

SPANISH	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	<p>Introducing yourself. Spanish pronunciation. Numbers 1-100 Talking about age and birthdays. Naming the days of the week and months of the year. Identifying items in your school bag. Using the definite and indefinite articles. Describing the classroom. Talking about pets, colours, animals and family.</p> <p><b>TRANSLATION TECHNIQUES</b>  1. Knowledge of key vocabulary.  2 – High frequency verbs in the present tense, sentence structure.  3 – Creating simple statements in speech and in writing  4 – Recall of familiar vocab  5 – asking and giving details  Question words ;  ¿Qué/ Como / Cuántos/</p>	<p>Describing your family. Using possessive adjectives. Describing hair and eye colour. Using the verbs ‘Ser’ ‘Estar’ and ‘Tener’ in the present tense. Describing other people. Describing personality. Using verbs in the third person. Describing where you live</p> <p>Mini cultural project: El Día de los muertos Know and understand the celebration, Watch Coco, design and describe your own <i>Alebrije</i>.</p> <p><b>TRANSLATION TECHNIQUES</b>  1 – Increase range of vocabulary.  2 – Using irregular verbs, singular forms, - further use of the present tense  - Word order  - Translation in Writing</p>	<p>Saying what you like to do. Using the verb Gustarse. Making opinion statements (with justifications) Saying what you do in your spare time. Using –ar verbs in the present tense Talking about the weather. Saying what sports you do. Using ‘hacer’ and ‘jugar’ (singular and plural forms of the verb) Using the near future tense</p> <p><b>TRANSLATION TECHNIQUES</b>  1 – Increase range of vocab  2 – regular -ar verbs in the present tense, plural forms, reflexive pronouns, irregular HF verbs, forming the near future, using two</p>	<p>Saying what subjects you do/do not study. Giving opinions about school subjects with justifications. Describing your school (size and facilities) Describe a typical school day. Further use of definite and indefinite articles. Talking about activities at break time. Using –er and –ir verbs (singular and plural forms)</p> <p><b>TRANSLATION TECHNIQUES</b>  1 – increase range of vocab, dictionary skills to encourage students to find their own new vocabulary.  2 – Using the full paradigm of key verbs, translation, using two tenses together, agreeing and</p>	<p>Describing your town or village (size, location, what is there/not there) Telling the time. (revise numbers) Using the verb ‘ir’ to say where you go locally and beyond. Using Ir a.../a la... al ... Ordering snacks and drinks in a café. Using the near future tense. Saying what you are going to do at the weekend.</p> <p>End of year exam, Reading, Literary Text and Listening.</p> <p><b>TRANSLATION TECHNIQUES</b>  1 – Increase range of vocabulary.  2 – Consolidation of regular verbs, key irregular verbs, verbs, using irregular verbs in</p>	<p>Discussing animals in danger of extinction. Countries, locations and habitats. Descriptions Present tense Near future tense Preterit tense.</p> <p>Preterit TENSE FOR A LIMITED RANGE OF VERBS.</p> <p>Visit to Paignton Zoo</p> <p>Research project to be completed at the zoo.</p> <p><b>TRANSLATION TECHNIQUES</b>  1 – Increase range of vocab  2 – Using familiar and new verbs in the preterit tense, using three tenses together.  3 – Extended statements for a presentation.  4, reference to three time frames  5 – Asking questions after a presentation.</p>

