural significance.<br>-Comparison to UK.<br>-Understanding of traditions. |                                                                                                                                  | -Semana Santa: Cultural significance.<br>-Comparison to UK.<br>-Understanding of traditions.<br><br>-Natural wonders of the Spanish-speaking world |                                                                                               | Carlitos: Spanish cinema- topic of sport: descriptions of characters                |
| <b>Literacy</b>                                                                   | Spanish alphabet/new letters                                                              | Similarities/differences between Spanish and English  | Grammar: nouns/adjectives/ verbs                                                           |                                                                                                                                  | Work with challenging text: La plaza tiene una torre (Antonio Machado);                                                                            |                                                                                               |                                                                                     |
| <b>Numeracy</b>                                                                   | Numbers 1-10                                                                              | Number sequences and patterns                         |                                                                                            |                                                                                                                                  | Numbers 1-30                                                                                                                                       | Time                                                                                          |                                                                                     |
| <b>CIAG</b>                                                                       | Exploration of languages and future prospects: jobs that may require languages            |                                                       |                                                                                            | Focus on why languages are more important in Spanish education system and how this may put us at a disadvantage when job hunting |                                                                                                                                                    |                                                                                               | Famous sports personalities and how languages have helped them develop their career |

# Key Stage 3 Long Term Planning

## Year 8 INTENT:

*Our curriculum is designed to open a world of opportunities for all pupils by increasing, both their cultural and linguistic awareness and understanding. We aim to spark curiosity and enthusiasm as students develop their skills, enabling them to be confident, adaptable, communicators, enhanced through real life experiences both inside and outside of the classroom.*

*Language learning should equip students with insight and confidence, lifelong linguistic skills and respect for the modern, multicultural and democratic society that we live in.*

## Faculty Area: Spanish

| Year 8           | Transition                                                                                           | Autumn 1                                                                                                                                                                        | Autumn 2                                                                                                                                                                                                        | Spring 1                                                                          | Spring 2                                                                                                                                                                              | Summer 1                                                                                                                      | Summer 2                                                                                                           |
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| <b>Knowledge</b> | Classroom language/instructions<br><br>- Retrieval: Name, age and family<br><br>-Q&A in TL           | <u>Mi casa:</u><br>- Types of accommodation<br>locations<br>opinions<br>rooms.                                                                                                  | <u>Mi Casa con't:</u><br>- furniture<br>- dream bedroom<br>- future home<br>- chores*<br><br>*Optional                                                                                                          | <u>Mi ciudad:</u><br>- compass points<br>- countries<br>- location and facilities | <u>Mi ciudad:</u><br>- ideal city<br>- things to do in the city<br>-directions                                                                                                        | <u>Mi Mundo:</u><br>-Global issues<br>- human rights<br>- Environmental issues                                                | <u>Mi Mundo:</u><br>-Environmental issues cont'd<br>- Fair Trade<br>- Water                                        |
| <b>Skills</b>    | - Describing yourself<br>- Giving information about yourself and others.<br>-Questioning<br>-phonics | -Consolidation of opinions, adjectival agreement singular and plural.<br>-Development of prepositions.<br>-'Hay' + noun<br>-Development of present tense full paradigm in pairs | -Hay cont'd<br>-Conditional tense ('me gustaría, te gustaría' pairing.)<br>-Modal verbs 'tener que' (1ps-I /2ps-YOU pairing and 3ps-(S)HE/1pp-WE pairing)<br>-Future tense introduction. Full paradigm in pairs | - adjective agreement<br>- opinions singular and plural<br>consolidation          | -conditional tense development (1ps-I/2ps-YOU pairing)<br>-'se puede' structure<br>- consolidation of future tense 1ps-I/1pp-WE pairing<br>-past introduction (1ps ar/er/ir pairing.) | - modal verbs 'poder' 'tener que'<br>- understand problems<br>- suggest solutions.<br>- Se debe / deberia<br>-Para+infinitive | -Using structures to give solutions to problems.<br>- Se debe / deberia<br>-future and present tense consolidation |

