

Subject	Spanish
Group	KS3, 4 & 5

Year 7	Unit Title	Term	Aut 1	Unit	1	Term	Aut 2	Unit	2	Term	Spr 1	Unit	3	Term	Spr 2	Unit	4	Term	Sum 1	Unit	5	Term	Sum 2	Unit	6	Assesment					
		Curriculum/Syllabus Coverage					Curriculum/Syllabus Coverage					Curriculum/Syllabus Coverage					Curriculum/Syllabus Coverage					Curriculum/Syllabus Coverage									
		My life					Basics					My free time					Topic continued					My school					Cultural topic+ revision				
	Sequencing: knowledge & skills	Giving information about their name, type of person, siblings, birthday, pets, present tense					Days of the week, months, colours, adjectival agreement, articles, feminine/masculine					Hobbies, music, indoor activities, sports					Focus on grammar and tenses					Subjects, opinions, facilities, break time					Learn about hispanic countries, the geography, culture, customs etc Revision of vocabulary and grammar+				
	Literacy & reading	Alphabet, numbers, verbs: to be, to have, vocabulary for family members, pets					Vocabulary and grammar					Reading texts about others, extracting key words					Extended focus on grammar, verbs and tenses					Reading about Spanish schools					Information and texts on South American countries				
	Differentiation for MA & LA	MA: conditional: I would like to have... LA: modelling, support, pair work					MA: plural, LA: Modelling, gapfills					MA: Spanish Short Stories for Beginners, LA: translation					MA: use past and future tense, LA: flower stems					MA: describe primary school, LA: describe dream school					MA: analysis of texts, LA: scaffolding				
	Enrichment & cultural refs	Making posters, presenting in front of the class					Difference between English and Spanish grammar					Poster on themselves and interest					Extended writing					Difference between Spanish and English schools					Comparison between English and hispanic customs				
	British Vals & SMSC	Self-expression					Understanding of own language (English)					Self-expression					Self-expression					Diversity and understanding					Mutual respect and tolerance				
	Personal Devt	Developing speaking and presentation skills, designing a poster					Comparison between English and Spanish:					Self-awareness and presentation of own work					High-level thinking/coding					Independent writing with the help of modelling/reading exercises					Learn about new cultures, customs, countries, cities, flags...				
	Careers	Graphic designer					Translator					Interpreter					Interpreter					Journalist					Travel agent				

Year 8	Unit Title	Term	Aut 1	Unit	7	Term	Aut 2	Unit	8	Term	Spr 1	Unit	9	Term	Spr 2	Unit	10	Term	Sum 1	Unit	11	Term	Sum 2	Unit	12	Assesment					
		Curriculum/Syllabus Coverage					Curriculum/Syllabus Coverage					Curriculum/Syllabus Coverage					Curriculum/Syllabus Coverage					Curriculum/Syllabus Coverage									
		My holidays					All about my life					Food					Outings					My city					Cultural topic+ revision				
	Sequencing: knowledge & skills	Past holiday, what did you do, opinions and reason, future and dream holiday					My phone, music, TV and films, say what you did yesterday					What you like to eat and drink, breakfast, in a restaurant, future party, describing a party					Inviting someone out, making excuses, getting ready, clothes, sporting events					Description of what there is, what do you do, ordering in a café, what are you going to do at the weekend					Learn about hispanic countries, the geography, culture, customs etc Revision of vocabulary and grammar+				
	Literacy & reading	Speaking: question and answers on their holiday, Reading: texts					Writing: advantages and disadvantages of phones, movie descriptions					Creating a food menu					Reading and writing blogs					Reading about descriptions of Spanish cities					Information and texts on South American countries				
	Differentiation for MA & LA	MA: use 4 tenses, LA: scaffolded planning					MA: read more advanced texts, AQA revision guide, LA: support with past tense					MA: write a review of a restaurant, LA: design food menu					MA: use of 5 tenses, LA: scaffolding/modelling					MA: use of conditional/subjunctive, LA: modelling					MA: analysis of texts, LA: scaffolding				
	Enrichment & cultural refs	Discovering other cultures					Cultural differences					Learn about new foods and cuisines					Learn idiomatic expressions					Cultural awareness and knowledge					Comparison between English and hispanic customs				
	British Vals & SMSC	SMSC: cultural awareness					Knowledge of self and society					Mutual awareness and tolerance					Politeness					Understanding and appreciation					Mutual respect and tolerance				
	Personal Devt	Self-confidence: speaking in front of class					Being reflective and retrospective					Awareness					Social interaction					Awareness of own country and city, comparison to countries abroad					Learn about new cultures, customs, countries, cities, flags...				
	Careers	Travel agent					Youtuber/blogger					Blogger/Graphic Designer					Events organiser					Journalist					Travel agent				

