

Key Stage 3: Year 7

Overall Curriculum Goals – developing the following Big Ideas:																
<ul style="list-style-type: none"> • Describing and identifying people, including oneself (providing personal data, describing appearance and personality, expressing likes and dislikes, etc.) • Describing places, objects, and natural phenomena (describing location, size, appearance, weather, etc.) • Comparing and contrasting (expressing likes and dislikes, supporting an opinion, explaining preferences, talking about the best and the worst of someone/something, etc.) • Describing routine behaviour in the present and in the future (talking about what one usually does, indicating time, expressing a purpose, etc.) 																
Term 1	w/c 2/9	w/c 9/9	w/c 16/9	w/c 23/9	w/c 30/9	w/c 7/10	w/c 14/10	w/c 21/10	w/c 4/11	w/c 11/11	w/c 18/11	w/c 25/11	w/c 2/12	w/c 9/12	w/c 16/12	
	Identity Alphabet, key sounds Greetings. Key classroom vocabulary and routines, Numbers to 31. Days of the week. Months of the year. Forming the date. Age and birthdays.			Identity European Day of Languages Describing personality		Identity Brothers and sisters Family members Assessment key piece: speaking		Identity Physical description: describing hair, eyes and size Close the gap		Identity Pets Colours Listening and Reading assessment		Leisure Culture: <i>Día de los Muertos</i> and the film <i>Coco</i> Describing people and emotions Clothes Close the gap Grammar assessment		Leisure Talking about free time Close the gap Talking about sports Spanish-speaking sportspersons Assessment key piece: writing		Leisure Christmas in Spain Close the gap
	Key Vocabulary / Concepts / Ideas															
Half-Term 1 Refer to 'Y7 Universals' and Knowledge Organisers for each topic.								Half-Term 2 Refer to 'Y7 Universals' and Knowledge Organisers for each topic.								
Term 2	w/c 6/1	w/c 13/1	w/c 20/1	w/c 27/1	w/c 3/2	w/c 10/2		w/c 24/2		w/c 3/3	w/c 10/3	w/c 17/3	w/c 24/3	w/c 31/3		
	School Talking about school subjects Why we study Spanish	School Telling the time Talking about school timetable Listening assessment	School Describing school facilities and an ideal school Close the gap	School Talking about breaktime activities	School School in UK and Spain Literary text: <i>Historia de una maestra</i> by Josefina R. Aldecoa <i>Carnaval</i> Assessment Key piece: Writing			Where I live Describing a photo Close the gap		Where I live Locations Countries Capitals	Where I live Describing my town – what there is and where places are Listening and Reading assessment		Where I live Activities in town Close the gap	Where I live Easter in Spain (compared with UK) Assessment key piece: speaking		
	Key Vocabulary / Concepts / Ideas															
Half-Term 3 Refer to 'Y7 Universals' and Knowledge Organisers for each topic.								Half-Term 4 Refer to 'Y7 Universals' and Knowledge Organisers for each topic.								
Term 3	w/c 21/4		w/c 28/4	w/c 5/5	w/c 12/5	w/c 19/5		w/c 2/6 w/c 9/6		w/c 16/6	w/c 23/6	w/c 30/69		w/c 7/7	w/c 14/7	w/c 21/7
	Where I live Types of houses Locations	Where I live Describing a house Rooms of the house	Where I live Describing a photo Writing assessment Close the gap	Where I live Description of a city in a Spanish-speaking country Eurovision Literary text: <i>La familia de Pascual Duarte</i> by Camilo José Cela	Where I live Talking about future plans in your area Assessment Key piece: Listening			Geography of Spain Key geographical features Close the gap		Famous Spanish people Historical figures Picasso, cubism, and <i>Guernica</i> Velázquez and <i>Las Meninas</i> Key Piece: Listening		Cultural project: Spain Using Spanish at work in the UK Close the gap Culture: Bullfighting and the film <i>Fernando</i> Spanish food and drink Reading authentic recipes and menus				
	Key Vocabulary / Concepts / Ideas															
Half-Term 5								Half-Term 6								

Refer to 'Y7 Universals' and Knowledge Organisers for each topic.

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- European Day of Languages: promoting the benefits of learning a Foreign Language in professional life to access to job opportunities and expand on career growth opportunities.
- Term 3 - talking about careers and the relevance of languages beyond the classroom.
Case study – people who use languages in the world of work in UK and how/why.