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| <b>Connections to previous learning</b>                                           | Recap of all prior learning: present tense Q+A (1ps/2ps)                              | - Developing opinions<br>- singular and plural articles.                                                                                           | - Hay + noun<br>- developing opinions and applying them to new context | - Estar + position<br>- adjective agreement review<br>- definite and indefinite articles<br>-opinions<br>-present tense.<br>-1ps future and conditional. | -present tense,<br>-1ps future and conditional.<br>- opinions<br>-application of time to activities | -Opinions<br>- ar/er/ir regular verbs revisited.<br>- using frequency of time phrases<br>-negatives.<br>- developing knowledge of weather. | -Past tense revisited<br>-future tense consolidation.<br>- consolidating use of modal verbs. |
| <b>Assessment</b>                                                                 |                                                                                       | Mi Casa Tweet:<br><i>(Writing)</i>                                                                                                                 | <b>-Mi Casa: Grammar</b><br><br>-Q&A: Speaking                         | -Reading & Listening                                                                                                                                     | <b>La ciudad Leaflet:</b><br>Writing<br><b>OR</b><br>Story board (writing) and video (speaking)     | Advice Poster: Se debe (grammar)                                                                                                           | <b>End of Year Exam (Reading, listening &amp; writing)</b>                                   |
| <b>Homework</b>                                                                   | <b>Grammar tasks:</b><br>revision of prior learning                                   | Vocabulary retrieval                                                                                                                               | Vocabulary retrieval                                                   | Vocabulary retrieval                                                                                                                                     | Vocabulary retrieval                                                                                | Vocabulary retrieval<br><br>Revisión tasks                                                                                                 | Vocabulary retrieval                                                                         |
| <b>Cultural enrichment including Trips, Visits, Experiences, Extra-curricular</b> | Visit to Spain launched (alternate years) departs July<br><b>Launch Language club</b> | - Independent research: Latin American housing and Gaudí houses.<br>- El día de los muertos: Cultural insight and exploration of Mexican tradition | - La Navidad – developed from Y7.                                      | - Mi ciudad. Virtual exchange with Spanish school.<br>-visit to local attractions to film videos.                                                        | - La semana santa-developed from Y7                                                                 |                                                                                                                                            | Coco- Spanish cinema linked to El Dia de los Muertos                                         |
| <b>Literacy</b>                                                                   | Vocabulary retrieval & retention-improving lexicon                                    | Written accuracy; proof reading, spellings, punctuation                                                                                            | Grammar links-tenses.<br>Word families                                 | Skimming & scanning<br>-identifying answers<br>-word patterns                                                                                            | Accuracy & quality of language                                                                      | Vocabulary & grammar retrieval & retention                                                                                                 | Vocabulary & grammar retrieval & retention                                                   |
| <b>Numeracy</b>                                                                   | Larger number patterns                                                                |                                                                                                                                                    |                                                                        | Time revisited                                                                                                                                           |                                                                                                     | <b>Statistics: problems around the world</b>                                                                                               |                                                                                              |
| <b>CIAG</b>                                                                       |                                                                                       |                                                                                                                                                    | Communication skills: speaking and listening focus                     |                                                                                                                                                          | Research skills                                                                                     | Volunteering projects                                                                                                                      |                                                                                              |

# Key Stage 3 Long Term Planning

## Year 9 INTENT:

*Our curriculum is designed to open a world of opportunities for all pupils by increasing, both their cultural and linguistic awareness and understanding. We aim to spark curiosity and enthusiasm as students develop their skills, enabling them to be confident, adaptable, communicators, enhanced through real life experiences both inside and outside of the classroom.*

*Language learning should equip students with insight and confidence, lifelong linguistic skills and respect for the modern, multicultural and democratic society that we live in.*

