



AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	KNOWLEDGE & SKILLS (CUMULATIVE)	AREs
<p><b>ALL ABOUT ME</b></p> <p>Pupils will learn vocabulary from the following sub-themes:</p> <ul style="list-style-type: none"> <li>• Introductions and greetings</li> <li>• Age and birthday</li> <li>• Family members and friends</li> <li>• Describing self and others with adjectives (including personality and physicality)</li> <li>• Family relationships (including if you get on well with someone and why)</li> </ul> <p>Pupils will learn, apply and revisit key phonics to support them to be able to pronounce Spanish words accurately and decode new words. Vowel sounds, consonant plus vowel sounds (e.g. ge, ga, gi) and clusters of letters together (e.g. ll) will be learnt, practised and revisited.</p> <p>To develop pupils' grammatical understanding, there will be a focus on masculine and feminine and adjectival agreement. Pupils will also be exposed to the differing word order between the languages. Pupils will become familiar with high-frequency verbs (often irregular verbs) in common usage such as soy, somos, tengo, tiene, es and hay to communicate their ideas.</p>	<p><b>MY FREE TIME</b></p> <p>Pupils will learn vocabulary from the following sub-themes:</p> <ul style="list-style-type: none"> <li>• Giving my opinion about something and explaining why</li> <li>• Free time activities including sports</li> <li>• Time phrases to say when you do something</li> </ul> <p>Pupils will build on prior phonics learning as they learn new vocabulary.</p> <p>Pupils start learning about opinions and how to use an opinion with an infinitive during this term. Once pupils have grasped this, they are exposed to the present tense, eventually moving onto how to conjugate an infinitive in the present tense so they can express their ideas.</p>		<p><b>MEDIA &amp; TECHNOLOGY</b></p> <p>Pupils will learn vocabulary from the following sub-themes:</p> <ul style="list-style-type: none"> <li>• Types of technology and devices (e.g. mobile phones, computers and tablets)</li> <li>• Social media platforms and how they are used</li> <li>• Activities pupils do online such as messaging friends, watching videos or gaming</li> <li>• Giving opinions about technology and explaining why</li> <li>• Discussing the advantages and disadvantages of social media</li> </ul> <p>Pupils will continue to build on their phonics knowledge as they learn new vocabulary. They will revisit key sound-spelling patterns in Spanish to support accurate pronunciation and reading aloud.</p> <p>To develop pupils' grammatical understanding, there will be a focus on using opinion phrases and reasons, alongside the present tense to describe how they use technology. Pupils will practise forming longer sentences by combining opinions with infinitive structures and connectives. They will also revisit adjectival agreement and word order when describing online activities and giving viewpoints.</p> <p>Pupils will apply their learning through listening, reading, speaking and writing tasks, including short conversations and paragraphs about their use of technology and their views on social media.</p>		<p><b>MY SCHOOL LIFE</b></p> <p>Pupils will learn vocabulary from the following sub-themes:</p> <ul style="list-style-type: none"> <li>• School and school subjects</li> <li>• Saying what you think about school using adjectives and opinions</li> <li>• Time phrases to say when you study</li> <li>• What schools in Spanish-speaking countries are like and similarities and differences.</li> </ul> <p>Pupils will continue to develop their understanding of the core areas (vocabulary, phonics, opinions, high-frequency verbs and present tense) in the Summer term and will transfer this and other prior learning into this final theme. For example, pupils will recall adjectival agreement from Autumn to describe subjects and staff and will revisit instances where Spanish and English word order are different.</p> <p>Pupils will also learn common phrases, including in different tenses, to support their communication outside of the ARE structure but independent formulation of these is not explored in detail.</p>	<p><b>Key knowledge across the year</b></p> <ul style="list-style-type: none"> <li>• Vocabulary and structures both from individual topic areas and transferrable vocabulary</li> <li>• Intercultural knowledge about Spain and Spanish-speaking countries</li> </ul> <p><b>Key skills across the year</b></p> <ul style="list-style-type: none"> <li>• Pupils will develop as linguists across the four language skills of listening, reading, writing and speaking and will also develop translation skills</li> <li>• A developing understanding of Phonics and sound/spelling patterns in the target language enabling development of listening and speaking skills</li> <li>• A developing understanding of key grammar and structures including masculine and feminine, adjective agreement and the present tense, including high frequency irregular verbs</li> <li>• A focus on giving and explaining opinions so pupils can express their points of view and give a reason</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Vocabulary:</b> knowing vocabulary from the period of study</li> <li>• <b>Phonics:</b> identifying a range of sounds</li> <li>• <b>High-frequency verbs:</b> knowing commonly-used irregular verbs</li> <li>• <b>Opinions and adjectives:</b> giving your point of view and explaining it using adjectives</li> <li>• <b>Present tense:</b> using the present tense</li> </ul>



AUTUMN 1	AUTUMN 2	SPRING 1 / SPRING 2	SUMMER 1	SUMMER 2	KNOWLEDGE & SKILLS (CUMULATIVE)	ARES