Year 9	Unit Title	Term	Aut 1	Unit	13	Term	Aut 2	Unit	14	Term	Spr 1	Unit	15	Term	Spr 2	Unit	16	Term	Sum 1	Unit	17	Term	Sum 2	Unit	18	Assesment					
		Curriculum/Syllabus Coverage					Curriculum/Syllabus Coverage					Curriculum/Syllabus Coverage					Curriculum/Syllabus Coverage					Curriculum/Syllabus Coverage									
		Theme 1: Identity and culture					Theme 1: Identity and culture					Theme 1: Identity and culture					Theme 1: Identity and culture					Grammar+exam skills and techniques+revision					Grammar+exam skills and techniques+revision				
	Sequencing: knowledge & skills	Unit 1: Me, my family and friends: Relationships with family and friends, marriage/partnership					Unit 2: Technology in everyday life: Social media, mobile technology					Unit 3: Free-time activities: Music, Cinema and tv, food and eating out, sport					Unit 4: Customs and festivals in Spanish-speaking countries/communities					Exam skills and tips shared, reading, listening, writing, translation, speaking practice, grammar, vocabulary					Exam skills and tips shared, reading, listening, writing, translation, speaking practice, grammar, vocabulary				
	Literacy & reading	Understanding and responding to spoken language					Communicating and interacting in speech					Understanding and responding to written language					Communicate in writing					Able to extract key words and information					Able to extract key words and information				
	Differentiation for MA & LA	MA: higher level/more complex vocabulary, LA: QACNOTT					MA: use of more tenses, LA: remind of structures, use of verb map					MA: lengthier and real material, LA: key vocabulary					MA: narrate events, LA: sustain communication					MA: Higher past papers LA: Foundation past papers					MA: Higher past papers LA: Foundation past papers				
	Enrichment & cultural refs	Learn about cultural and social norms					Learn about different cultural norms					Research movies, music, food					Research festivals					Texts on Spanish speaking countries					Texts on Spanish speaking countries				

	British Vals & SMSC	Tolerance and understanding	Social awareness	Open-mindedness	Cultural awareness	Cultural awareness	Cultural awareness
	Personal Devt	Understanding cultural differences and values	Self-reflective	Creativity	Tolerate and understand other cultures	Ability to extract information, find key words, analyse texts, understand others and express themselves	Ability to extract information, find key words, analyse texts, understand others and express themselves
	Careers	Journalist	Blogger	Musician, songwriter	Journalist	Project manager	Project manager

Year 10		Term	Aut 1	Unit	19	Term	Aut 2	Unit	20	Term	Spr 1	Unit	21	Term	Spr 2	Unit	22	Term	Sum 1	Unit	23	Term	Sum 2	Unit	24	
	Unit Title	Curriculum/Syllabus Coverage				Curriculum/Syllabus Coverage				Curriculum/Syllabus Coverage				Curriculum/Syllabus Coverage				Curriculum/Syllabus Coverage				Curriculum/Syllabus Coverage				Assesment
		Theme 2: Local, national, international and global areas of interest				Theme 2: Local, national, international and global areas of interest				Theme 2: Local, national, international and global areas of interest				Theme 2: Local, national, international and global areas of interest				Grammar+exam skills and techniques				Revision				
	Sequencing: knowledge & skills	Unit 5: Home, town, neighbourhood and region				Unit 6: Social issues: Charity and voluntary work. Healthy and unhealthy living				Unit 7: Global issues: Environment, poverty, homelessness				Unit 8: Travel and tourism: Holidays and travel, Regions of Spain				Listening, Reading, Writing, Speaking techniques				Vocabulary+grammar revision				
	Literacy & reading	Expressing opinions and reasons, using quantifiers, dealing with questions				Transferring language, learning vocabulary and tenses				Making use of word families, using prefixes, exclamations, positive and negative expressions				Preparing a conversation topic, conveying meaning when translating				Able to extract key words and information				Make independent, creative and more complex use of language				
	Differentiation for MA & LA	MA: accurate use of a variety of vocabulary and grammatical structures, LA: support using 3 tenses				MA: further prepositions of place, revising <i>ir</i> and <i>hacer</i> in present and preterite tenses LA: using <i>hay, ser</i> and <i>estar</i>				MA: expressions <i>mejor que</i> and <i>peor que</i> , using <i>deber, tener que</i> and <i>hay que</i> LA: using <i>me gustaria</i>				MA: the pluperfect tense LA: using <i>me preocupa(n)</i> and similar expressions				MA: Higher past papers LA: Foundation past papers				MA: creative and more complex use of language, LA: support justifying own thoughts				
	Enrichment & cultural refs	Research own country and attractions				Comparison between English and Spanish issues and lifestyles				Learning about volunteering and lifestyles in Spain and the UK				Talking about regions of Spain, comparing holiday destinations to UK				Texts on Spanish speaking countries				Recap and cultural development				
	British Vals & SMSC	Pride				Awareness of social issues				Awareness of issues in the world, empathy				Tolerance and mutual respect				Cultural awareness				Tolerance				
	Personal Devt	Get to know own country and culture				Ability to express and talk about social problems				Thinking about volunteering and healthy/unhealthy life choices				Getting to know other customs and places				Ability to extract information, find key words, analyse texts, understand others and express themselves				Revision skills				
Careers	Blogger				Reporter				Journalist				Travel agent				Project manager				Proofreader					

