

Curriculum Overview – Spanish

Introduction

This document **outlines the curriculum and key considerations** including:

- Aims and purpose
- Alignment with the whole school provision and curriculum intent
- A summary programme of study which includes sequencing of taught content

We use the National Curriculum as our statutory foundation and broadly share its principles and aims including:

- ‘To provide pupils with an introduction to the essential knowledge that they need to be educated citizens. To introduce pupils to the best that has been thought and said; and help engender an appreciation of human creativity and achievement’.
- To prepare students to be confident in themselves, to have a fulfilled and successful life beyond our school – one where they contribute positively to society.
- Our statutory curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond statutory specifications.
- Provision of a framework of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils’ knowledge, understanding and skills as part of the wider school curriculum.
- The wider school curriculum includes an extensive range of opportunities and activities that are routinely available to students, are inclusive and reflect our diverse community.

Numeracy and literacy

Teachers should take opportunities to develop pupils’ mathematical fluency, spoken language, reading, writing and vocabulary within their specific discipline and in line with the expectations laid out in our school curriculum statement.

Purpose of study

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils’ curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

DFE 2013

Wolfreton Curriculum Intent

Our Modern Foreign Languages curriculum is underpinned by our Intent statement:

Your passport to the world!

To inspire a passion for and create awareness of different cultures. To develop resilience, confidence and courage and enable you to stand out from the crowd and to embrace difference.

The Wolfreton School curriculum for Modern Foreign Languages aims to ensure that all pupils:

- Develop proficiency in listening, speaking, reading, and writing in at least one foreign language, with a focus on effective communication and real-world application.
- Gain a deep understanding of the cultures, customs, and values of the countries where the target language is spoken, fostering respect and appreciation for cultural diversity.
- Build critical thinking and problem-solving skills by using language in new contexts, interpreting meaning, and adapting to different communication styles.
- Explore connections between their own language and the foreign language, enhancing their understanding of both linguistic systems.
- Develop confidence to engage in authentic conversations, express opinions, and articulate ideas in a range of contexts, from everyday situations to complex discussions.
- Cultivate a lifelong curiosity and passion for language learning, empowering them to explore new languages and cultures throughout their lives.
- Understand the importance of languages in the modern world, including how multilingualism opens opportunities for travel, work, and global collaboration, and how they have a role to play as informed global citizens.

Building on prior learning

By the end of Key Stage 2, students should be able to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary. They should be developing the ability to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*
- present ideas and information orally to a range of audiences*

- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally and in writing

What are the knowledge and skills gaps?

- Vocabulary gaps – student knowledge of vocabulary can vary due to previous exposure and ability to retain new information.
- Grammatical knowledge – Student understanding of grammatical terms and their application.
- Verb formation – conjugating verbs in a variety of tenses.
- Use of complex language structures.

Curriculum Structure

Teaching of French or Spanish focuses on developing the breadth and depth of pupils’ competence in listening, speaking, reading and writing, based on a sound foundation of core grammar and vocabulary. It enables pupils to understand and communicate personal and factual information beyond their immediate needs and interests, developing and justifying points of view in speech and writing, with increased spontaneity, independence and accuracy.

Discipline	Communication Skills	Grammatical Skills
Listening	Develop listening skills through: <ul style="list-style-type: none"> • Classroom conversations • Songs, poems, and stories • Exposure to native speech • Practicing comprehension with structured support • Authentic dialogues, podcasts, and news in the target language • Recognising vocabulary in formal and informal settings • Listening for detail vs. listening for gist • Listening to target language media outside the classroom • Developing exam techniques 	Verb Conjugations (Regular and Irregular) <ul style="list-style-type: none"> • Understand and use a range of common regular and irregular verbs in the present tense with accuracy. • Apply conjugation rules for key verbs in different tenses (e.g., past, future, conditional) to communicate about various timeframes. • Use correct verb forms in spoken and written sentences to describe actions and events. Gender and Number Agreement (Nouns, Articles, and Adjectives) <ul style="list-style-type: none"> • Recognise and apply gender and number agreement between nouns, articles, and adjectives in different contexts. • Use correct forms of adjectives and articles based on gender and number when describing objects, people, and places.
Speaking	Develop speaking skills through: <ul style="list-style-type: none"> • Use of modelled dialogue • Guided speaking practice • Dealing with spontaneous situations • Peer conversations 	

