

The Quality of Education:
Modern Foreign Languages
Spanish Curriculum Map



St Christopher's:
A Church of England Academy

Modern Foreign Languages - Spanish Curriculum Map

Key Stage 3: Year 7

Year title / big question: Me presento – Introducing yourself and expressing opinions in Spanish

Autumn Term Title: All About Me	Spring Term Title: My Family	Summer Term Title: My Opinions
<p>Intent and composite knowledge (overview):</p> <p>Personal Information</p> <ul style="list-style-type: none"> how old you are and your birthday Describing what you look like Talking about your personality Describing friends and family members <p>Situational Spanish</p> <ul style="list-style-type: none"> Asking and answering common 'si/no' closed questions <p>Students to develop language with the verbs 'tener' and 'ser' in order to give an account of their family, appearance, personality.</p> <p>Core Grammar</p> <p>Indefinite articles</p> <p>1st, 2nd and 3rd person of tener and ser</p> <p>1st, 2nd and 3rd person of reflexive verb llamarse</p> <p>Possessive adjectives "mi" "tu" and 'su' (singular)</p> <p>Question forming</p> <p>Agreement of adjectives</p> <p>Word order</p> <p>Numbers 1-31</p> <p>Pronunciation: nyay tilde, double ll, Iberian 'V', 'jota', soft v hard g sound</p>	<p>Intent and composite knowledge (overview):</p> <p>Describing where you live</p> <ul style="list-style-type: none"> Talking about your house and your town Talking about your family and your pets Discussing the area in which you live in the country <p>Situational Spanish</p> <ul style="list-style-type: none"> Providing fully formed Spanish answers to the same common questions Asking and giving directions in a town <p>Students begin to expand both their descriptive and transactional language in the context of their local area. Pupils begin to translate Spanish to English.</p> <p>Core Grammar</p> <p>Hay + indefinite article</p> <p>Agreement of adjectives</p> <p>Negative (no tengo, no soy)</p> <p>Connectives (y, pero, sin embargo)</p> <p>Intensifiers (un poco, bastante, muy)</p> <p>Pronunciation: consolidation of phonics with focus on accented words, stress and intonation</p>	<p>Intent and composite knowledge (overview):</p> <p>Giving your opinion about different foods</p> <ul style="list-style-type: none"> Saying what you like to eat Talking about your school and sports Saying which subjects you like and why Talking about your favourite teacher <p>Situational Spanish</p> <ul style="list-style-type: none"> Ordering at a restaurant Shopping in a Spanish market <p>Core Grammar</p> <p>Introduction of more verbs in the present tense (me gusta, odio, prefiero, no me gusta)</p> <p>Definite articles after "me gusta"</p> <p>es + adjective</p> <p>using porque to justify opinions</p> <p>Vocabulary expansion through a wide range of food and drink related nouns</p> <p>Pupils employ their n the second part of this term, pupils discuss common language related to school life and learn to tell the time in Spanish, as well as giving more detailed descriptions about their school.</p>

<p>Reading: Pupils to analyse target language accounts describing a range of people, in both the third and first person.</p> <p>Writing: Pupils begin to learn word order and syntax in Spanish sentences with particular reference to noun and adjective order and the use of the definite article with nouns.</p> <p>Speaking: Pupils can respond to a range of question words, including cuanto, como and tienes by giving simple responses regarding their appearance, family and personality.</p> <p>Listening: Pupils hear target language and can pick out key details in descriptive language.</p>	<p>Writing: Pupils begin to show an understanding of correct application of adjectival agreement. As the term develops, students expected to link simple sentences with high frequency connective language.</p> <p>Reading: Pupils are able to work out who said what in a range of texts. Handling texts of 30-50 words and summarising in English.</p> <p>Speaking: Pupils build on skills of answering to demonstrate understanding through role-plays, setting and responding to directions. Introduced to '¿dónde?'</p>	<p>Reading: Pupils deduce meaning from extended texts written in a range of pronoun perspectives, answering questions set in the target language using common structures such as '¿qué hay?' Pupils can read for understanding including picking out when, why and how often people eat and drink certain foods, analysing differences between Spanish and English dishes. Pupils end year 7 showing that they are able to understand a range of questions based on a text of 80-100 words in length</p> <p>Writing: Pupils use the impersonal structure 'hay' and 'me gustaria que hubiera' and 'ojala hubiera' (as set structures) to give a descriptive account of their local area, with a focus on adjectival agreement. Begin to use time phrases in their writing. Pupils can give an account of their eating habits as well as others, giving justified reasons for their choices.</p> <p>Speaking: As the term progresses, pupils take part in exchange at the supermarket, building on language from Spring Term. Can answer and ask the common question words in relation to food choices, including quantities.</p> <p>Listening: Pupils can work out key information about places in the town, including opening times, what there is to do. Pupils expected to analyse transcripts as well as answer standard set questions in both English and TL. Transcript analysis of dialogues presented here before listening tasks with students expected to use inference to 'guess' at what might come up.</p>
<p>Summative assessment: Milestone 1 (dictation) and milestone 2 (translation Sp-En)</p>	<p>Summative assessment: Milestone 3 (Grammar gap-fill) and milestone 4 (translation En-Sp)</p>	<p>Summative assessment: Milestone 5 (reading listening comprehension)</p>
<p>Mid-Year Assessment</p>		<p>End of Year Assessment (either May or June)</p>