Year 11		Term	Aut 1	Unit	25	Term	Aut 2	Unit	26	Term	Spr 1	Unit	27	Term	Spr 2	Unit	28	Term	Sum 1	Unit	29	Term	Sum 2	Unit	30	
	Unit Title	Curriculum/Syllabus Coverage				Curriculum/Syllabus Coverage				Curriculum/Syllabus Coverage				Curriculum/Syllabus Coverage				Curriculum/Syllabus Coverage				Curriculum/Syllabus Coverage				Assesment
		Theme 3: Current and future study and employment				Theme 3: Current and future study and employment				Theme 3: Current and future study and employment				Theme 3: Current and future study and employment				Grammar+exam skills and techniques				Revision				
	Sequencing: knowledge & skills	Unit 9: My studies				Unit 10: Life at school and college				Unit 11: Education post-16				Unit 12: Jobs, career choices and ambitions				Listening, Reading, Writing, Speaking techniques				Vocabulary+grammar revision				
	Literacy & reading	Revising comparatives and superlatives and using the imperative				Using quantifiers and intensifiers, revising <i>se debe, hay que, tener que</i>				Revising <i>si</i> clauses and using <i>lo que</i> and <i>lo+</i> adjective				Using <i>quisiera</i> , using a variety of tenses				Able to extract key words and information				Make independent, creative and more complex use of language				
	Differentiation for MA & LA	MA: use of <i>tú</i> and <i>usted</i> LA: revising the perfect tense				MA: use prepositions LA: verbs that take the infinitive				MA: uses <i>of cuánto</i> LA: using expressions with <i>tener</i>				MA: Other verbs of planning and wanting LA: Revising adjectives				MA: Higher past papers LA: Foundation past papers				MA: creative and more complex use of language, LA: support justifying own thoughts				
	Enrichment & cultural refs	Research study options				Comparing English and Spanish rules and <u>uniform</u>				Research post-16/18 options				Research different jobs and looking and <u>applying for jobs</u>				Texts on Spanish speaking countries				Recap and cultural development				
	British Vals & SMSC	Reflect on their own studies				Tolerance and mutual respect				Individual liberty				Thinking about their own place in society				Cultural awareness				Tolerance				
	Personal Devt	Ability to express themselves about their own current state				Awareness of other cultures				Awareness of different options in their lifes				Starting to think about their future selves				Ability to extract information, find key words, analyse texts, understand others and express themselves				Revision skills				
Careers	Writer				Journalist				Researcher				Translator/Interpreter				Project manager				Proofreader					

	Term	Aut 1	Unit	61	Term	Aut 2	Unit	62	Term	Spr 1	Unit	63	Term	Spr 2	Unit	64	Term	Sum 1	Unit	65	Term	Sum 2	Unit	66	
Unit Title	Curriculum/Syllabus Coverage				Curriculum/Syllabus Coverage				Curriculum/Syllabus Coverage				Curriculum/Syllabus Coverage				Curriculum/Syllabus Coverage				Curriculum/Syllabus Coverage				Assesment
	Aspects of Hispanic Society: Los valores tradicionales y modernos				Aspects of Hispanic Society: El ciberespacio				Aspects of Hispanic Society: La igualdad de los sexos				Artistic culture in the Hispanic World: 1. La influencia de los ídolos. 2. La identidad regional en España				Artistic culture in the Hispanic World: 1. La identidad regional continuada. 2. El patrimonio cultural.				Introduction to individual research project				