Personal Development

In Spanish we promote the core values of respect, reflection, and resilience. We increase students' knowledge of the importance of mutual respect and tolerance in school, in our local community, nationally and in the wider world.

Key Stage 3: Year 8

Overall Curriculum Goals – developing the following Big Ideas:

- **Describing past events** (setting the scene, sequencing events, evaluating the consequences of actions and events, etc.)
- **Describing routine behaviour in the in the past** (talking about what one used to do, indicating time, expressing a purpose, etc.)
- **Expressing one's feelings** (expressing positive and negative emotions, reacting to events, providing reasons for one's emotions/reactions)
- **Creating questions** (requesting factual information – including directions, making invitations, asking for an opinion, etc.)
- **Describing places, objects and natural phenomena** (describing location, size, appearance, weather, etc.)
- **Describing routine behaviour in the present** (talking about what one usually does, indicating time, expressing a purpose,

Term 1	w/c 2/9	w/c 9/9	w/c 16/9	w/c 23/9	w/c 30/9	w/c 7/10	w/c 14/10	w/c 21/10	w/c 4/11	w/c 11/11	w/c 18/11	w/c 25/11	w/c 2/12	w/c 9/12	w/c 16/12						
	<p><u>Holidays</u> Holiday destinations Holiday activities and experiences</p> <p>Assessment Key piece: Translation into Spanish</p> <p>Close the gap</p>				<p><u>Holidays</u> European Day of Languages</p> <p>Understanding and giving directions</p>		<p><u>Holidays</u> Preterite tense of verbs</p>		<p><u>Holidays</u> Describing a past holiday</p> <p>Listening assessment</p>		<p><u>Holidays</u> Types of accommodation</p> <p>Booking accommodation</p> <p>Close the gap</p>		<p><u>Holidays</u> Describing accommodation and facilities.</p>		<p><u>Holidays</u> Talking about problems</p> <p>Making a complaint</p> <p>Listening and Reading assessment</p>		<p><u>Holidays</u> Describing a Spanish holiday destination</p> <p>Close the gap</p>		<p><u>Holidays</u> Describing a future holiday in a Spanish-speaking destination</p> <p>Assessment Key piece: Writing</p>		<p><u>Holidays</u> Christmas in Spanish-speaking countries</p> <p>Close the gap</p>
Key Vocabulary / Concepts / Ideas																					
Half-Term 1 Refer to 'Y8 Universals' and Knowledge Organisers for each topic.								Half-Term 2 Refer to 'Y8 Universals' and Knowledge Organisers for each topic.													
Term 2	w/c 6/1		w/c 13/1	w/c 20/1		w/c 27/1	w/c 3/2	w/c 10/2		w/c 24/2		w/c 3/3		w/c 10/3		w/c 17/3	w/c 24/3	w/c 31/3			
	<p><u>Food & Drink</u> Food and drink vocabulary</p>		<p><u>Food & Drink</u> Food and drink from Spain</p>	<p><u>Food & Drink</u> Comparing meals and mealtimes in Spanish-speaking countries</p>		<p><u>Food & Drink</u> At a restaurant - reading a menu and ordering food</p> <p>Reading authentic menus/recipes</p> <p>Listening and reading assessment</p>	<p><u>Food & Drink</u> Planning a party</p> <p>Close the gap</p>	<p><u>Food & Drink</u> Describing a party</p> <p>Using past, present and future tenses</p> <p>Assessment Key piece: Writing</p>		<p><u>Going out</u> Making plans for going out</p> <p>Accepting and declining invitations</p> <p>Close the gap</p>		<p><u>Going out</u> Describing clothes</p>		<p><u>Going out</u> Shopping for clothes</p> <p>Shopping websites-reading authentic material</p> <p>Listening and reading assessment</p>		<p><u>Going out</u> Describing a day out</p> <p>Close the gap</p> <p>Assessment Key piece: Writing</p>		<p>Languages beyond the classroom Careers (Spanish in UK)</p> <p>Close the gap</p>			
Key Vocabulary / Concepts / Ideas																					
Half-Term 3 Refer to 'Y8 Universals' and Knowledge Organisers for each topic.								Half-Term 4 Refer to 'Y8 Universals' and Knowledge Organisers for each topic.													