		<p>3 – Creating extended statements</p> <p>4 – Recall techniques</p> <p>5 - Asking and giving details</p> <p>Como / que /</p> <p>Using 'hay' to form a question</p>	<p>tenses together, translation.</p> <p>3 – Agreeing and disagreeing.</p> <p>4 – Recall techniques of prior learning</p> <p>5 – ¿Qué/ Por qué ?/ using verbs to form questions</p>	<p>disagreeing, with justifications.</p> <p>3 – Creating an extended dialogue</p> <p>4 – Recall techniques</p> <p>5 – Using verbs to ask questions, ¿por qué?, asking negative questions.</p>	<p>the present tense, using two tenses.</p> <p>3 – Developing and sustaining a conversation.</p> <p>4 – Recall techniques.</p> <p>5 – Creating questions using verbs.</p>	
Year 8	<p>Las vacaciones;</p> <p>Review present tense of familiar and relevant verbs.</p> <p>Talking about a past holiday.</p> <p>Using the preterit of 'Ir' 'Ser'</p> <p>Using the preterit tense of relevant verbs.</p> <p>Activities: saying what you did on holiday.</p> <p>Describing a last day of a holiday.</p> <p>Saying what your holiday was like.</p> <p>Translation techniques</p> <p>1 – Increase range of vocabulary.</p> <p>2 – Review of tenses, develop to include a past tense, review of personal pronouns; agreement and disagreements, review of irregular verbs in</p>	<p>Mi vida;</p> <p>Describing how you use mobile technology.</p> <p>Revision of the present tense and the near future tense.</p> <p>Saying what type of music you like and why.</p> <p>Giving a range of opinions with justifications.</p> <p>Talking about TV programmes (likes/dislikes)</p> <p>Revise adjectival agreement and using the comparative.</p> <p>Saying what you did yesterday.</p> <p>Using the present and the preterit tenses together.</p>	<p>Talking about food (choose a range, some typical of Hispanic countries)</p> <p>Using a wider range of opinions with justifications.</p> <p>Using the verb Preferir</p> <p>Describing mealtimes – compare with those in Spain.</p> <p>Using negatives</p> <p>Ordering a meal (role play)</p> <p>Using 'usted/ustedes'</p> <p>Discussing what to buy for a party.</p> <p>Review of and Using the near future</p> <p>Giving an account of a party.</p> <p>Using three tenses together (preterit,</p>	<p>????????????????</p> <p>1 – Increase range of vocabulary.</p> <p>2 – Development of knowledge of future tenses, partitive articles, using two verbs together to give advice, using comparative statements, translation.</p> <p>3 – Creating an extended response to a picture, giving justified responses.</p> <p>4 – Recall techniques.</p> <p>5 – All key question words and verbs to form questions, asking negative questions.</p>	<p>Describing a holiday home (Revise rooms in a house)</p> <p>Further use of the comparative.</p> <p>Using the superlative.</p> <p>Describing holiday activities (review in 3 tenses)</p> <p>Using the imperative.</p> <p>Talking about summer camps.</p> <p>Learning more about using three tenses together in writing and in speech</p>	<p>Talking about the environment.</p> <p>Review of modal verbs.</p> <p>Using negative statements.</p> <p>Describe environmental problems in the local area.*</p> <p>Review of tenses from three time frames.</p> <p>Dictionary skills – to find and use new vocabulary.</p> <p>The conditional tense of modal verbs.</p> <p>Extended writing task for a wider audience. (Group task)*</p> <p>Translation techniques</p>