Key Stage 3: Year 8

Year title / big question: La vida cotidiana en España (Talking about daily life in Spain)

Autumn Term Title: My Free Time	Spring Term Title: My Style and Interests	Summer Term Title: Understanding the Spanish Speaking World
<p>Intent and composite knowledge (overview):</p>	<p>Intent and composite knowledge (overview):</p>	<p>Intent and composite knowledge (overview):</p>
<p>Talking about a range of free time activities</p> <ul style="list-style-type: none"> Saying when, why and with whom you like to do certain activities Discussing a range of sports and activities Talking about Exploring different weather related vocabulary <p>Situational Spanish Introduced to common question words ‘Why, When, With whom?’ to improve conversational Spanish</p> <p>Core Grammar Tell the time - numbers 1-60 Intensifiers: muchos/as, muy, demasiado/as Adverbs of frequency Time phrases Full paradigm of ‘hacer’ Recap of ‘ser’ and ‘tener’ from Year 7 Full paradigm of “er” verbs” Sequencers (despues, luego, entonces) 1st, 2nd, 3rd forms of some “ar” verbs (ver, escuchar, jugar, descargar) Common Question words Likes & dislikes (me chifla, me flipa, me mola)</p> <p>The focus throughout this topic is developing their knowledge of the present tense by introducing patterns and linguistic rules regarding present tense of regular verbs to say what they do in their spare time. Pupils begin to translate English-Spanish as well as Spanish-English. Students to develop their use of the present tense with the key verbs ‘ver, ‘escuchar’ as well as other opinion phrases and adverbs of frequency.</p>	<p>Discussing hobbies and Spanish film and TV</p> <ul style="list-style-type: none"> Giving extended opinions about different programmes, cortometrajes and types of films Comparing different styles of Spanish music Film analysis of ‘Voces Inocentes’ <p>Situational Spanish Build on skills from Autumn term</p> <p>Students begin to expand both their descriptive and transactional language in the context of their local area. Pupils begin to translate Spanish to English.</p> <p>Core Grammar Expressing & justifying opinions (segun yo, para mi, desde mi punto de vista) Likes & dislikes (me chifla, me flipa, me mola) Comparatives: más que / menos que</p> <p>Students to develop their use of the present tense with the key verbs ‘ver, ‘escuchar’ as well as other opinion phrases and adverbs of frequency. This topic will then allow pupils to follow trends in the Spanish music industry through the application of grammatically sound language. Finally, students to develop language within the topic of fashion and their identity. They develop their opinions regarding styles of clothing by incorporating the comparison.</p>	<p>Taking about your holiday interests and plans</p> <ul style="list-style-type: none"> Saying where you go and what you like to do there <p>Talking about what you can do in te major Spanish cities of Madrid and Barcelona</p> <ul style="list-style-type: none"> Comparing the best parts of the two biggest Spanish cities <p>Situational Spanish Asking for help at a tourist information Revising directions and how to get about a city like Madrid or Barcelona</p> <p>Core Grammar Using modal structures (se puede; se debe, espero, + infinitives) Likes & dislikes (me chifla, me flipa, me mola) Comparatives: más que / menos que Near future tense: ir + infinitive</p> <p>The focus throughout this topic is introducing the future tense through the topic of a holidays. Pupils’ grammar progression is developed by recognising texts in two time frames alongside relevant time indicators. Pupils are exposed to the cultural differences between Madrid and Barcelona and must be able to recount a past holiday in those cities with language presented in the sentence builders. Topic ends with an ‘Apprentice style’ tourist board activity whereby groups have to pitch why their particular city should host the Olympics. Pupils then spend a five-week period exploring the different culture and daily life of different Spanish speaking countries. Pupils exposed to authentic material from Chile, Argentina, Mexico, and Colombia. Language covered in the Year 8 course is introduced in a different context. New complex structures are introduced to the pupils at this point, including modal verbs and; tengo la intencion de, espero, quiero, ojala pudiera, si fuera posible</p>