Term 3	w/c 21/4	w/c 28/4	w/c 5/5	w/c 12/5	w/c 19/5	w/c 2/6	w/c 9/6	w/c 16/6	w/c 23/6	w/c 30/6	w/c 7/7	w/c 14/7	w/c 21/7
	Jobs and aspirations Helping at home Pocket money Part-time jobs	Jobs and aspirations Jobs vocabulary Places of work	Jobs and aspirations Advantages /disadvantages of jobs	Jobs and aspirations Future plans (study and personal life) Ambitions Literary text: <i>El árbol de la ciencia</i> by Pio Baroja Eurovision Assessment Key piece: Writing Close the gap	Jobs and aspirations Future plans (study and personal life) Ambitions Literary text: <i>El árbol de la ciencia</i> by Pio Baroja Eurovision Assessment Key piece: Writing Close the gap		Geography of Mexico Key geographical features	A Mexican tourist destination Planning a trip Literary text: <i>El Verano Misterioso</i> by Alice Mohrman Kosnik Independent research Mexican festivals Assessment Key piece: Speaking	Cultural project: Mexico Mexican festivals and art Mexican festivals – key information <i>Día de los Muertos</i> Frida Kahlo Huichol art Close the gap Speaking assessment				
Key Vocabulary / Concepts / Ideas													
Half-Term 5 Refer to 'Y8 Universals' and Knowledge Organisers for each topic.						Half-Term 6 Refer to 'Y8 Universals' and Knowledge Organisers for each topic.							
CEIAG													
<ul style="list-style-type: none"> European Day of Languages: promoting the benefits of learning a Foreign Language in professional life to access to job opportunities and expand on career growth opportunities. Term 3 - talking about careers and the relevance of languages beyond the classroom. Case study – people who use languages in the world of work in UK and how/why. 													
British Values													
<ul style="list-style-type: none"> In Spanish we promote the core values of respect, reflection, and resilience. We increase students' knowledge of the importance of mutual respect and tolerance in school, in our local community, nationally and in the wider world. 													

Key Stage 3: Year 9

Overall Curriculum Goals – developing the following Big Ideas:															
<ul style="list-style-type: none"> Describing places, objects and natural phenomena (describing location, size, appearance, weather, etc.) Creating questions (requesting factual information – including directions, making invitations, asking for an opinion, etc.) Expressing one's feeling (expressing positive and negative emotions, reacting to events, providing reasons for one's emotions/reactions, etc.) Comparing and contrasting (expressing likes and dislikes, supporting an opinion, explaining preferences, talking about the best and the worst of someone or something, etc.) Describing routine behaviour in the present (talking about what one usually does, indicating time, expressing a purpose, etc.) Describing routine behaviour in the in the past (talking about what one used to do, indicating time, expressing a purpose, etc.) Making plans for the future (indicating time, making predictions, hypothesising, discussing probabilities, etc.) Indicating agreement and disagreement (expressing opinions on events and phenomena, explaining why, supporting and argument, providing examples) 															
Term 1	w/c 2/9	w/c 9/9	w/c 16/9	w/c 23/9	w/c 30/9	w/c 7/10	w/c 14/10	w/c 21/10	w/c 4/11	w/c 11/11	w/c 18/11	w/c 25/11	w/c 2/12	w/c 9/12	w/c 18/12
	Lifestyle Parts of the body Injuries and illnesses		Lifestyle The present tense of verbs		Lifestyle European Day of Languages Food and drink and healthy eating Grammar assessment Close the gap		Lifestyle Talking about healthy lifestyle: good and bad habits and their consequences Assessment Key piece: Listening and Reading		Relationships Talking about friendship and personal qualities Close the gap		Relationships Talking about future plans, including marriage and relationships with others Assessment Key piece: Writing Close the gap		Social issues Talking about rights and responsibilities, equality, poverty, and homelessness Literary text: <i>Yerma</i> by Federico García Lorca		Culture Christmas in the Spanish-speaking world

Overall Curriculum Goals – developing the following Big Ideas:

- **Describing and identifying people, including oneself** (providing personal data, describing appearance, describing personality, expressing likes and dislikes, etc.)
- **Describing places, objects and natural phenomena** (describing location, size, appearance, weather, etc.)
- **Creating questions** (requesting factual information – including directions, making invitations, asking for an opinion, etc.)
- **Expressing one's feeling and opinion** (expressing positive and negative emotions, reacting to events, providing reasons for one's emotions/reactions, agreeing, disagreeing)
- **Comparing and contrasting** (expressing likes and dislikes, supporting an opinion, explaining preferences, talking about the best and the worst of someone or something, etc.)
- **Describing routine behaviour in the present** (talking about what one usually does and used to do, indicating time, expressing a purpose, etc.)
- **Describing past events** (setting the scene, sequencing events, evaluating the consequences of actions and events, etc.)
- **Making plans for the future** (indicating time, making predictions, hypothesising, discussing probabilities, etc.)