	<p>three time frames, translation, using positive and negative phrases.</p> <p>3 – Creating an extended response to a picture, using at least two tenses.</p> <p>4 – Recall techniques.</p> <p>5 – All question words and using verbs to form questions.</p>	<p>Mini Cultural Project: (2 weeks if possible) El día de los muertos, watch Coco and design describe your Alebrije.</p> <p>Translation techniques</p> <p>1 – Increase range of vocabulary.</p> <p>2 – Further use of two verbs together, preterit tense of regular and irregular verbs, justifying all opinions, using comparative statements, using verbs from two time frames together.</p> <p>3 – Extended description, dialogues of at least 4 exchanges, extended response to a picture.</p> <p>4 Review of key irregular verbs</p> <p>5 All question words and using verbs to form questions</p>	<p>present and near future)</p> <p>Translation techniques.</p> <p>1 – Increase range of vocabulary.</p> <p>2 – Giving opinions with justifications in three time frames, using tenses from three time frames.</p> <p>3 – Creating an extended response to a picture, extended dialogue, understanding register.</p> <p>4 – Recall techniques.</p> <p>5 – Using time markers and sequencers to form questions, using key verbs to form questions.</p>		<p>Translation techniques.</p> <p>1 – Increase range of vocabulary.</p> <p>2 –Using verb tables to use the imperative of a range of verbs, review of formation of verbs in three time frames, extended writing/translation of authentic material</p> <p>3 – Act out a scenario at Summer Camp/ extended presentation in speech, to advertise new holiday centre</p> <p>4 – Recall techniques</p> <p>5 – All question words and using verbs to form questions.</p>	<p>1 – Increase range of vocabulary.</p> <p>2 – Using modal verbs/ using verb tables.</p> <p>3 – Presentation skills – written form.*</p> <p>4 – Recall techniques – reusing known words and phrases</p> <p>5 – All question words</p>
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<p>Year 9</p>	<p>Talking about things you like ( all topics) Using 'gustarse' with nouns in the present tense. Talking about your week. Using regular verbs in the present tense. Talking about films. Review and use the verb 'Ir' in all time frames. Talking about birthday celebrations. Using the near future tense. Introduce the imperfect tense of relevant verbs.</p> <p>Translation techniques 1 Increase range of vocabulary. 2 – Further use of HF verbs, development of knowledge of the present tense of regular and irregular verbs; using the imperfect tense, review of past tenses,</p>	<p>Talking about jobs * Saying what you have to do at work.* Using 'tener que' in present tense and conditional. Saying what job you would like to do.* Review adjectival agreements. Saying what you did at work yesterday *(review preterit and imperfect) Review of the preterit of regular verbs.</p> <p>Using 2/3 tenses together. Mini cultural Project: (2 weeks if possible) El dia de los muertos, watch Coco and design describe your Alebrije.</p> <p>Translation techniques 1 – Increase range of vocabulary. 2 – Using a range of verbs in three time frames, extending knowledge of modal verbs, translation -45 words, develop use of opinions with justifications.</p>	<p>Talking about children's lives (around the world, Hispanic countries, if relevant) Review of verbs in a range of tenses. Talking about children's' rights with reference to education v work* Using the verb 'poder'. Talking about journeys to school. Comparing aspects of daily life. Talking about some environmental issues. Reviewing the 'we' form of the verbs</p> <p>Translation techniques.</p>	<p>Arranging to go out. Using 'te/me gustaría + infinitive'. Making excuses. Using the verbs 'querer' and 'poder' Discussing getting ready to go out. Use reflexive verbs. Talking about clothes (review using adjectives) Using 'this/these' Talking about sporting events Using three tenses (preterit, present and near future)</p> <p>Translation techniques 1- Increase of range of vocab 2 – Using the conditional tense of new and familiar verbs, forming and using a range of reflexive verbs, translation 50+ words, review of</p>	<p>Meeting and greeting people. Expressions with TENER Further use of the comparative Using the superlative</p> <p>Describing holiday activities (review tenses) Using the simple future tense. Coping strategies in real life conversations. Understanding how to access more challenging texts.</p> <p>Learning more about using (at least) three tenses together in writing and in speech.</p> <p>Translation techniques. 1 Increase range of vocabulary. 2 Using two verbs together, three</p>	<p>Further discussion of environmental issues Using three tenses to describe the causes of environmental problems. Using 'si + present tense' to discuss solutions Using the simple future tense. Research why a particular species of animal is in danger of extinction, present solutions to help save them.*</p> <p>Translation technique 1 – Increase range of vocabulary. 2 – Using modal verbs in the conditional tense. 3 – Research and Presentation – extended monologue/dialogue* 4 – Recall techniques 5 – All question words.</p>
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	<p>translation of at least 35 words.</p> <p>3 – creating an extended response to a picture, using three tenses; presentation* or dialogue about a birthday celebration.</p> <p>4 – Recall techniques</p> <p>5 – All question words and using verbs to form questions</p>	<p>3 –Creating an extended interview – future plans *</p> <p>4 – Recall technique</p> <p>5 – All question words and verbs to form questions, negative questions</p>	<p>1 – Increase range of vocabulary.</p> <p>2 – Focus on present tenses, opinions with justifications, using comparative statements, plural form of key verbs.</p> <p>3 – Prepare an extended presentation* using three time frames, extended response to authentic material, translation 50 words</p> <p>4 – Recall techniques.</p> <p>5 – All question words, formal register.</p>	<p>present tense of regular and irregular verbs</p> <p>3 – Creating an extended dialogue (formal interview) of at least 5 exchanges, range of tenses, extended response to a picture with reference to three time frames.</p> <p>4 – Recall techniques.</p> <p>5 – All question words, using new verbs to form questions.</p>	<p>time frames, the present continuous of new and familiar verbs, giving opinions with justifications, register.</p> <p>3 – Creating an extended dialogue, interview about different house types – register.</p> <p>4 – Recall techniques.</p> <p>5 – Review of question words and forms.</p>	
Year 10	<p><b>THEME 1</b> Identity and Culture Me, my family and friends</p>	<p><b>THEME 3</b> Current and future study and employment.*</p> <ul style="list-style-type: none"> <li>Life at school (rules)</li> </ul>	<p><b>THEME 2</b> Local, national, international and global areas of interest  Social issues</p>	<p><b>THEME 1</b> Customs and festivals in French-speaking countries/ communities</p> <ul style="list-style-type: none"> <li>Knowing what festivals</li> </ul>	<p><b>THEME 3</b> Education post-16.</p> <ul style="list-style-type: none"> <li>Plans for after GCSE</li> </ul>	<p><b>THEME 1</b> Transition to Year 2: Me, my family and friends</p> <ul style="list-style-type: none"> <li>Marriage/ partnership</li> </ul>