<p>Reading: Pupils recognise adverbs of frequency and more complex negatives (nunca, nada, ni ni) in the present tense to spot common ‘exam tricks’ within the context of reading people’s accounts of their free time. Exposed to all verb endings.</p> <p>Writing: Much greater focus on accurate translation with emphasis on correct formation of verb. In pupils’ own production of language, it is expected they become familiar with linguistic elements up to and including Time Phrases, Connectives, Opinions and Reasons.</p> <p>Speaking: Pupils can present a short presentation about their own interests and that of others. As the term progresses, pupils regularly take part in interviews and surveys with class members in order to practice conjugation of the present tense.</p> <p>Listening: Pupils can work out how often and by whom certain habitual actions are completed, listening for verb endings.</p>	<p>Reading: Pupils to analyse patterns of viewing behaviour as well as authentic texts such as TV Guides and cinema dialogues. Pupils to interpret magazine covers, authentic adverts in TL and analyse language for detail (not summary skills).</p> <p>Writing: Pupils begin to show an understanding of correct application of adjectival agreement. As the term develops, students expected to link present tense sentences with connective language as well as be able to write from the third person. Pupils develop their use of the present tense whilst extending sentences with the use of contrasting connectives. Opportunity to extend writing by using topic focused language to describe clothes. Grammatical focus on adjectival agreement and using common verbs in the full paradigm</p> <p>Speaking: Pupils can respond to a range of question words, including ‘cuando’, ‘por que and ‘con quien’ by giving simple responses regarding their own viewing habits. Pupils can respond to a stimulus with spontaneous language. Pupils expected to be able to use everyday language required in conversations in shops, including but not limited to, buying and trying on clothes.</p> <p>Listening: Pupils focus on identifying key distractors and listen for when events occur. Become aware of the importance of transcribing, image production, dictogloss and sequencing. Pupils hear target language and can pick out key details in descriptive language, including the P/ N and P/N style questions. Become familiar with synonyms for high frequency language</p>	<p>Reading: Pupils deduce meaning from extended texts written in a range of pronoun perspectives, answering questions set in both English and the target language. Introduced to ‘tricky’ words in reading texts including qualifiers and intensifiers which change the meaning of texts. Finally, pupils begin to deduce information from temporal texts which relay information in a chronological order, including references to past, present and future. Continued use of Spanish in responses and introduced to the open-ended answers in the TL.</p> <p>Speaking: Pupils introduced to the photocard question and begin to develop spoken answers in past and future tenses.</p> <p>Listening: Pupils can listen to extended recordings about past events and pick out the relevant information requested from a given stimulus.</p> <p>Can recognise tricks in listening transcripts and use qualifiers and superlatives to prioritise the importance of information.</p> <p>Reading: Pupils improve their ability to recognise when different events happened, overcoming both the natural and intentional use of distractors when dealing with foreign texts.</p>
<p>Summative assessment: Milestone 1 (dictation) and milestone 2 (translation Sp-En)</p>	<p>Summative assessment: Milestone 3 (Grammar gap-fill) and milestone 4 (translation En-Sp)</p>	<p>Summative assessment: Milestone 5 (reading listening comprehension)</p>
	<p>Mid-Year Assessment</p>	<p>End of Year Assessment (either May or June)</p>

Key Stage 3: Year 9

Year title / big question: Mi papel en el mundo (My role in the world)

Autumn Term Title: My Area	Spring Term Title: My Future	Summer Term Title: My Lifestyle
<p>Intent and composite knowledge (overview):</p> <p>Discussing where I live</p> <ul style="list-style-type: none"> • The pros and cons of your area • How to improve your town • Plans for next weekend with friends • Analysing different regions of Spain • Comparing different Hispanic cities, countries and regions • How places have changed <p>Situational Spanish Asking for key information about cultural sites at a tourist office</p> <p>Core Grammar Imperfect tense Future tense : ir + infinitive + sera Agreement of adjectives si + weather</p>	<p>Intent and composite knowledge (overview):</p> <p>Talking about different jobs</p> <ul style="list-style-type: none"> • role of languages in careers • understanding different industries • skills required and opportunities for young people <p>Situational Spanish Completing a mock interview in Spanish</p> <p>Core Grammar Preterit tense Expressing opinions in the past Future tense : ir + infinitive + ce sera Direct object pronouns ‘lo, la, las’ Subjunctive openers. Cuando sea mayor, ojala fuera</p> <p>This is the main topic for this Year group and is studied at a time when pupils consider their option choices at GCSE. Our students are expected to articulate their ambitions for their working lives and reflect on what they need to do to achieve these. They will revisit the future tense when talking about future plans but also apply their knowledge of both preterit and perfect tenses to say what they have already done which could help contribute to their work experience. After having considered in more detail the benefit of learning foreign languages in the world of work, pupils are expected to draw up a short CV and personal statement in Spanish and practice their speaking in a short mock interview.</p>	<p>Intent and composite knowledge (overview):</p> <p>Saying what you do to keep healthy</p> <ul style="list-style-type: none"> • giving health advice • reflecting on personal diet and exercise habits • comparing Spanish to UK health issues <p>Understanding the environment</p> <ul style="list-style-type: none"> • recognising threats to different parts of the Hispanic world • ways in which countries and government try to combat them • a reflection of our own individual responsibility in the face of environmental pressures <p>Situational Spanish Going to the doctors in Spain</p> <p>Core Grammar Using modal structures Using me duele(n) + body parts</p> <p>As many pupils come to the end of their time learning Spanish at St. Christopher’s, it is important that they consider the wider implications and benefits of cultures working together to solve problems, equipping them with not only linguistic but also teamwork and problem-solving skills which they can draw on in later life. To that end, this final topic explores the role Spain and the UK have had in working together to help fight for global causes, such as health problems and environmental issues. It begins with pupil reflecting on their own diets and health choices before moving on to environmental discussions and how they can each play a role in becoming ‘greener citizens.’</p>