Term 1	w/c 2/9	w/c 9/9	w/c 16/9	w/c 23/9	w/c 30/10	w/c 7/10	w/c 14/10	w / c 21 / 10	w/c 4/11	w/c 11/11	w/c 18/11	w/c 25/11	w/c 2/12	w/c 9/12	w/c 18/12	
	¡Diviértete! Talking about Spanish-speaking sports stars Using adjectives in Spanish	¡Diviértete! Talking about life online Revising the present tense Using expressions of frequency Grammar assessment	¡Diviértete! Talking about sports and free-time activities Revising irregular present tense verbs	¡Diviértete! European Day of languages Arranging to go out Using the near future tense Planning a cinema visit – role-play	¡Diviértete! Saying what you did at the weekend Using the preterite tense Key piece assessment - Listening and Reading	¡Diviértete! Talking about days that went wrong Combining three tenses	Holidays and travel Discovering Andalucía Describing a photo	Holidays and travel Discussing travel plans Making comparisons	Holidays and travel Talking about festivals in the Spanish-speaking world Speaking assessment	Holidays and travel A past holiday Saying what you did on holiday	Holidays and travel Accommodation : Describing where you stayed Positive and negative opinions	Holidays and travel Travelling in Latin America: talking about holidays using different tenses Key piece assessment- Writing	Holidays and travel Christmas in Spanish-speaking countries			
	Key Vocabulary / Concepts / Ideas															
	Half-Term 1 Refer to 'Y10 Universals' and Knowledge Organisers for each topic.								Half-Term 2 Refer to 'Y10 Universals' and Knowledge Organisers for each topic.							
Term 2	w/c 6/1	w/c 13/1	w/c 20/1	w/c 27/1	w/c 3/2	w/c 10/2	w/c 24/2	w/c 3/3	w/c 10/3	w/c 17/3	w/c 24/3	w/c 31/3				
	My world						Lifestyle									
	Reading about different families	Describing people Describing a picture	Talking about who you admire Listening and Reading assessment	Talking about friendships and relationships	Talking about your identity and what matters to you Key piece assessment- Writing	Talking about problems and giving advice	Learning about typical foods in Spanish-speaking countries	Describing healthy daily routines	Talking about mealtimes and food trends Speaking assessment	Comparing old and new habits	Talking about illnesses and injuries Key piece assessment- Speaking	Talking about future plans to improve health and wellbeing				

Key Vocabulary / Concepts / Ideas												
Gram mar revisi on Ter m 3	Half-Term 3 Refer to 'Y10 Universals' and Knowledge Organisers for each topic.					Half-Term 4 Refer to 'Y10 Universals' and Knowledge Organisers for each topic.						
	w/c 21/4	w/c 28/4	w/c 5/5	w/c 12/5	w/c 19/5	w/c 2/6	w/c 9/6	w/c 16/6	w/c 23/6	w/c 30/6	w/c 7/7	w/c 14/7 w/c 21/7
	School and studies					School and studies						
Learning about schools in Spain	Talking about a typical day at school Listening and Reading assessment	Talking about my studies			Talking about how I would change my school Key piece assessment- Writing	Careers case study Studying languages abroad	Talking about students and teachers in my school	Grammar revision EXAMS			Describing a school trip in the past	Speaking practice
Key Vocabulary / Concepts / Ideas												
Half-Term 5 Refer to 'Y10 Universals' and Knowledge Organisers.						Half-Term 6 Refer to 'Y10 Universals' and Knowledge Organisers for each topic.						
CEIAG												
<ul style="list-style-type: none"> European Day of Languages: promoting the benefits of learning a Foreign Language in professional life to access to job opportunities and expand on career growth opportunities. Term 3 - talking about careers and the relevance of languages beyond the classroom. Case study – people who use languages in the world of work in UK and how/why. 												
British Values												
<ul style="list-style-type: none"> In Spanish we promote the core values of respect, reflection, and resilience. We increase students' knowledge of the importance of mutual respect and tolerance in school, in our local community, nationally and in the wider world. 												