	<ul style="list-style-type: none"> <li>• Relationships with family and friends</li> <li>• Social activities</li> <li>• Home, town, neighbourhood and region</li> <li>• Describing different types of dwelling</li> <li>• Describing an ideal house</li> <li>• Finding out about our twin town.</li> </ul>	<ul style="list-style-type: none"> <li>• Typical day at school</li> <li>• Comparing schools in different countries</li> <li>• Describing an ideal school</li> </ul> <p>THEME 1</p> <p>Identity and culture</p> <ul style="list-style-type: none"> <li>• Free-time activities - describing different forms of entertainment</li> <li>• Music</li> <li>• Cinema and TV</li> <li>• Food and eating out - describing regional foods from around the world</li> <li>• Sport - talking about extreme sports</li> </ul>	<ul style="list-style-type: none"> <li>• Healthy/unhealthy living</li> <li>• Discussing food and lifestyles</li> </ul> <p>THEME 3</p> <p>Life at school/college</p> <ul style="list-style-type: none"> <li>• Problems and pressures faced by students</li> <li>• Discussing exams</li> <li>• Presenting solutions to current problems</li> </ul>	<p>take place in France</p> <ul style="list-style-type: none"> <li>• Comparing Christmas in UK with Christmas in Francophone countries.</li> <li>• Describing international festivals</li> <li>• Discussing celebrations at home.</li> </ul> <p>THEME 2</p> <p>Travel and Tourism</p> <ul style="list-style-type: none"> <li>• Discussing holidays</li> <li>- Destinations</li> <li>- Means of travel and transport</li> <li>- Accommodation</li> <li>- Holiday disasters</li> <li>- Reporting problems</li> </ul>	<ul style="list-style-type: none"> <li>• Plans for after A level</li> <li>• Ambitions for future life (family and work)</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing different types of families</li> </ul>
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Year 11	<p><b>THEME 2</b></p> <p>Global issues</p> <ul style="list-style-type: none"> <li>• Discussing the environment</li> <li>• Local issues</li> <li>• Local and worldwide projects</li> <li>• Understanding news coverage of the environment*</li> <li>• Environmental issues facing the planet</li> <li>• Solutions to the issues</li> <li>• Reasons for the problems</li> </ul> <p>Social issues</p> <ul style="list-style-type: none"> <li>• Charity/voluntary work*</li> <li>• Identifying charities and the work they do.*</li> <li>• Describing what voluntary work *you can do to help.</li> </ul>	<p>Career choices and ambitions*</p> <ul style="list-style-type: none"> <li>• Discussing future plans</li> </ul> <p>Justifying choices and plans for future careers*</p> <ul style="list-style-type: none"> <li>• Comparing choices - Uni or apprenticeship?*</li> <li>• Discussing how to go about getting a job*</li> <li>• Advantages and disadvantages of different industries.</li> </ul> <p>Mock examination. (All topics covered so far)</p>	<p><b>THEME 3</b></p> <p>Technology in everyday life</p> <ul style="list-style-type: none"> <li>• Social media and how you use it</li> <li>• Mobile technology -</li> <li>• Dangers of the internet</li> <li>• Positive aspects of using the internet</li> </ul>	<p><b>THEME 2</b></p> <p>Global issues</p> <ul style="list-style-type: none"> <li>• Poverty/homelessness</li> <li>• Discussing how homeless people are helped</li> <li>• Discussing help for those living in poverty in the world.</li> <li>• Why charitable organizations exist*</li> </ul> <p>Discussing inequality</p>	<p>Revision and preparation for speaking examination in April</p> <p>Revision and preparation for the L,R W examinations in May/June.</p>	
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Language and communication skills developed throughout year 10 and year 11