<p>Reading: Pupils are able to read extended texts which show how cities have changed over time. They will learn how different cities in Spain respond to social problems within their region.</p> <p>Writing: Pupils are able to write not only about their own area and how it has changed over time, including the pros and cons of the place, but also use the third person to write about other areas.</p> <p>Speaking: At this stage of Year 9 it is expected that pupils can engage in a conversation in which they can enquire about what to do in a certain city. It will follow a tourist information style conversation.</p> <p>Listening: Pupils are able to listen to authentic language and decide which region or city of the Spanish speaking world they would most like to visit.</p>	<p>Reading: Pupils are expected to read and show comprehension of adapted material from both authentic and non-authentic sources.</p> <p>Listening: Transcribing key information, listening for the gist. Multiple choice listening questions.</p> <p>Writing: Translation into Target Language as well as an open 80-90 word answer which allows pupils to respond to a stimulus in order to express their own ideas and opinions</p>	<p>Speaking: Pupils present to their classmates the most concerning issues facing different areas of the Hispanic world. They use persuasive language to articulate the solutions to these problems.</p>
<p>Summative assessment: Milestone 1 (dictation) and milestone 2 (translation Sp-En)</p>	<p>Summative assessment: Milestone 3 (Grammar gap-fill) and milestone 4 (translation En-Sp)</p>	<p>Summative assessment: Milestone 5 (reading listening comprehension)</p>
<p>Mid-Year Assessment</p>		

Key Stage 4: Year 10

Year title / big question: People and Lifestyle / Popular Culture

Autumn Term 1 Title: Identity and relationships with others (Theme 1 Unit 1)	Spring Term 1 Title: Healthy Living and lifestyle (Theme 1 Unit 2)	Summer Term 1 Title: Customs, festivals and celebrations (Theme 2 Unit 2)
Intent and composite knowledge (overview):	Intent and composite knowledge (overview):	Intent and composite knowledge (overview):
<p>To describe your nationality, gender and orientation, personal beliefs, equality, physical descriptions, character and personality, and that of others.</p> <p>To describe members of your family or friends in detail.</p> <p>To say what activities you do with others.</p> <p>To describe your friendships with others, giving reasons for getting on/not getting on with people.</p> <p>To describe the qualities of a good friend.</p> <p>To describe the qualities of an ideal partner and give reasons why. To name different types of partnership with advantages and disadvantages</p>	<p>To describe your level of fitness. To talk about your fitness and health routine.</p> <p>To describe your diet and preferences for food and drink. To say what makes a good or a bad diet.</p> <p>To discuss how to achieve good physical and mental well-being. To give reasons for staying healthy and consequences of not staying healthy.</p> <p>To talk about healthy and unhealthy habits (fast-food, cooking, smoking/vaping, drugs, alcohol, etc) including consequences.</p> <p>To talk about illness and injuries.</p> <p>To say what your lifestyle was like in the past and your future intentions.</p>	<p>To describe festivals in the UK and in the target language-speaking countries/communities and give your opinion about them.</p> <p>To describe customs and say what you do on celebrations at home and elsewhere (eg birthdays, parties, weddings, etc).</p> <p>To say how you prefer to celebrate these.</p> <p>To say what food is consumed on special occasions and at celebrations.</p> <p>To talk about a special day in the past.</p>
<p>GRAMMATICAL KNOWLEDGE</p> <ul style="list-style-type: none"> • Ser, tener (present tense) • Adjectival phrases (regular adjective agreement, position, uses of ser and estar and comparison) • Articles • Formation of feminine and plural nouns • Demonstrative adjectives • Possessive adjectives • Adverbial phrases (phrases, position and comparative structures) • Modal verbs (poder and querer + infinitive) • Word order of direct object and indirect object pronouns • Prepositions (personal a, possession de, para + infinitive, sin + infinitive) 	<p>GRAMMATICAL KNOWLEDGE</p> <ul style="list-style-type: none"> • Word order of singular reflexive pronouns in one and two verb constructions (me, te, se) • Neuter demonstrative pronouns (esto, eso) • Negatives (no, (no) nada, (no) nunca, (no) nadie, (no) ninguno) • Imperfect tense (1st, 2nd and 3rd person singular and irregular verbs ser, ir and ver) • Impersonal verbs (se puede, se necesita) • Modal verbs (deber and tener que + infinitive) <p>HIGHER TIER ONLY</p> <ul style="list-style-type: none"> • Impersonal verbs (falta, hace falta, vale la pena) • Reflexive use of plural forms of pronouns (nos, os, se) • Negatives (ya no, (no) tampoco, (no)...ni..., (no) ni...ni...) 	<p>GRAMMATICAL KNOWLEDGE</p> <ul style="list-style-type: none"> • Indirect object pronouns (le doy, quiero darle) • Interrogative pronouns • Multi-word complex fixed phrases (quisiera + infinitive, me/te/le gustaría + infinitive) • Interrogatives <p>HIGHER TIER ONLY</p> <ul style="list-style-type: none"> • Passive voice in all required tenses (ser + past participle + por; se + 3rd person singular or plural)
Summative assessment:	Summative assessment:	Summative assessment:
End of Unit 1 AQA Assessment Reading, Writing and Listening	End of Unit 3 AQA Assessment Reading, Writing and Listening	End of Unit 5 AQA Assessment Reading, Writing and Listening