Key Stage 4: Year 11

Overall Curriculum Goals – developing the following Big Ideas:														
<ul style="list-style-type: none"> Describing and identifying people, including oneself (providing personal data, describing appearance, describing personality, expressing likes and dislikes, etc.) Describing places, objects and natural phenomena (describing location, size, appearance, weather, etc.) Comparing and contrasting (expressing likes and dislikes, supporting an opinion, explaining preferences, talking about the best and the worst of someone or something, etc.) Describing routine behaviour in the present, the past and the future (talking about what one does/ did/ will do, indicating time, expressing a purpose, etc.) 														
Ter m 1	w/c 2/9	w/c 9/9	w/c 16/9	w/c 23/9	w/c 30/9	w/c 7/10	w/c 14/10	w/c 21/10	w/c 4/11	w/c 11/11	w/c 18/11	w/c 25/11	w/c 2/12	w/c 9/12 w/c 16/12
	International and Global Dimension							Identity and Culture						
	Key global problems Solutions	Key environmental issues Solutions Protecting the environment European Day of Languages Assessment Key piece: Writing				Ethical shopping International events Close the gap Speaking assessment	Speaking practice	Speaking practice	Relationships, free time, daily life Assessment Key piece: College Application Examinations (Listening, Speaking, Reading, Writing) Literary text: <i>La ciudad de las bestias</i> by Isabel Allende	Cultural life: listening and reading practice (festivals) Christmas in the Spanish-speaking world: Traditions Food and Drink Close the gap				
Key Vocabulary / Concepts / Ideas														
Half-Term 1 Refer to 'Y11 Universals' and Knowledge Organisers for each topic.									Half-Term 2 Refer to 'Y11 Universals' and Knowledge Organisers for each topic.					
w/c 6/1	w/c 13/1	w/c 20/1			w/c 27/1		w/c 3/2	w/c 10/2	w/c 24/2	w/c 3/3	w/c 10/3	w/c 17/3	w/c 24/3	w/c 31/3

Term 2	Future plans							GCSE exam preparation						
	Part time jobs	Talking about advantages and disadvantages of jobs					Working abroad		Topic revision Exam style questions Reading and listening Writing and translation Speaking practice			Literary text: <i>Dime quien soy</i> by Julia Navarro Exam style questions Reading and listening Writing and translation Speaking practice		
	Volunteering	Ambitions							Assessment Key piece: PRE-PUBLIC EXAMINATIONS (Listening, Speaking, Reading, Writing)			Close the gap		
	Assessment: Writing	Close the gap												
		Assessment Key pieces: Writing												
Key Vocabulary / Concepts / Ideas														
	Half-Term 3 Refer to 'Y11 Universals' and Knowledge Organisers for each topic.							Half-Term 4 Refer to 'Y11 Universals' and Knowledge Organisers for each topic.						
Term 3	w/c 21/4	w/c 28/4	w/c 5/5	w/c 12/5	w/c 19/5	w/c 2/6	w/c 9/6	w/c 16/6	w/c 23/6	w/c 30/3	w/c 7/7	w/c 14/7	w/c 21/7	
	Speaking preparation	GCSE speaking exams	Exam style questions Reading and listening Writing and translation	GCSE EXAMINATIONS										
Key Vocabulary / Concepts / Ideas														
	Half-Term 5 Refer to 'Y11 Universals' and Knowledge Organisers for each topic.							Half-Term 6 Refer to 'Y11 Universals' and Knowledge Organisers for each topic.						
CEIAG														
<ul style="list-style-type: none"> European Day of Languages: promoting the benefits of learning a Foreign Language in professional life to access to job opportunities and expand on career growth opportunities. Term 2 - talking about careers and the relevance of languages beyond the classroom. Case study – people who use languages in the world of work in UK and how/why. 														
British Values														
<ul style="list-style-type: none"> In Spanish we promote the core values of respect, reflection, and resilience. We increase students' knowledge of the importance of mutual respect and tolerance in school, in our local community, nationally and in the wider world. 														