## Faculty Area: Spanish

| Year 9                                  | Transition                                                                    | Autumn 1                                                                                                                                                                                                        | Autumn 2                                                                                                                                                                                                                                                                                            | Spring 1                                                                                                                                                                | Spring 2                                                                                                    | Summer 1                                                                                                                        | Summer 2                                                                                                                                                    |
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| <b>Knowledge</b>                        | -revision of classroom lang and instruction<br>-revision of tenses            | <b>Mis Vacaciones:</b><br>-revisit countries<br>- modes of transport<br>- accommodation<br>- activities                                                                                                         | <b>Mis Vacaciones:</b><br>- Holiday activities developed in different tenses.<br>- Develop knowledge of weather.<br>- hotel vocabulary                                                                                                                                                              | <b>Todo sobre mi vida:</b><br>- technology & mobile phones - use and preferences.<br>- music vocabulary<br>- music preferences                                          | <b>Todo sobre mi vida con't:</b><br>- TV programmes & film genres.<br>- basic understanding of film review. | <b>Mi vida sana:</b><br>- Food and drink vocabulary<br>- diet and food preferences.<br>- healthy and unhealthy<br>- quantities. | <b>Mi vida sana con't:</b><br>- components of a healthy lifestyle.<br>- ordering in a restaurant.<br>- going shopping.<br>- measures and quantities         |
| <b>Skills</b>                           | - opinions<br>- present tense<br>- Revision of using Target Language in class | - describing what you normally do on holiday.<br>- expressing opinions in present tense.<br>- reflexive /non reflexive in 1ps-I<br>- making plans for future holidays using immediate future using 1ps and 1pp. | - Past tense (intro 1ps -I and 2ps-you).<br>- Describing holidays in the past<br>- Describing ideal holiday using conditional.<br>-using the simple future (1ps- I and 3ps-he/she/it)<br>- making reservations in a hotel.<br>- identifying the 2 future tenses and conditional by looking at form. | - revisit all tenses with new key verbs.<br>- imperfect (challenge) 1ps and 1pp forms.<br>- para + infinitive<br>- expressing personal opinions and developing reasons. | - revisit all tenses with new key verbs.<br>- expressing personal opinions and developing reasons.          | - categorise healthy and unhealthy foods and diets.<br>- applying knowledge of tenses to new key verbs.                         | - categorise healthy and unhealthy habits and lifestyles.<br>- writing a recipe.<br>- making plans.<br>- Suelo + inf (challenge)<br>- 1 pp forms of tenses. |
| <b>Connections to previous learning</b> | Recap of all prior learning.                                                  | - Present tense.<br>- Revision of prepositions.<br>- Family vocabulary.                                                                                                                                         | - Difference between simple future and conditional in 1ps-I.                                                                                                                                                                                                                                        | - Revisit all tenses.<br>- developing opinions.                                                                                                                         | - reapply grammar rules of key verbs to new vocabulary<br>- developing opinions.                            | -Present tense revision                                                                                                         | - Revisit se debe.<br>- Revisit all tenses with beber / comer /tomar.                                                                                       |

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|                                                                                   |                                                                                                     | - Revising difference between present and immediate future 'I go' / 'I'm going to go' | - Difference between present and past in 1ps-I.<br>- development of full paradigm of present tense. |                                                                      | - reapply comparisons to new vocabulary.                                     | - opinions and adjectival agreement.<br>- Revision of numbers.<br>- revision of all tenses studied so far. |                                                                                |
| <b>Assessment</b>                                                                 |                                                                                                     | Mis vacaciones: short writing                                                         | <b>Mis Vacaciones: Translation</b>                                                                  | Weather report: Speaking                                             | La tecnología: Writing: interview                                            | Making plans: Speaking role-play                                                                           | <b>End of year assessment: (reading, listening, writing &amp; translation)</b> |
| <b>Homework</b>                                                                   | Grammar: revision of prior learning.                                                                | Vocabulary retrieval                                                                  | Vocabulary retrieval                                                                                | Vocabulary retrieval                                                 | Vocabulary retrieval                                                         | Vocabulary retrieval<br>Revisión tasks                                                                     | Vocabulary retrieval                                                           |
| <b>Cultural enrichment including Trips, Visits, Experiences, Extra-curricular</b> | Visit to Spain launched (alternate years) departs July<br><b>Launch Language &amp; Culture club</b> |                                                                                       | - Selecting a recipe from a Spanish speaking country and comparing it with English food.            | - Spanish and Latin America and tourism destinations (introductions) | - independent research: a place you would like to visit in Hispanic country. | - Text language and slang<br>- Spanish and Latin American music.                                           | - Cultural exposure – film: 'Los Voces Inocentes'                              |
| <b>Literacy</b>                                                                   | Vocabulary retrieval & retention-improving lexicon                                                  | Written accuracy; proof reading, spellings, punctuation                               | Vocabulary & grammar retrieval & retention                                                          | Skimming & scanning<br>-identifying answers<br>-word patterns        | Accuracy & quality of language                                               |                                                                                                            |                                                                                |
| <b>Numeracy</b>                                                                   | Number bonds                                                                                        |                                                                                       | Quantities & measurements                                                                           | Costings                                                             |                                                                              | Larger numbers (number of followers)                                                                       |                                                                                |
| <b>CIAG</b>                                                                       |                                                                                                     | Revision techniques and organisation                                                  | Where are they now? How people have used languages to establish careers.                            | Careers linked to tourist industry                                   |                                                                              | Careers guidance/ University requirements: focus on languages                                              |                                                                                |

# Key Stage 4 Long Term Planning

## Year 10 SYLLABUS:

In KS4 we follow the AQA specification for GCSE. We cover the three themes in depth with a focus on the 4 attainment areas. KS3 is used as a foundation to progress in both skill application and knowledge at KS4. Revision and exam technique are built into the curriculum design at KS4.