Autumn Term 2 Title: Education and work (Theme 1 Unit 3)	Spring Term 2 Title: Free-time activities (Theme 2 Unit 1)	Summer Term 2
Intent and composite knowledge (overview):	Intent and composite knowledge (overview):	Intent and composite knowledge (overview):
<p>To give and justify opinions about subjects, homework, school rules, uniform, teachers and exams.</p> <p>To talk about school life and daily routine, including school, clubs and sporting activities.</p> <p>To describe school facilities and how you get to school.</p> <p>To describe your ideal school.</p> <p>To talk about primary school.</p> <p>To talk about post-16 studies: options available, advantages and disadvantages, future intentions and plans.</p> <p>To talk about issues at school.</p> <p>To say what jobs people have and list advantages of disadvantages.</p> <p>To describe what a job entails and places of work.</p> <p>To talk about the personal qualities, qualifications and skills required for a job.</p> <p>To talk about work experience.</p> <p>To discuss a dream job and your personal ambitions.</p> <p>To give opinions about working abroad/using language skills.</p> <p>To discuss unemployment.</p>	<p>To say what free-time activities I like and dislike and why. To give opinions about types of sport, advantages and disadvantages watching/participating. To say what is required in order to carry out these activities. To say who I do them with. To say where I go to do these activities. To say what I wear for these activities. To say what I did in the past and what my future intentions are. To talk about sporting events and favourite sports personalities/teams.</p> <p>To talk about film and television. To give reviews and opinions. To say what film or programme is your favourite and who your favourite stars are. To say where you watch these and to give advantages and disadvantages of watching in that way.</p> <p>To discuss reading habits.</p> <p>To say what music you like and how you like to listen to it. To talk about concerts, favourite artists and musical activities that you like to attend.</p> <p>To discuss food and drink preferences, eg fast-food, eating with friends, eating in different places and when, eg special occasions.</p> <p>To discuss shopping habits and preferences, including favourite shop/location.</p>	<p>This term's taught Spanish is an opportunity to reflect on the five previous Units and work through the Higher Tier content whilst revising core grammar and vocabulary structures.</p>