1. **Listening** - Students will learn how to;

- demonstrate general and specific understanding of different types of spoken language \*
- follow and understand clear standard speech using familiar language \*
- identify the overall message, key points, details and opinions
  - deduce meaning from a variety of short and longer spoken texts
- recognise and respond to key information, important themes and ideas, be able to answer questions, extract information, evaluate and draw conclusions.\*

2. **Speaking** – Students will learn how to;

- communicate and interact effectively in speech for a variety of purposes\*
- take part in conversations, asking and answering questions, and exchanging opinions \*
- convey information and narrate events coherently and confidently \*
- speak spontaneously, responding to unexpected questions, points of view or situations, sustaining communication by using rephrasing or repair strategies \*
- initiate and develop conversations and discussion, producing extended sequences of speech \*
- make appropriate and accurate use of a variety of vocabulary and grammatical structures
  - make creative and more complex use of the language, as appropriate, to express and justify their own thoughts and points of view \*
- use accurate pronunciation and intonation to be understood by a native speaker.

3. **Reading** – Students will learn how to;

- understand and respond to different types of written language \*
- understand general and specific details within texts using high frequency familiar language
- identify the overall message, key points, details and opinions in a variety of short and longer written passages \*
- deduce meaning from a variety of short and longer written texts \*
- recognise and respond to key information, important themes and ideas in more extended written text and authentic sources
- demonstrate understanding by being able to scan for detail, organise and present relevant details, draw inferences in context and recognise implicit meaning \*
- translate a short passage from French into English.\*

4. **Writing** – Students will learn how to;

- communicate effectively in writing for a variety of purposes across a range of specified contexts \*
- write short texts, using simple sentences accurately to convey meaning and exchange information\*
- produce clear and coherent text of extended length to present facts and express ideas and opinions appropriately for different purposes, in different settings \*
- make accurate use of a variety of vocabulary and grammatical structures, to describe and narrate events \*
- manipulate the language, using and adapting a variety of structures and vocabulary with increasing accuracy and fluency for new purposes, including using appropriate style and register \*
- make independent, creative and more complex use of the language, as appropriate, to note down key points, express and justify individual thoughts and points of view, in order to interest, inform or convince \*
- translate sentences and short texts from English into French to convey key messages accurately and to apply grammatical knowledge of language and structures in context.\*



Year 12 and Year 13  
 Individual Research project  
 At the beginning of year 12, students should identify a subject or a key question which is of interest to them and which relates to a country or countries where Spanish is spoken. Relevant information in Spanish should be identified from a range of sources including the internet. The aim of the research project is to develop research skills. \*  
 Students will demonstrate their ability to initiate and conduct individual research by analysing and summarising their findings, in order to present and discuss them in the speaking assessment.\*

Year 12	<p>Phase 1: intensive grammar programme linked to thematic content</p> <ul style="list-style-type: none"> <li>Aspects of French-speaking society: current trends.</li> </ul> <p>Artistic culture in the French-speaking world.</p>	<p>Phase 2: development of all skills through theme-linked teaching and learning</p> <ul style="list-style-type: none"> <li>Aspects of French-speaking society: current trends</li> <li>Artistic culture in the French-speaking world.</li> </ul> <p>Chosen film or book</p>	<p>Phase 3a: practice of exam-specific skills and assessment tasks in speaking, essay writing, listening, reading, summary writing and translation into and from target language.</p> <p>Content focus according to assessment tasks:</p> <ul style="list-style-type: none"> <li>essay-writing on book or film</li> <li>speaking and stimulus cards</li> </ul> <p>reading, listening and translation according to sub-themes and topics.</p>	<p>Phase 3b: 'top up' teaching on film or book to meet A-level requirements.</p> <p>Developing skills in speaking, essay writing, listening, reading, summary writing and translation into and from target language.</p>
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Students will study the following themes and sub-themes in relation to at least one Spanish-speaking country using a range of sources, including material from online media.