### Curriculum Area: Spanish

| Year 10           | Autumn 1                                                                                                                                                                                                                           | Autumn 2                                                                                                                                                                                                                                 | Spring 1                                                                                                                                                                                                                         | Spring 2                                                                                                                                                                                                                                                                                      | Summer 1                                                                                                                                                                                                                                             | Summer 2                                                                                                                                                                                                                                |
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| <b>Syllabus</b>   | <p><u>REVISION OF TENSES AND VOCABULARY RETRIEVAL</u></p> <p><b>Mis Estudios</b></p> <ul style="list-style-type: none"> <li>-Revisit school subjects, teachers, facilities,</li> </ul> <p><u>RETRIEVAL:</u> KS3: grammar/vocab</p> | <p><b>Mis Estudios con't</b></p> <ul style="list-style-type: none"> <li>-break time activities</li> <li>-school rules</li> <li>-school day</li> <li>-trips</li> <li>-daily routine</li> </ul> <p><u>RETRIEVAL:</u> KS3 grammar/vocab</p> | <p><b>Mis Estudios y Mi Futuro</b></p> <ul style="list-style-type: none"> <li>-A-level/University</li> <li>-jobs and future employment</li> <li>- world of work</li> <li>-job adverts</li> </ul> <p><u>RETRIEVAL:</u> tenses</p> | <p><b>Mis Relaciones Familiares</b></p> <ul style="list-style-type: none"> <li>-Revisit personal/family descriptions</li> <li>-Day out with family</li> <li>-Usual routines with Friends</li> <li>-relationships with family/friends</li> </ul> <p><u>RETRIEVAL:</u> school/grammar/vocab</p> | <p><b>Mis pensamientos del futuro</b></p> <ul style="list-style-type: none"> <li>-thoughts on marriage/family/future plans</li> <li>-ideal partner</li> </ul> <p>Los festivals/las fiestas</p> <p><u>RETRIEVAL:</u> school/family/grammar/vo cab</p> | <p><b>Mis pasatiempos</b></p> <ul style="list-style-type: none"> <li>-free time</li> <li>-sports</li> <li>-music, TV, cinema</li> <li>-Young people in Spain</li> </ul>                                                                 |
| <b>Knowledge</b>  | <ul style="list-style-type: none"> <li>-revisit present (FULL PARADIGM) comparatives/superlatives</li> <li>-revisit and develop opinions</li> <li>Higher level structures</li> </ul>                                               | <ul style="list-style-type: none"> <li>-reflexive verbs (1ps-1/3ps-(S)HE pairing)</li> <li>-revisit past tense</li> <li>-(lo que + infinitive, tener + infinitive, quisiera)</li> <li>-Se debe/hay que/tener que</li> </ul>              | <ul style="list-style-type: none"> <li>-revisit past and future tenses (FULL PARADIGM)</li> <li>-cuando + subjunctive</li> <li>-tu/usted</li> </ul> <p>-Revisit: El día de los muertos</p> <p>Revisit: La Navidad</p>            | <ul style="list-style-type: none"> <li>--Possessive adjectives</li> <li>-revisit adjective agreement and position</li> </ul>                                                                                                                                                                  | <ul style="list-style-type: none"> <li>-embed reflexive verbs (casarse)</li> <li>-embed conditional tense</li> <li>-subjunctive with que</li> </ul> <p>-</p>                                                                                         | <p>Consolidation of irregular verbs (Salir, ver, dar, querer)</p> <ul style="list-style-type: none"> <li>-revisit opinions and reasons</li> <li>-Direct object pronouns</li> <li>-present continuous (1ps-1/2ps-YOU pairing)</li> </ul> |
| <b>Skills</b>     | <ul style="list-style-type: none"> <li>-Application of grammar to new contexts.</li> <li>-speaking photocard</li> </ul>                                                                                                            | <ul style="list-style-type: none"> <li>- using knowledge from earlier in the unit to develop points</li> </ul>                                                                                                                           |                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>-constructing responses using learning from more than one topic.</li> </ul>                                                                                                                                                                            | <ul style="list-style-type: none"> <li>- constructing responses using learning from more than one topic.</li> </ul>                                                                                                                                  | <ul style="list-style-type: none"> <li>-Dealing with the unknown- how to approach exams.</li> </ul>                                                                                                                                     |
| <b>Assessment</b> | <p>Writing GCSE exam question 90 words</p>                                                                                                                                                                                         | <p><b>Reading &amp; Listening Past papers: Foundation</b></p>                                                                                                                                                                            | <p><i>Speaking Photocard : Foundation &amp; Higher</i></p>                                                                                                                                                                       | <p><b>Writing GCSE 90 words</b></p>                                                                                                                                                                                                                                                           | <p>Translation task : Foundation &amp; Higher</p>                                                                                                                                                                                                    | <p><b>End of year exam: all 4 skill areas</b></p>                                                                                                                                                                                       |