Year 12	Core content:	1.1 Los cambios en familia. Describing changes in families over 20th century. 1.2 Actitudes hacia el matrimonio y el divorcio. Understand how modern and traditional values differ regarding marriage and divorce. 1.3 Influencia de la iglesia Católica. Understand history of Spain. Discuss changes in the influence of the church.	2.1 La influencia de internet. Discuss the positive and negative influence of the internet. 2.2 Los móviles inteligentes en nuestra sociedad. Discuss the positives and negatives of smartphones. 2.3 Las redes sociales: beneficios y peligros. Consider the type of influence social networks have on society. Begin film analysis - El laberinto del fauno - plot, context, scene analysis.	3.1 La mujer en el mercado laboral. Discuss women in work vs the traditional role of women at home. 3.2 El machismo y el feminismo. Discuss male chauvinism. Look at the role of feminism. 3.3 Los derechos de los gays y las personas transgénero. Understand and talk about changes to LGBT rights. Discuss gay marriage in Spain and the Hispanic world. Continue theme and scene analysis of El laberinto del fauno.	4.1 Cantantes y músicos. Discuss the positive and negative influence singers and musicians have on people. 4.2 Estrellas de televisión y cine. Discuss the positive and negative effect TV and cinema stars have in our society. 4.3 Modelos. Consider the type of influence fashion models have on young people. 5.1 Tradiciones y costumbres. Describe and discuss Spanish customs and traditions. Film analysis: Complete film study on themes, characters and important quotes.	5.2 La gastronomía. Discuss similarities and differences in the gastronomy of Spain. 5.3 Las lenguas. Consider the languages that are spoken in Spain and the issues surrounding them. 6.1 Sitios históricos y civilizaciones prehistóricas. Understand the civilisations that contributed to the cultural heritage of Spain. Discuss the pre-Columbian heritage of Latin America. 6.2 Arte y arquitectura. Discuss Spanish and Latin American artists and the role of architecture in Spain. 6.3 El patrimonio musical y su diversidad. Understand the diversity of Hispanic music and dance.	Grammar revision Students to research different ideas for individual research project and decide on title. Analyse previous successful A level speaking exam titles.
	Skills	Recognising cognates Know when to use accents Connect nouns with their corresponding verbs.	Summary writing skills. Use expressions giving pros and cons. Use idiomatic expressions with impersonal verbs.	Translation skills. Listen for gist and detail. Recognise words ending in -ity.	Use connectives Translation Conversation style Checking written work Listening skills	Improving gap fill task techniques. Breaking down comprehension tasks. Recognise irregular endings, nouns ending -ma.	Research skills Critical thinking
	Grammar	Tenses revision. Imperfect + imperfect continuous. Preterite Using the imperfect and preterite together.	Present and present continuous. Comparatives and superlatives. Future and conditional tenses.	Indefinite adjectives and pronouns. Perfect and pluperfect tenses. Future and conditional perfect tenses.	Indirect object pronouns Passive voice Direct object pronouns Subjunctive of regular verbs	Perfect tense in the subjunctive Numerals Subjunctive after verbs of emotion surprise, doubt etc Demonstrative and possessive adjectives. Imperatives	Tenses