<p>GRAMMATICAL KNOWLEDGE</p> <ul style="list-style-type: none"> • Subject pronouns • Present tense (regular and irregular verbs like encontrar, pensar, pedir, poner, conocer, estar, hacer, ir, ser and tener) • Reflexive verbs (1st, 2nd and 3rd person singular, in all required tenses) • Inflectional (simple) future tense (1st, 2nd and 3rd person singular and irregular verbs tener, hacer, poder, poner, haber, querer and saber) • Conditional tense (1st, 2nd and 3rd person singular and irregular verbs tener, hacer, poder, poner, haber, querer and saber) • Word order of direct object pronouns • Impersonal verbs (hay, hay que) • Present continuous (regular and irregular verbs like leer and pedir) • Periphrastic (near) future tense (ir a + infinitive) • Imperfect tense (1st, 2nd and 3rd person singular) • Imperfect continuous (1st, 2nd and 3rd person singular) <p>HIGHER TIER ONLY</p> <ul style="list-style-type: none"> • Impersonal verbs (parece, basta) • Present tense (verbs like recoger (j)) • Inflectional (simple) future tense (1st, 2nd and 3rd person singular and plural, and irregular verbs saber, querer, venir, decir and salir) 	<p>GRAMMATICAL KNOWLEDGE</p> <ul style="list-style-type: none"> • Stem changing irregular verbs • Infinitive used as a noun • Preterite tense (regular and irregular verbs ir, ser and dar, and modal verbs deber and saber) • Irregular preterite stems (tener, poder, hacer, venir, estar, poner, querer, decir and traer) • Syntax of interesar-type verbs <p>HIGHER TIER ONLY</p> <ul style="list-style-type: none"> • Preterite tense (verbs with spelling changes eg leí – leyó). 	
<p>Summative assessment:</p>	<p>Summative assessment:</p>	<p>Summative assessment:</p>
<p>End of Unit 2 AQA Assessment Reading, Writing and Listening</p>	<p>End of Unit 4 AQA Assessment Reading, Writing and Listening</p>	<p>PPE including 1st Speaking PPE</p>

Key Stage 4: Year 11

Year title / big question: Communication and the world around us

Autumn Term 1 Title: Celebrity Culture (Theme 2 Unit 3)	Spring Term 1 Title: The environment and where people live (Theme 3 Unit 3)	Summer Term 1
Intent and composite knowledge (overview):	Intent and composite knowledge (overview):	Intent and composite knowledge (overview):
<p>To talk about and describe celebrities/famous people that you know.</p> <p>To talk about why they are famous, their achievements and lifestyle.</p> <p>To talk about celebrity magazines/articles/reviews, podcasts, social media, reality TV involving famous people and influencers, and give your opinions about it.</p> <p>To give your opinion about their activities and to discuss their influence on young people and wider society.</p> <p>To describe events involving famous people eg sport, music, film, TV, fashion, culture and technology.</p>	<p>To describe your local area and say what there is.</p> <p>To say what you can do and see in your area.</p> <p>To give opinions of local facilities and to list advantages and disadvantages.</p> <p>To describe your ideal area.</p> <p>To describe your home and your ideal home.</p> <p>To say where you would like to live in the future and why.</p> <p>To talk about local environmental issues.</p> <p>To say what you do/did/will do to help protect the environment.</p> <p>To discuss and give opinions about global environmental issues (climate change, environmental damage, etc).</p>	<p style="text-align: center;">EXAM</p>

<p>GRAMMATICAL KNOWLEDGE</p> <ul style="list-style-type: none"> • Use of the relative pronoun que in subject relative clauses • Modal verbs (saber + infinitive) <p>HIGHER TIER ONLY</p> <ul style="list-style-type: none"> • Multi-verb expressions (seguir + present participle and llevar + time period + present participle) 	<p>GRAMMATICAL KNOWLEDGE</p> <ul style="list-style-type: none"> • Periphrastic (near) future tense (ir a + infinitive) • Use of the pronouns alguno and ninguno, including their inflected forms for gender • Imperative (affirmative, 2nd singular only and irregular tú commands) • Demonstrative adjectives (este, esta, ese, esa, and irregular plural forms (estos, esos) and regular plurals (estas, esas)) • Present perfect (regular and irregular) <p>HIGHER TIER ONLY</p> <ul style="list-style-type: none"> • Conditional tense (1st, 2nd and 3rd person singular and plural, and irregular verbs saber, querer, venir, decir, salir) • Impersonal verbs (parece, basta, falta, hace falta, vale la pena) • Multi-verb expressions (acabar de + infinitive, seguir + present participle, llevar + time period + present participle) • Imperative (affirmative, 2nd person plural) • Demonstrative adjectives (aquel with agreement for gender and number) • Present tense with desde hace 	
<p>Summative assessment:</p>	<p>Summative assessment:</p>	<p>Summative assessment:</p>
<p>End of Unit 6 Assessment Reading, Writing and Listening</p>	<p>End of Unit 9 Assessment Reading, Writing and Listening</p>	