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| <b>Homework</b>                                                                   | -Set according to the group strengths/weaknesses and SOW.<br>- Speaking question preparation for topic<br>-vocab: quizlet                                                                                   | -Set according to the group strengths/weaknesses and SOW.<br>- Speaking question preparation for topic<br>-vocab: quizlet                                           | -Set according to the group strengths/weaknesses and SOW.<br>- Speaking question preparation for topic<br>-vocab: quizlet | -Set according to the group strengths/weaknesses and SOW.<br>- Speaking question preparation for topic<br>-vocab: quizlet | -Set according to the group strengths/weaknesses and SOW.<br>- Speaking question preparation for topic<br>-vocab: quizlet | -speaking prep/revision<br><br>-vocab: quizlet                             |
| <b>Cultural enrichment including Trips, Visits, Experiences, Extra-curricular</b> | Cultural understanding: Spanish school system<br><br>Visit to Spain launched (alternate years) departs July<br><br>European Day of Languages<br>UCLan trip<br><br><b>Launch Language &amp; Culture club</b> | El Dia de los Muertos: revisit the traditions and celebrations. Express an opinion about such traditions.<br><br>La Navidad: compare celebrations around the world. |                                                                                                                           | Interaction with Spanish natives: speaking practice                                                                       | Las fiestas/festivales: understanding of what takes places and where in:<br>-La tomatina<br>-San Fermin<br>-Carnaval      |                                                                            |
| <b>Literacy</b>                                                                   | Vocabulary retrieval & retention- improving lexicon                                                                                                                                                         | Skimming & scanning - identifying answers<br>-word patterns                                                                                                         |                                                                                                                           | Written accuracy; proof reading, spellings, punctuation                                                                   | Accuracy & quality of language                                                                                            | Vocabulary & grammar retrieval & retention                                 |
| <b>Numeracy</b>                                                                   | -Numbers: dates                                                                                                                                                                                             | Numbers: Time                                                                                                                                                       |                                                                                                                           | -prices/buying tickets                                                                                                    |                                                                                                                           |                                                                            |
| <b>CIAG</b>                                                                       |                                                                                                                                                                                                             | Universities in Spain/Spanish speaking countries: study abroad options<br><br>Job research: translation focus                                                       |                                                                                                                           | Future options: what is required to achieve goals                                                                         |                                                                                                                           | Communication skills: speaking and listening<br><br>A level taster session |

# Key Stage 4 Long Term Planning

## Year 11 SYLLABUS:

*In KS4 we follow the AQA specification for GCSE. We cover the three themes in depth with a focus on the 4 attainment areas. KS3 is used as a foundation to progress in both skill application and knowledge at KS4. Revision and exam technique are built into the curriculum design at KS4.*