	<ul style="list-style-type: none"> • Engaging in classroom discussion • Asking and answering questions • Developing expressive language (e.g. opinions, emotions) • Debates and discussions • Mastering descriptive language • Narrating past, present and future events or plans • Practice of pronunciation and phonics • Developing confidence through simulating real life situations • Developing exam techniques 	<ul style="list-style-type: none"> • Ensure grammatical agreement in both spoken and written work by editing and self-correcting as needed.
<p>Reading</p>	<p>Develop reading skills through:</p> <ul style="list-style-type: none"> • Introduction to simple texts • Building a good knowledge of vocabulary • Focus on high-frequency words • Understanding paragraphs and short stories • Understanding formal and informal writing • Inferring meaning from context and using situational clues • Applying grammatical knowledge • Recognising patterns • Identifying tenses • Identifying distractors • Reading extended texts • Developing exam techniques 	<p>Sentence Structure</p> <ul style="list-style-type: none"> • Construct accurate sentences following subject-verb-object word order, appropriate to the target language. • Expand sentences with additional phrases, including adjectives and prepositional phrases, to convey more complex ideas. • Manipulate word order to form questions, negatives, and statements, showing understanding of sentence structure variations. <p>Use of Tenses</p> <ul style="list-style-type: none"> • Use appropriate tenses (e.g., present, past, future, conditional) to communicate about different timeframes in everyday and formal situations. • Demonstrate fluency in switching between tenses when speaking or writing about a variety of topics. • Understand and apply tense rules to discuss past events, future plans, or hypothetical situations.
<p>Writing</p>	<p>Develop writing skills through:</p> <ul style="list-style-type: none"> • Understanding and applying simple and complex grammar structures • Developing high-frequency vocabulary • Use of scaffolding and support (e.g. writing frames, gap fill activities and sentence builders) • A focus on accurate spelling and punctuation • Correct use of accents • Developing use of conjunctions • Expressing opinions and justifications • Narrating past, present and future events or plans • Using formal and informal language • Using synonyms and idiomatic expressions • Writing extended passages 	<p>Prepositions and Conjunctions</p> <ul style="list-style-type: none"> • Incorporate prepositions of place, time, and movement correctly in sentences to give precise details. • Use conjunctions effectively to link ideas and create more cohesive sentences in spoken and written communication. • Apply a range of more complex conjunctions (e.g., although, because, if) to form compound and complex sentences. • Form accurate questions using appropriate question words and word order for the target language. <p>Questions and Negatives</p> <ul style="list-style-type: none"> • Create negative sentences using the correct negation structures to express refusal, disagreement, or absence.

	<ul style="list-style-type: none"> • Acting on verbal and written feedback • Responding to prompts • Developing exam techniques 	<ul style="list-style-type: none"> • Respond to and ask questions fluently in both formal and informal contexts, using inversion or intonation where necessary.
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Cultural Knowledge - Our students develop cultural understanding of the target language speaking world through:

- introduction to everyday life and customs
- authentic media from the target language speaking world
- an understanding of festivals, holidays, celebrations and traditions
- key vocabulary relating to the target language speaking culture
- exploring historical contexts
- music and films
- researching and presenting
- learning about contemporary figures.
- Exploring regional differences
- Developing respect for diversity
- Cultural reflection
- Educational visits

Phonics - Our students develop knowledge of phonics and pronunciation through:

- introduction to key sound patterns and pronunciation
- introduction to the alphabet
- a range of phonics exercises
- demonstration and practice of correct pronunciation from the outset
- awareness of common sound-spelling correspondences
- exposure to different accents and dialects
- building confidence in pronunciation through speaking
- regular formative feedback
- understanding the role of stress and intonation
- reading aloud tasks
- dictation tasks

Vocabulary Development – Our students cumulatively acquire vocabulary through:

- learning essential everyday vocabulary
- using high-frequency words related to familiar topics
- regular vocabulary tests and retrieval activities
- expanding lexical knowledge through thematic learning
- use of authentic materials
- reinforcement through practice and repetition
- short written tasks designed to create opportunities to apply vocabulary actively
- developing strategies for independent vocabulary learning
- developing dictionary skills
- applying vocabulary in exam contexts.