<p><b>PAST TENSE HOLIDAYS</b></p> <p>Pupils will learn vocabulary from the following sub-themes:</p> <ul style="list-style-type: none"> <li>• Holiday destinations and types of accommodation</li> <li>• How pupils travelled to their destination</li> <li>• Who they went on holiday with</li> <li>• Activities they did on holiday</li> <li>• Describing the weather and giving opinions about a holiday</li> </ul> <p>Pupils will build on their prior knowledge of free time and travel vocabulary while developing their understanding of how to describe holidays in the past. The focus of this unit is the preterite tense, which enables pupils to talk about events that have already happened. Pupils will learn how to recognise and use common past tense verbs to describe where they went, how they travelled and what they did during their holiday.</p> <p>To develop pupils' grammatical understanding, there will be a focus on conjugating regular verbs in the past tense, alongside key irregular verbs used frequently when describing holidays. Pupils will revisit opinion phrases, connectives and intensifiers in order to extend their sentences and justify their views.</p> <p>Pupils will apply their learning through listening, reading, speaking and writing tasks, including describing past holidays and producing extended paragraphs about a holiday experience.</p>	<p><b>CELEBRATIONS &amp; FESTIVALS</b></p> <p>Pupils will learn vocabulary from the following sub-themes:</p> <ul style="list-style-type: none"> <li>• Different celebrations and festivals in Spanish-speaking countries</li> <li>• Describing how people celebrate special occasions such as birthdays and traditional festivals</li> <li>• Activities that take place during celebrations</li> <li>• Talking about food, music and traditions linked to festivals</li> <li>• Giving opinions about celebrations and explaining why</li> </ul> <p>Pupils will build on their prior knowledge of describing events and experiences while expanding their cultural understanding of traditions in Spanish-speaking countries. Through this topic, pupils will explore how festivals and celebrations are an important part of cultural identity across the Spanish-speaking world.</p> <p>To develop pupils' grammatical understanding, there will be a focus on using both the present tense and past tense to describe celebrations and events. Pupils will revisit opinion phrases, connectives and intensifiers in order to extend their sentences and explain their viewpoints. They will also continue to develop their understanding of word order and agreement when describing traditions and activities.</p> <p>Pupils will apply their learning through listening, reading, speaking and writing tasks, including describing celebrations and producing short paragraphs about festivals and traditions.</p>	<p><b>HEALTH &amp; LIFESTYLE</b></p> <p>Pupils will learn vocabulary from the following sub-themes:</p> <ul style="list-style-type: none"> <li>• Healthy and unhealthy lifestyles</li> <li>• Food, diet and exercise</li> <li>• Daily routines and habits</li> <li>• Talking about illness and visiting the doctor</li> <li>• Giving advice on how to stay healthy</li> </ul> <p>Pupils will build on their prior knowledge of describing daily activities while expanding their vocabulary related to health and wellbeing. They will learn how to discuss healthy choices, routines and habits, as well as describe common health problems and ways to maintain a healthy lifestyle. Topics such as diet, exercise and daily routines are commonly introduced in Key Stage 3 to develop vocabulary linked to health and wellbeing.</p> <p>To develop pupils' grammatical understanding, there will be a focus on using the present tense to describe routines and habits, alongside structures for giving advice and expressing opinions. Pupils will continue to revisit key grammatical concepts such as adjectival agreement, connectives and opinion phrases in order to produce longer and more detailed responses.</p> <p>Pupils will apply their learning through listening, reading, speaking and writing tasks, including discussing their lifestyle and producing short paragraphs about healthy habits and routines.</p>	<p><b>JOBS &amp; FUTURE PLANS</b></p> <p>Pupils will learn vocabulary from the following sub-themes:</p> <ul style="list-style-type: none"> <li>• Different types of jobs and professions</li> <li>• Describing what people do for work</li> <li>• Talking about personal qualities and skills needed for different careers</li> <li>• Discussing future ambitions and the jobs pupils would like to do</li> <li>• Giving opinions about different careers and explaining why</li> </ul> <p>Pupils will build on their prior knowledge of describing people and their interests while expanding their vocabulary related to the world of work and future aspirations. They will learn how to talk about different professions and begin to express what job they might like to do in the future using simple structures such as <i>quiero ser...</i></p> <p>To develop pupils' grammatical understanding, there will be a focus on using the present tense to describe jobs and responsibilities, alongside structures for talking about future ambitions. Pupils will revisit opinion phrases, connectives and intensifiers in order to produce longer and more detailed responses. They will also continue to practise gender agreement when referring to different professions.</p> <p>Pupils will apply their learning through listening, reading, speaking and writing tasks, including discussing careers and producing short paragraphs about their future plans.</p>	<p><b>CELEBRITY CULTURE</b></p> <p>Pupils will learn vocabulary from the following sub-themes:</p> <ul style="list-style-type: none"> <li>• Famous people and celebrities from Spanish-speaking countries</li> <li>• Describing celebrities' appearance and personality</li> <li>• Talking about why pupils admire certain celebrities</li> <li>• Comparing celebrities and expressing preferences</li> <li>• Giving and understanding other people's opinions about celebrities</li> </ul> <p>Pupils will build on their prior knowledge of describing people while expanding their vocabulary related to popular culture and influential figures. They will explore celebrities from the Spanish-speaking world and consider the impact that public figures can have on society and young people. Topics such as celebrity culture help pupils connect language learning with contemporary culture and global media.