**3.1.1 Modern and traditional values** (Los valores tradicionales y modernos)

- Los cambios en la familia
- Actitudes hacia el matrimonio/el divorcio
- La influencia de la Iglesia Católica
- Cyberspace (El ciberespacio)
- La influencia de internet
- Las redes sociales: beneficios y peligros

- Los móviles inteligentes en nuestra sociedad

**Equal rights** (La igualdad de los sexos)

- La mujer en el mercado laboral
- El machismo y el feminismo
- Los derechos de los gays y las personas transgénero

**3.1.2 Multiculturalism in Hispanic society**

**Immigration** (La inmigración)

- Los beneficios y los aspectos negativos
- La inmigración en el mundo hispánico
- Los indocumentados - problemas

**Racism** (El racismo)

- Las actitudes racistas y xenófobas
- Las medidas contra el racismo
- La legislación anti-racista

**Integration** (La convivencia)

- La convivencia de culturas
- La educación
- Las religions

YEAR 13	<p>Phase 1: development of skills in the two theme areas of year 13. Intensive first phase of teaching and learning for the second work.</p> <ul style="list-style-type: none"> <li>• Aspects of French-speaking society: current issues</li> </ul>	<p>Phase 2: as for phase 1 with less time spent on the 2nd work and more time spent on social issues.</p> <ul style="list-style-type: none"> <li>• Aspects of French-speaking society: current issues and aspects of political life in the French-speaking world.</li> <li>• Study of second work. (film or book)</li> </ul>	<p>Phase 3: phase 1 and 2 continued. Content and skills practice with independent research (ie outcomes are shared with teacher, planning and preparation for speaking).</p> <p>The content and skills aspects of the A-level course are now completed.</p> <p>Phase 4: intensive and comprehensive exam preparation.</p> <p>All skills targeted on a timely basis according to the needs and priorities of the schedule of the exams.</p>
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and aspects of political life in the French-speaking world.

- Study of second work (film or novel)

3.2.1 Artistic culture in the Hispanic world - Students must study the sub-theme Spanish regional identity in relation to Spain. Students may study the remaining sub-themes in relation to any Spanish-speaking country or countries.

**Modern day idols** (La influencia de los ídolos)

- Cantantes y músicos
- Estrellas de televisión y cine
- Modelos

**Spanish regional identity** (La identidad regional en España)

- Tradiciones y costumbres
- La gastronomía
- Las lenguas

**Cultural heritage** (El patrimonio cultural)

- Sitios turísticos y civilizaciones prehispánicas: Machu Picchu, la Alhambra, etc
- Arte y arquitectura
- El patrimonio musical y su diversidad

**3.2.2 Aspects of political life in the Hispanic world** Students must study **Monarchies and dictatorships** in relation to any relevant Spanish-speaking country or countries. Students may study the remaining sub-themes in relation to any Spanish-speaking country or countries.

**Today's youth, tomorrow's citizens** (Jóvenes de hoy, ciudadanos del mañana)

- Los jóvenes y su actitud hacia la política : activismo o apatía
- El paro entre los jóvenes
- Su sociedad ideal

**Monarchies and dictatorships** (Monarquías y dictaduras)

- La dictadura de Franco
- La evolución de la monarquía en España
- Dictadores latinoamericanos

**Popular movements** (Movimientos populares)

- La efectividad de las manifestaciones y las huelgas
- El poder de los sindicatos
- Ejemplos de protestas sociales (eg El 15-M, las Madres de la Plaza de Mayo, ...)

Careers link can be anything associated with **employability skills\*** as well as developing **careers awareness**

\*e.g. developing students' **self-management, team working skills, problem solving skills, communication skills** (for example, letter writing)