Curriculum Sequencing

Key Stage 3: Year 7 – Long Term Planning

	Autumn term	Spring term	Summer term
Knowledge	<p>Module 1 - Mi Vida</p> <ul style="list-style-type: none"> • Introducing yourself • Talking about your personality • Talking about age, brothers and sisters • Saying when your birthday is • Using numbers and the alphabet • Talking about your pets <p>Module 2- En mi tiempo libre</p> <ul style="list-style-type: none"> • Saying what you like to do • Saying what you do in your spare time • Talking about the weather • Saying what sports you do 	<p>Module 3 - Mi insti</p> <ul style="list-style-type: none"> • Saying what subjects you study • Giving opinions about school subjects • Describing your school • Talking about break time • Understanding details about schools <p>Module 4 - Mi familia y mis amigos</p> <ul style="list-style-type: none"> • Describing your family • Describing your hair and eye colour • Saying what other people look like • Describing where you live 	<p>Module 5 - 3 Mi ciudad</p> <ul style="list-style-type: none"> • Describing your town or village • Telling the time • Using the verb ir (to go) • Ordering in a café • Using the verb querer (to want) • Saying what you are going to do at the weekend <p>Module 6 - Cultural Aspects (Colombia)</p> <p>Based around the film <i>Encanto</i></p> <ul style="list-style-type: none"> • Introduction to Colombia and its Geography • Family and Social Structures • Music and Dance in Colombian Culture • Magical Realism in Literature and Film • Colombian Traditions and Celebrations • Food and Gastronomy • Indigenous Cultures and History

			<ul style="list-style-type: none"> • Daily Life and Rural Communities • Art and Architecture • Reflection on Diversity and Identity
Grammar	<p>Module 1 - Mi Vida</p> <ul style="list-style-type: none"> • Learning how to spell words • Developing confidence to have a mini dialogue • Understanding how to use 'the' and 'a' • Learning to use adjectives, position and agreement • Learning high frequency present tense verbs and how to make negative • Developing reading and listening comprehension skills • Developing knowledge of connectives • Developing knowledge of intensifiers <p>Module 2- En mi tiempo libre</p> <ul style="list-style-type: none"> • Expressing positive and negative opinions about hobbies and justifying them • Learning how to decline a –ar regular verb in the present tense • Understanding the concept of different subjects of a verb • Building confidence in reading and listening comprehension. • Using 'jugar' and 'hacer' in the right context. • Using adverbs in a sentence • Recognising and using cognates or near cognates 	<p>Module 3 - Mi insti</p> <ul style="list-style-type: none"> • To describe a favourite school subject, justifying opinions • To begin to make comparisons • To link sentences with some students writing a whole paragraph • To ask and answer questions • To develop understanding of singular and plural nouns and verbs <p>Module 4 - Mi familia y mis amigos</p> <ul style="list-style-type: none"> • Developing vocabulary • Listening and responding • Reading comprehension • Writing creatively • Speaking coherently and confidently • Grammar <ul style="list-style-type: none"> • Possessive adjectives mi/tu/su and mis/tus/sus • irregular verbs tener and ser • position of adjectives (after the noun) • Agreement of adjectives with nouns • The verb estar 	<p>Module 5 - Mi ciudad</p> <ul style="list-style-type: none"> • Using the present tense of regular and irregular verbs. • Making verbs negative • Looking up new words in a dictionary • Using sequencers • Using adjectives in exclamations • Using articles (un/una/unos/unas) • Using the immediate future. <p>Module 6 - Cultural Aspects</p> <p>No new grammatical concepts are introduced in this unit. Students will focus on reviewing, practising and bringing together the grammar they have learnt throughout the year to communicate accurately and in detail about Colombian culture.</p>
Assessment	<p>Listening assessment to check understanding of the above knowledge</p> <p>Reading comprehension assessment on the topic of free time activities</p>	<p>Writing assessment about school subjects and opinions on school</p> <p>Speaking activity talking about family and friends</p>	<p>End of Year Exam – Listening reading and writing covering all Year 7 topics.</p> <p>Written piece about Colombian culture</p>