	Term	Aut 1	Unit	71	Term	Aut 2	Unit	72	Term	Spr 1	Unit	73	Term	Spr 2	Unit	74	Term	Sum 1	Unit	75	Term	Sum 2	Unit	76	Assessment				
	Curriculum/Syllabus Coverage				Curriculum/Syllabus Coverage				Curriculum/Syllabus Coverage				Curriculum/Syllabus Coverage				Curriculum/Syllabus Coverage				Curriculum/Syllabus Coverage								
Unit Title	C1				C2				C3				C4				C5				C6								
Sequencing: knowledge & skills	Teacher 1: 1.1 Discuss the positive and negative aspects of immigration 1.2 Learn more about immigration in the Spanish-speaking world 1.3 Discuss what problems illegal migrants might face Begin reading and analysing literature text 'La Casa de Bernada Alba' Teacher 2: 4.1 Understand why their attitude to politics is changing 4.2 Discuss the unemployment situation amongst young people nowadays and how it is affecting them 4.3 Describe and discuss the type of society young people in the Hispanic world want to live in				Teacher 1: 2.1 Describe and discuss racist and xenophobic attitudes in the Spanish-speaking world 2.2 Understand and discuss measures to combat racism and their effectiveness 2.3 Look at existing legislation against racism Discuss possible new legislation Teacher 2: 5.1 Understand the impact of the civil war Discuss life under Franco's dictatorship Describe and discuss the changes from monarchy and republic to dictatorship 5.2 Describe the transition from dictatorship to monarchy 5.3 Discuss dictatorships in Latin America, particularly in Panama, Chile and Argentina Begin revision of 'Laberinto del Fauno'				Teacher 1: 3.1 Understand and describe the different ways cultures integrate in Hispanic society 3.2 Understand and describe the issues surrounding the integration of different cultures within the sphere of education 3.3 Understand and describe the coexistence of various religions in the Hispanic world Teacher 2: 6.1 Consider and discuss how effective protests and strikes are 6.2 Describe and discuss the power of trade unions 6.3 Consider and discuss the 15-M Movement in Spain and the Mothers of the Plaza de Mayo in Argentina				Teacher 1: Revision of La Casa de Bernada Alba Paper 1 revision Speaking revision of year 12 units 1, 2, Teacher 2: IRP support and guidance Revision of El laberinto del Fauno Paper 1 revision Speaking revision of unit 3 year 12 topic.				Teacher 1: Revision of La Casa de Bernada Alba Paper 1 revision Speaking revision of year 12 units 1, 2, Teacher 2: IRP support and guidance Revision of El laberinto del Fauno Paper 1 revision Speaking revision of unit 3 year 12 topic.												

Year 13	Skills	Form and use the present tense Revise the imperfect and preterite tenses Use compound tenses Use the present subjunctive Use imperatives Use the perfect subjunctive	Improve use of nouns and adjectives Express approval/disapproval Use future tenses Express obligation Use conditional tenses Translate the English gerund (-ing form) into Spanish Structure an argument Revise the preterite tense Speak or write about a historical personality Use a sequence of tenses Read for gist for comprehension Form and use the imperfect subjunctive Recognise and use ordinal numbers	Form and use prepositions Use language for describing change Use pronouns Vary sentence structure to enhance writing Use adverbs Use if clauses + pluperfect subjunctive Develop and use a wider vocabulary Use the passive voice Infer meaning from listening and reading Use if clauses + imperfect subjunctive Vary sentence structure to enhance speaking	Translation Exam skills Self reflection and correction Essay writing skills All tenses revision	Translation Exam skills Self reflection and correction Essay writing skills All tenses revision	
	Literacy & reading	Summary writing skills Translation into Spanish and into English Extended writing Large numbers (hundreds, thousands, millions) Dates, including historical years	Summary writing skills Translation into Spanish and into English Oracy: extended answers in speaking	Essay writing language, structure and skills Summary writing skills Translation into Spanish and into English	Essay writing language, structure and skills Redrafting written work Summary writing skills Translation into Spanish and into English	Essay writing language, structure and skills Redrafting written work Summary writing skills Translation into Spanish and into English	
	Enrichment & cultural refs	Authentic resources used such as news articles and video clips from Spanish speaking countries.	Trip to watch the play we are studying at the national theatre.	Authentic resources used such as news articles and video clips from Spanish speaking countries.	Authentic resources used such as news articles and video clips from Spanish speaking countries.	Authentic resources used such as news articles and video clips from Spanish speaking countries.	
	British Vals & SMSC	Tolerance (of other cultures), Respect (of people, their culture and heritage), Individual liberty		Tolerance (of other cultures), Respect (of people, their culture and heritage), Individual liberty		Tolerance (of other cultures), Respect (of people, their culture and heritage), Individual liberty	
	Personal Devt	Resilience: making and learning from mistakes. Confidence: in oral and written communication Independence: self-regulating, self-monitoring and time management Curiosity: of Spanish-speaking world, people and culture		Resilience: making and learning from mistakes. Confidence: in oral and written communication Independence: self-regulating, self-monitoring and time management Curiosity: of Spanish-speaking world, people and culture		Resilience: making and learning from mistakes. Confidence: in oral and written communication	
	Careers	Importance of languages for career opportunities in the future Developments of skills for the workplance: effective oral and written communication, self-motivation, teamwork, meeting deadlines		Importance of languages for career opportunities in the future Developments of skills for the workplance: effective oral and written communication, self-motivation, teamwork, meeting deadlines		Importance of languages for career opportunities in the future Developments of skills for the workplance: effective oral and written communication, self-motivation, teamwork, meeting deadlines	