Autumn Term 2 Title: Media and Technology (Theme 3 Unit 2)	Spring Term 2 Title: Travel and tourism, including places of interest (Theme 3 Unit 3)	Summer Term 2
<p>Intent and composite knowledge (overview):</p> <p>To say how you use the internet, how often, your preferences, and to list advantages and disadvantages.</p> <p>To say what social media apps or platforms you use, how often, and what you think are the advantages and disadvantages.</p> <p>To say what mobile phone technology you use (computers, phones, tablets and other devices), why you use it, and their advantages and disadvantages.</p> <p>To give your opinions about the importance of technology to young people and society</p>	<p>Intent and composite knowledge (overview):</p> <p>To talk about travel: means of transport, descriptions and preferences with advantages and disadvantages.</p> <p>To talk about the weather.</p> <p>To describe holiday time activities (while away on holiday or at home) and give opinions.</p> <p>To describe holiday destinations in the present, past and future.</p> <p>To say whether holidays are important and why.</p> <p>To describe an ideal holiday.</p> <p>To list and describe places of interest, locally and elsewhere and give opinions about them.</p>	<p>Intent and composite knowledge (overview):</p> <p style="text-align: center;">EXAM</p>
<p>GRAMMATICAL KNOWLEDGE</p> <ul style="list-style-type: none"> • Para + infinitive • Position of adverbs of time, manner and place • Comparative structures (regular forms más...que/de, menos...que/de, tan...como and irregular forms mejor and peor) 	<p>GRAMMATICAL KNOWLEDGE</p> <ul style="list-style-type: none"> • Preterite tense (regular and irregular) • Imperfect tense (1st, 2nd and 3rd person singular and irregular verbs ser, ir and ver) • Imperfect continuous (1st, 2nd and 3rd person singular) • Impersonal (hace + noun) <p>HIGHER TIER ONLY</p> <ul style="list-style-type: none"> • Imperfect tense (1st, 2nd and 3rd person singular and plural, and irregular verbs ser, ir and ver) • Imperfect continuous (1st, 2nd and 3rd person singular and plural) • Subjunctive mood (present singular of five irregular verbs hacer, ser, ir, venir and tener) 	
<p>Summative assessment:</p>	<p>Summative assessment:</p>	<p>Summative assessment:</p>
<p>End of Unit 8 Assessment Reading, Writing and Listening PPE including 2nd Speaking PPE</p>	<p>End of Theme 3 Assessment Past Paper Mock Examination</p>	

Key Stage 5: Lower Sixth (Year 12)

Year title / big question:

Autumn Term 1 Title: Traditional and modern values	Spring Term 1 Title: Equality of the sexes	Summer Term 1 Title: Regional identity in Spain
Intent and composite knowledge (overview):	Intent and composite knowledge (overview):	Intent and composite knowledge (overview):
<p>Grammar revision and new grammar focus targeted specifically at writing and speaking skills. These grammar slots form an intensive start-of-course grammar programme that supports and develops productive language skills. Grammar slots are linked to the sub-themes within the themes of social trends and artistic culture.</p> <ul style="list-style-type: none"> • Los valores tradicionales y modernos <ul style="list-style-type: none"> ◦ Los cambios en la familia ◦ Actitudes hacia el matrimonio/el divorcio <p>La influencia de la iglesia católica</p> <ul style="list-style-type: none"> • Present tense/present continuous tense • Uses of ser and estar <p>Adjectives comparative and superlative</p>	<p>Dedicate 2-3 weeks to each of the topics in Aspects of Hispanic society (social issues and trends) and Artistic culture in the Hispanic world. Develop:</p> <ul style="list-style-type: none"> • listening and reading comprehension skills • vocabulary and grammar • speaking skills based on stimulus cards • translation into and from the target language • summary writing. <ul style="list-style-type: none"> • La igualdad de los sexos <ul style="list-style-type: none"> ◦ La mujer en el mercado laboral ◦ El machismo y el feminismo <p>Los derechos de los</p> <p>Perfect, pluperfect, future perfect and conditional perfect</p> <p>Indefinite adjectives (eg alguno, ninguno, cualquiera, etc)</p>	<p>Start the study of the year 12 film just before the Easter break. Dedicate the next 4 weeks to this.</p> <p>From May onwards dedicate one lesson a week to:</p> <ul style="list-style-type: none"> • develop the essay writing skills • study the film or book <ul style="list-style-type: none"> • La identidad regional en España <ul style="list-style-type: none"> ◦ Tradiciones y costumbres ◦ La gastronomía ◦ Las lenguas • Use of the subjunctive <p>Numerals</p>
Summative assessment:	Summative assessment:	Summative assessment:
End of Unit 1 Reading, Writing and Listening Assessment	End of Unit 3 Reading, Writing and Listening Assessment	End of Unit 5 Reading, Writing and Listening Assessment
Speaking Card practice – choice of three	Speaking Card practice – choice of two from Units 1-3	Speaking Card practice – choice of three Unit 4