Key Stage 3: Year 8 – Long Term Planning

	Autumn term	Spring term	Summer term
Knowledge	<p>Module 1 - Mis vacaciones</p> <ul style="list-style-type: none"> Talking about a past holiday Saying what you did on holiday Describing the last day on holiday Saying what your holiday was like Giving a presentation about your holiday Describing an amazing holiday <p>Module 2 Todo sobre mi vida</p> <ul style="list-style-type: none"> Saying what you use your phone for Saying what type of music you like Talking about TV Saying what you did yesterday Understanding a TV guide Tackling an authentic text Learning about young peoples' lives 	<p>Module 3 - A Comer</p> <ul style="list-style-type: none"> Saying what food you like Describing mealtimes Ordering a meal Discussing what to buy for a party Giving an account of a party <p>Module 4 Que hacemos</p> <ul style="list-style-type: none"> Arranging to go out Making excuses Saying what other people look like Talking about clothes Talking about sporting events 	<p>Module 5 - Operación Verano</p> <ul style="list-style-type: none"> Describing a holiday home Describing holiday activities Asking for directions Talking about summer camps Describing a world trip <p>Module 6 - Cultural Aspects (Day of the Dead)</p> <p>Based around the film <i>Coco</i></p> <ul style="list-style-type: none"> Introduction to Mexico and its Geography Family and Social Structures in Mexican Culture The Tradition of Día de los Muertos (Day of the Dead) Mexican Music and Its Role in Coco (e.g., mariachi, ranchera) Food and Gastronomy in Mexican Culture (e.g., tamales, pan de muerto) Spirituality and Beliefs About the Afterlife in Mexican Culture Magical Realism and Its Connection to Latin American Literature Language Focus: Vocabulary and Expressions from the Film
Grammar	<p>Module 1 Mis vacaciones</p> <ul style="list-style-type: none"> Using the preterite tense of regular and irregular verbs. 	<p>Module 3 A Comer</p> <ul style="list-style-type: none"> Looking for cognates and near cognates 	<p>Module 5 Operación Verano</p> <ul style="list-style-type: none"> comparatives and superlatives se puede + infinitive

	<ul style="list-style-type: none"> • Making verbs negative • Looking up new words in a dictionary • Working out if a sentence is about the present or the past • Looking for cognates and near cognates • Pronouncing the Spanish 'rr' • Using sequencers • Using adjectives in exclamations <p>Module 2 Todo sobre mi vida</p> <ul style="list-style-type: none"> • Giving opinions • recognising gender of nouns • Using the article after 'me gusta' • making comparisons • Using the present tense • Identifying the context • Looking for cognates • Getting the gist 	<ul style="list-style-type: none"> • Using the article after 'me gusta' • Pronunciation of 'ñ' • Making a sentence negative • Using 'tú' and 'usted' • Using the present and preterite tenses • Pronunciation of 'd' between vowels • Pronouncing the letter 'j' • Using the near future tense • Using fillers to buy time when speaking <p>Module 4 Que hacemos</p> <ul style="list-style-type: none"> • a + el = al / de + el = del • conditional: me/te gustaría + infinitive • Stem-changing verbs querer, poder (present tense) • reflexive verbs (present tense) • adjective agreement (colour adjectives) • demonstrative adjective este / esta /estos / estas • using three tenses (present, preterite, near future) together 	<ul style="list-style-type: none"> • using the « tú » form of the imperative • voy a + infinitive to talk about the near future • identifying and using tense markers <p>Module 6 - Cultural Aspects</p> <p>No new grammatical concepts are introduced in this unit. Students will focus on reviewing, practising and bringing together the grammar they have learnt throughout the year to communicate accurately and in detail about Mexican culture.</p>
Assessment	<p>Reading assessment to check understanding of the above knowledge.</p> <p>Writing task about free time activities.</p>	<p>Listening comprehension tasks on the topic of food and drink.</p> <p>Reading comprehension activities to check understanding of above knowledge</p>	<p>End of Year Exam – Listening reading and writing covering all Year 8 topics.</p> <p>Written piece about Mexican culture</p>

Key Stage 3: Year 9 – Long Term Planning

	Autumn term	Spring term	Summer term
Knowledge	<p>Modulo 1 Somos asi</p> <ul style="list-style-type: none"> • Opinion phrases • Hobby activities 	<p>Modulo 3 En forma</p> <ul style="list-style-type: none"> • Food and drink • Adjective to describe food. 	<p>Modulo 5</p> <ul style="list-style-type: none"> • Greeting new people and introducing yourself.