### Curriculum Area: Spanish

| Year 11          | Autumn 1                                                                                                                                                                                                                                                                                                                                                                                       | Autumn 2                                                                                                                                                                           | Spring 1                                                                                                                                                                                                                                                                        | Spring 2                                                                                                                                                                                                                                                                                        | Summer 1 |
|------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| <b>Syllabus</b>  | <p><u>REVISION OF TENSES AND VOCABULARY RETRIEVAL</u></p> <p><u>La Tecnología</u><br/>-social media trends<br/>-technology and our lives<br/>-risks/benefits of the internet</p> <p><u>Mis Vacaciones y el turismo</u><br/>-Revisit countries, accommodation, transport and weather expressions<br/>-Holiday comparisons</p> <p><u>RETRIEVAL:</u><br/>school/family/freetime/grammar/vocab</p> | <p><u>Mis Vacaciones y el turismo</u><br/>-describing holidays/disasterous holidays/<br/>problems on holiday</p> <p><u>RETRIEVAL:</u><br/>school/family/freetime/grammar/vocab</p> | <p><u>Mi ciudad y el medio ambiente</u><br/>-My town/city<br/>-House/home<br/>-Facilities and descriptions<br/>-Opinions<br/>-City vs Town<br/>-Environmental issues<br/>-problems and solutions</p> <p><u>RETRIEVAL:</u><br/>school/family/freetime/holidays/grammar/vocab</p> | <p><u>Problemas sociales/globales</u><br/>-Revisit healthy/unhealthy diet<br/>-social issues:<br/>drugs/alcohol/smoking<br/>charity/voluntary opportunities<br/>-Poverty<br/>-homelessness</p> <p><u>Revision</u><br/><br/>-Revision of topics from all 3 themes covered over 2 years<br/>-</p> |          |
| <b>Knowledge</b> | <p>-present continuous (1ps-1/2ps-YOU pairing)<br/>-intro to perfect tense (recognition)</p> <p>Revisit tenses: present, past, future x2, conditional<br/>-Sequencing words<br/>Antes de/despues de<br/>irregular verb: hacer+weather</p>                                                                                                                                                      | <p>-Revisit tenses:<br/>-Imperfect vs Preterite<br/>-Sequencing words<br/>Antes de/despues de</p>                                                                                  | <p>Demonstrative adjectives<br/>-prepositions<br/>-revisit: irregular verbs :hacer/ir<br/>-Expressions of quantity<br/>-revisit imperfect<br/>-se debe/deberia</p>                                                                                                              | <p>-affirmative/negatives<br/>-revisit present continuous<br/>-revisit perfect<br/>-giving advice: es major/seria major<br/>-Si clauses + subjunctive (si fuera/tuviera)<br/>-opinions and justifications<br/>-expressing points of view</p> <p><u>Revision</u></p>                             |          |

|                                                                                   |                                                                                                                                                                        |                                                                                                                                                           |                                                                                                                                |                                                                                                                                                                                                     |                  |
|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
|                                                                                   |                                                                                                                                                                        |                                                                                                                                                           |                                                                                                                                | -application of content knowledge and grammar skills to all attainment areas                                                                                                                        |                  |
| <b>Skills</b>                                                                     | -Dealing with the unknown- how to approach exams                                                                                                                       | -Using two past tenses accurately in the same expression<br>-Develop complexity: extending phrases<br>-Recognising questions and responding appropriately | - Enhancing descriptions using 'que'<br>-Constructing phrases containing a variety of tenses and structures<br>-speaking focus | -Applying grammatical knowledge in new contexts<br>-Expressing contrasting points of view<br>-constructing questions<br><br><b>Revision</b><br>-Listening and Reading revision<br>-Writing practice |                  |
| <b>Assessment</b>                                                                 | -Speaking mock exam                                                                                                                                                    | - Full GCSE mock exam: all attainment areas (speaking from previous half term to be used)                                                                 | -Mock exam- listening, reading, speaking and writing                                                                           | GCSE exams<br><b>Speaking GCSE exam</b>                                                                                                                                                             | GCSE exams con't |
| <b>Homework</b>                                                                   | -Set according to the group strengths/weaknesses and SOW.<br>- Speaking question preparation for topic<br>- Vocab: Quizlet                                             | -Set according to the group strengths/weaknesses and SOW.<br>- Speaking question preparation for topic<br>Vocab: Quizlet                                  | Revision plan                                                                                                                  | Revision plan                                                                                                                                                                                       | Revision plan    |
| <b>Cultural enrichment including Trips, Visits, Experiences, Extra-curricular</b> | -Spanish speaking world as holiday destinations- exploration<br>- interaction with Spanish natives: speaking practice<br><br><b>Launch Language &amp; Culture club</b> | -Festivals<br><br>-Speaking opportunities (extra curricular- Alevel students)                                                                             |                                                                                                                                |                                                                                                                                                                                                     |                  |
| <b>Literacy</b>                                                                   | Vocabulary retrieval & retention- improving lexicon                                                                                                                    | Skimming & scanning -identifying answers<br>-word patterns                                                                                                | Written accuracy; proof reading, spellings, punctuation                                                                        | Accuracy & quality of language                                                                                                                                                                      |                  |
| <b>Numeracy</b>                                                                   |                                                                                                                                                                        | Larger numbers (visitors to destinations/populations)                                                                                                     |                                                                                                                                | Numbers: statistics                                                                                                                                                                                 |                  |
| <b>CIAG</b>                                                                       | Importance of languages and translation industry                                                                                                                       | Independent revision skills<br><br>Revision/speaking practice with Y12/13                                                                                 | Volunteering/travelling                                                                                                        |                                                                                                                                                                                                     |                  |