Autumn Term 2 Title: Cyberspace	Spring Term 2 Title: Influence of Hispanic stars	Summer Term 2 Title: Cultural heritage
<p>Intent and composite knowledge (overview):</p> <p>Grammar revision and new grammar focus targeted specifically at writing and speaking skills. These grammar slots form an intensive start-of-course grammar programme that supports and develops productive language skills. Grammar slots are linked to the sub-themes within the themes of social trends and artistic culture.</p> <ul style="list-style-type: none"> • El ciberespacio <ul style="list-style-type: none"> ◦ La influencia de Internet ◦ Las redes sociales: beneficios y peligros <p>Los móviles inteligentes en nuestra sociedad</p> <ul style="list-style-type: none"> • Imperfect/imperfect continuous tense • Preterite tense • Future and conditional tense • Demonstrative (eg este, ese, aquel) adjectives <p>Possessive adjectives (eg mi/mío)</p>	<p>Intent and composite knowledge (overview):</p> <ul style="list-style-type: none"> • La influencia de los ídolos <ul style="list-style-type: none"> ◦ Cantantes y músicos ◦ Estrellas de televisión y cine ◦ Modelos • Use of the passive voice <p>Use of direct and indirect object pronouns</p>	<p>Intent and composite knowledge (overview):</p> <ul style="list-style-type: none"> • El patrimonio cultural <ul style="list-style-type: none"> ◦ Sitios turísticos y civilizaciones prehispanicas: Machu Picchu, la Alhambra, etc ◦ Arte y arquitectura ◦ El patrimonio musical y su diversidad • Use of the subjunctive (continued) <p>The imperative</p>
<p>Summative assessment:</p>	<p>Summative assessment:</p>	<p>Summative assessment:</p>
<p>End of Unit 2 Reading, Writing and Listening Assessment</p> <p>Speaking Card practice – choice of three</p>	<p>End of Unit 4 Reading, Writing and Listening Assessment</p> <p>Speaking Card practice – choice of three Unit 4</p>	<p>AS Level PPE including Speaking</p>

Key Stage 5: Upper Sixth (Year 13)

Year title / big question:

Autumn Term 1 Title: Immigration in the Spanish speaking world	Spring Term 1 Title: Political movements amongst Spain's youth	Summer Term 1
Intent and composite knowledge (overview):	Intent and composite knowledge (overview):	Intent and composite knowledge (overview):
<p>Through the thematic aspects linked to social issues develop:</p> <ul style="list-style-type: none"> • listening and reading comprehension skills • vocabulary and grammar • speaking skills based on stimulus cards • translation into and from the target language • summary writing. <ul style="list-style-type: none"> • La Inmigración <ul style="list-style-type: none"> ◦ Los beneficios y los aspectos negativos ◦ La inmigración en el mundo hispánico <p>Los indocumentados - problemas</p>	<ul style="list-style-type: none"> • Jóvenes de hoy, ciudadanos de mañana <ul style="list-style-type: none"> ◦ Los jóvenes y su actitud hacia la política : activismo o apatía ◦ El paro entre los jóvenes <p>Su sociedad ideal</p> <ul style="list-style-type: none"> • Movimientos populares <ul style="list-style-type: none"> ◦ La efectividad de las manifestaciones y las huelgas ◦ El poder de los sindicatos <p>Ejemplos de protestas</p>	<p>EXAM</p>
Summative assessment:	Summative assessment:	Summative assessment:
<p>End of Unit 1 Reading, Writing and Listening Assessment</p> <p>Speaking Card practice – choice of three</p>	<p>End of Unit 4 Reading, Writing and Listening Assessment</p> <p>Speaking Card practice – choice of three</p>	<p>EXAM</p>

Autumn Term 2 Title: Racism	Spring Term 2 Title: Monarchies and dictatorships	Summer Term 2
<p>Intent and composite knowledge (overview):</p> <p>Start the study of the year 13 book the week after October half term. Dedicate the next 4 weeks to this.</p> <ul style="list-style-type: none"> • El Racismo <ul style="list-style-type: none"> ◦ Las actitudes racistas y xenófobas ◦ Las medidas contra el racismo <p>La legislación anti-racista</p> <ul style="list-style-type: none"> • La Convivencia <ul style="list-style-type: none"> ◦ La convivencia de culturas ◦ La educación <p>Las religiones</p>	<p>Intent and composite knowledge (overview):</p> <ul style="list-style-type: none"> • Monarquías y dictaduras <ul style="list-style-type: none"> ◦ La dictadura de Franco ◦ La evolución de la monarquía en España <p>Dictadores latinoamericanos</p>	<p>Intent and composite knowledge (overview):</p>
<p>Summative assessment:</p>	<p>Summative assessment:</p>	<p>Summative assessment:</p>
<p>End of Unit 2 Reading, Writing and Listening Assessment</p> <p>Speaking Card practice – choice of three</p>	<p>End of Unit 5 and 6 Reading, Writing and Listening Assessment</p> <p>Speaking Card practice – choice of three</p>	