	<ul style="list-style-type: none"> • Days of the week • Adverbs of frequency • Types of films • Future tense phrase • Birthday celebrations <p>Modulo 2 Orientate</p> <ul style="list-style-type: none"> • Jobs • Adjectives to describe jobs • Adjectives to describe characteristics which make you employable. • Places of work • Working preferences • Verbs to talk about tasks and responsibilities at work. • Past tense verbs to describe a typical working day. 	<ul style="list-style-type: none"> • Sporting activities • Daily routine phrases • Telling the time • Body parts • Illness and injuries • Good and bad habits <p>Modulo 4 Jovenes en accion</p> <ul style="list-style-type: none"> • Nationalities • Rights and responsibilities • Actions that you can and can't do in your society • Modes of transport • Reasons for using certain modes of transport • How we care for the environment 	<ul style="list-style-type: none"> • Saying you are hungry, thirsty or tired. • Suggesting places to visit. • Describing a trip to the zoo • Buying items in a gift shop • Describing the weather • Wishing people well. <p>Module 6 - Cultural Aspects (Bullfighting)</p> <p>Based around the film Ferdinand</p> <ul style="list-style-type: none"> • History and Origins of Bullfighting • Key Vocabulary Related to Bullfighting and the Arena (e.g., matador, plaza de toros, capote) • Analysis of the Themes in Ferdinand: Tradition vs. Change • The Role of Bulls in Spanish Culture and Symbolism • Perspectives on Bullfighting: Tradition, Art, and Controversy • Alternatives to Bullfighting: Modern Movements and Cultural Shifts in Spain • Art and Literature Inspired by Bullfighting • Spanish Festivals Related to Bulls (e.g., San Fermín and the Running of the Bulls in Pamplona) • Ethical Discussions: Animal Rights and the Debate Over Bullfighting • Spanish Language Focus: Expressions and Sayings Related to Bulls (e.g., "coger el toro por los cuernos") • Debate, Presentation or Persuasive Writing on Bullfighting
Grammar	<p>Modulo 1 Somos asi</p> <ul style="list-style-type: none"> • Pronunciation • Definite articles 	<p>Modulo 3 En forma</p> <ul style="list-style-type: none"> • To make a sentence negative using 'no' or 'nunca' before the verb 	<p>Modulo 5</p> <ul style="list-style-type: none"> • Using expressions with 'tener' • Using the superlative

	<ul style="list-style-type: none"> • The verb 'ser' in the present tense • Using connectives • Adding information • The verb 'ir' in the present tense • Taking notes • Listening for indirect information • Listening for time clues • Reading authentic, challenging and longer texts • Reading for gist <p>Modulo 2 Orientate</p> <ul style="list-style-type: none"> • Omitting the indefinite article • Tener + que • Me gustaría • Adjectival agreement • The preterite tense • Structuring a story • The present tense • The verb 'ir' • Checking your spelling • Starting with what you know • Checking the gender of nouns • Using translation tools and dictionaries • Skimming a text • Scanning a text • Reading for detail • Using the present and the preterite together 	<ul style="list-style-type: none"> • Using stem-changing verbs • Using reflexive verbs • Using different verbs to describe illness • The difference between 'ser' and 'estar' • Using se debe/no se debe • Using the near future tense • Using connectives • Creating interesting/complex sentences using expressions of frequency/sequencers/opinions • Understanding Spanish idioms (extension) <p>Modulo 4 Jovenes en accion</p> <ul style="list-style-type: none"> • Using the 'he/she/it' form of verb • Using adjectives of nationality • Using the verb 'poder' • Using the comparative • Using the near future tense • Using 'we' form of verbs • Creating interesting sentences • Looking up verbs in a dictionary • Using verbs with multiple meaning • Using the right verb form 	<ul style="list-style-type: none"> • Using the preterite of irregular verbs • Using 'tú' and 'usted' • Using three tenses • Speaking confidently • Listening for indirect information • Listening for time clues • Reading authentic, challenging and longer texts • Reading for gist • Developing accuracy • Accurate pronunciation and intonation <p>Module 6 - Cultural Aspects</p> <p>No new grammatical concepts are introduced in this unit. Students will focus on reviewing, practising and bringing together the grammar they have learnt throughout the year to communicate accurately and in detail about Bullfighting in Spain.</p>
<p>Assessment</p>	<ul style="list-style-type: none"> • Listening comprehension activities to check understanding of the above knowledge. • Reading comprehension activities to check understanding of the above knowledge. 	<ul style="list-style-type: none"> • Speaking assessment on the topic of healthy lifestyle. • Writing assessment on the topic of social issues. 	<ul style="list-style-type: none"> • End of Year Exam – Listening reading and writing covering all Year 9 topics. • Written piece about Bullfighting in Spain.

	Autumn term	Spring term	Summer term
Knowledge	<p>Module 1 – Diviértete</p> <ul style="list-style-type: none"> • Talking about Spanish-speaking sports stars. • Talking about the present. • Talking about past sports and free-time activities. • Giving opinions about free time activities. • Arranging to go out. • Talking about future plans. • Planning a cinema visit. <p>Module 2 – Viajes</p> <ul style="list-style-type: none"> • Talking about travel plans. • Discussing travel routes. • Describing a photo. • Talking about festivals in the Spanish speaking world. • Saying what you did on holiday. • Talking about your last vacation. • Giving opinions about past experiences. 	<p>Module 3 – Mi gente, mi mundo</p> <ul style="list-style-type: none"> • Talking about different families. • Describing people. • Talking about famous celebrities. • Using social media. • Talking about friendships and relationships. • Discussing future plans. • Talking about what they enjoy and what matters to them. <p>Module 4 – Mi estilo de vida</p> <ul style="list-style-type: none"> • Learning about typical foods in Spanish-speaking countries. • Talking about healthy living. • Discussing mealtimes and food habits. • Comparing old and new habits. • Discussing health issues and wellbeing. • Practicing listening skills. • Translating into Spanish accurately. 	<p>Module 5 – ¡A clase!</p> <ul style="list-style-type: none"> • Learning about schools in Spain. • Talking about a typical day at school. • Discussing opinions about studies. • Expressing opinions on how to change a school. • Describing a school trip in the past. <p>Module 6 – Mi barrio y yo</p> <ul style="list-style-type: none"> • Finding out about Colombia. • Talking about your area. • Describing a city or town. • Discussing preferences about where you live. • Describing shopping experiences.
Grammar	<p>Module 1 – Diviértete</p> <ul style="list-style-type: none"> • Using adjectives in Spanish. • Revising the present tense. • Using expressions of frequency. • Revising irregular present tense verbs. • Using the near future tense. • Pronouncing the letter 'c' correctly. • Talking about what went wrong. • Practising different verb tenses in the preterite. • Forming questions in the preterite. 	<p>Module 3 – Mi gente, mi mundo</p> <ul style="list-style-type: none"> • Using possessive adjectives. • Using the present continuous to describe a photo. • Using me gusta(n) / me gustaría + infinitive. • Using reflexive verbs. • Choosing when to use ser or estar. • Using direct object pronouns. • Using the he / ha form of the preterite. • Revising the formation of preterite tense verb forms. 	<p>Module 5 – ¡A clase!</p> <ul style="list-style-type: none"> • Using absolute superlatives. • Forming questions and yes/no questions. • Describing a school trip using past tenses. • Using adjectives and adverbs. • Using the conditional tense. • Using si clauses. • Using impersonal verbs with an infinitive. <p>Module 6 – Mi barrio y yo</p> <ul style="list-style-type: none"> • Using the perfect tense.

	Module 2 – Viajes <ul style="list-style-type: none"> Using me gusta(n) / me gustaría + infinitive. Using se puede + infinitive. Using hay and hay que. Making extended sentences with if. Using the he / ha form of the preterite. Practicing the tú and vosotros form of preterite tense verbs. Revising strategies for using different time frames. Using strategies to work out meaning. 	Module 4 – Mi estilo de vida <ul style="list-style-type: none"> Using adjectives in food contexts. Using tener + noun. Using se necesita and hay que + infinitive. Using the imperfect tense to say what you used to do. Using the simple future tense. 	<ul style="list-style-type: none"> Using prepositions of place and directions. Using demonstrative adjectives for descriptions. Using different tenses to describe your area. Revising direct object pronouns. Practicing the imperfect tense. Revising the formation of comparative phrases.
Assessment	Exam Style Listening Assessment – Foundation and Higher Tier Exam Style Reading Assessment – Foundation and Higher Tier	Exam Style Speaking Assessment – Foundation and Higher Tier Exam Style Writing Assessment – Foundation and Higher Tier	End of Year Exam – Listening, Reading and Writing Assessment Year 10 Mock Speaking Examination

Key Stage 4: Year 11 – Long Term Planning, AQA GCSE Spanish

	Autumn term	Spring term	Summer term
Knowledge	Environmental Issues <ul style="list-style-type: none"> Learning about natural wonders of Spanish-speaking countries Talking about how you help in your community Talking about climate change Talking about actions to help the environment Talking about social and climate issues Writing about what you do for the environment Jobs and Careers <ul style="list-style-type: none"> Learning about Latino trailblazers 	Module 1-4 Exam Skills Revision <ul style="list-style-type: none"> Exam preparation and Revision 	Module 5-8 Exam Skills Revision <ul style="list-style-type: none"> Exam preparation and Revision

	<ul style="list-style-type: none"> • Talking about your hopes and dreams • Talking about getting a job • Talking about future career intentions • Talking about the importance of learning languages • Talking about changes in the world of work • Talking about the impact of artificial intelligence 		
Grammar/S	<p>Environmental Issues</p> <ul style="list-style-type: none"> • Revising multiple sounds • Using the imperative • Using the present and preterite tenses • Using the imperfect continuous tense • Using two tenses to talk about the weather • Using three tenses in the I and we forms • Using (no) se debería + infinitive • Working out the meaning of new words • Consolidating the he/she/it form of the preterite • Using the he/she/it form in the present and preterite <p>Jobs and Careers</p> <ul style="list-style-type: none"> • Using different tenses to talk about the past • Using different ways to express future plans • Transcribing unfamiliar words • Using para/sin + infinitive • Giving advice using hay que / tienes que • Using masculine and feminine nouns for jobs 	<ul style="list-style-type: none"> • Listening for gist. • Listening for detail. • Dictation • Listening for distractors <ul style="list-style-type: none"> • Preparing a role-play. • Answering the photo description task • Practising dictation • Pronunciation, phonics and read aloud task. • Answering follow up questions in three tenses. . • Strategies for spontaneity. <ul style="list-style-type: none"> • Reading for gist. • Reading for detail. • Looking for distractors. • Translation into English <ul style="list-style-type: none"> • Writing about a photo. • Answering the 50 word question. • Answering the 90 word question. • Answering the 150 word question. • Translation into Spanish 	<ul style="list-style-type: none"> • Listening for gist. • Listening for detail. • Dictation • Listening for distractors <ul style="list-style-type: none"> • Preparing a role-play. • Answering the photo description task • Practising dictation • Pronunciation, phonics and read aloud task. • Answering follow up questions in three tenses. . • Strategies for spontaneity. <ul style="list-style-type: none"> • Reading for gist. • Reading for detail. • Looking for distractors. • Translation into English <ul style="list-style-type: none"> • Writing about a photo. • Answering the 50 word question. • Answering the 90 word question. • Answering the 150 word question. • Translation into Spanish

	<ul style="list-style-type: none"> • Using and understanding the suffix -dad/-idad • Using modal verbs • Using the infinitive as a noun • Understanding more complex texts • Listening for percentages • Using the simple future tense in the he/she/it form • Using articles (the, a, some) correctly 		
Assessment	Listening and Reading Past Paper Writing Past Paper	Listening, Reading and Writing Past Paper Mock Speaking Exam	