</p> <p>To develop pupils' grammatical understanding, there will be a focus on using the third person of the present tense to describe what celebrities do and why they are admired. Pupils will also revisit comparatives, opinion phrases and connectives in order to express preferences and justify their views. This unit also reinforces accurate use of adjectival agreement when describing people.</p> <p>Pupils will apply their learning through listening, reading, speaking and writing tasks, including describing famous people and producing short paragraphs explaining which celebrities they admire and why.</p>	<p><b>Key knowledge across the year</b></p> <ul style="list-style-type: none"> <li>• Vocabulary and structures both from individual topic areas and transferrable vocabulary</li> <li>• Intercultural knowledge about Spain and Spanish-speaking countries including towns and cities in the Spanish-speaking world and popular customs and festivals</li> </ul> <p><b>Key skills across the year</b></p> <ul style="list-style-type: none"> <li>• A continued focus on Phonics and sound/spelling patterns including transcription skills</li> <li>• A continued understanding and development of key grammar and structures from Year 7 with a fresh focus on the use of modal verbs and infinitive structures and the preterite (past) tense alongside retrieved and interleaved prior learning</li> <li>• Pupils will continue to give and explain opinions in more detail, including complex opinions in different parts of the verb</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Vocabulary:</b> knowing vocabulary from the period of study</li> <li>• <b>Opinions and justification:</b> giving your point of view and explaining it</li> <li>• <b>Present tense:</b> using the present tense</li> <li>• <b>Past tense:</b> using the past tense</li> <li>• <b>Infinitive structures and modal verbs</b></li> </ul>



AUTUMN 1 / AUTUMN 2	SPRING 1 / SPRING 2	SUMMER 1 / SUMMER 2	KNOWLEDGE & SKILLS (CUMULATIVE)	PQEs
<p><b>PLACES OF INTEREST, WHERE PEOPLE LIVE &amp; THE ENVIRONMENT</b></p> <p>Pupils will learn vocabulary from the following sub-themes:</p> <ul style="list-style-type: none"> <li>• Types of places where people live, including towns, cities and rural areas</li> <li>• Describing houses, neighbourhoods and local areas</li> <li>• Places of interest in towns and cities such as shops, parks and tourist attractions</li> <li>• Environmental issues affecting local areas</li> <li>• Discussing ways people can protect and improve the environment</li> </ul> <p>Pupils will build on their prior knowledge of describing places and giving opinions while expanding their vocabulary related to towns, regions and environmental issues. They will learn how to describe where people live, talk about what there is in a town or city, and discuss the positive and negative aspects of different environments. Vocabulary linked to towns, accommodation and tourist attractions is commonly developed at Key Stage 3 to enable pupils to describe local areas and places of interest.</p> <p>To develop pupils' grammatical understanding, there will be a focus on using the verbs ser, estar and hay to describe places and living environments. Pupils will revisit adjectival agreement, opinion phrases and connectives in order to produce longer and more detailed descriptions. They will also develop their ability to discuss environmental issues and give justified opinions about sustainability.</p> <p>Pupils will apply their learning through listening, reading, speaking and writing tasks, including describing where they live, discussing places of interest and producing extended paragraphs about environmental issues and local areas.</p>	<p><b>MEDIA, TECHNOLOGY &amp; CELEBRITY CULTURE</b></p> <p>Pupils will learn vocabulary from the following sub-themes:</p> <ul style="list-style-type: none"> <li>• Different types of media and technology and how they are used</li> <li>• Activities pupils do using technology such as watching films, listening to music and using social media</li> <li>• Discussing television programmes, films and music</li> <li>• Talking about celebrities from the Spanish-speaking world and why they are admired</li> <li>• Comparing different forms of media and expressing opinions about them</li> </ul> <p>Pupils will build on their prior knowledge of giving opinions and describing people while expanding their vocabulary related to media, technology and popular culture. They will explore how technology is used in everyday life and consider the influence of celebrities, music and film in the Spanish-speaking world. Topics such as media and celebrity culture help pupils connect language learning with contemporary culture and global media.</p> <p>To develop pupils' grammatical understanding, there will be a focus on using the present tense to describe how technology is used, alongside comparatives and intensifiers to compare different types of media. Pupils will also practise expressing other people's opinions and more complex viewpoints, enabling them to produce longer and more detailed responses.</p> <p>Pupils will apply their learning through listening, reading, speaking and writing tasks, including discussing media preferences and producing extended paragraphs about technology, music, films and celebrities.</p>	<p><b>TV, CINEMA &amp; CELEBRITY CULTURE</b></p> <p>Pupils will learn vocabulary from the following sub-themes:</p> <ul style="list-style-type: none"> <li>• Types of television programmes and films</li> <li>• Describing how often pupils watch TV or go to the cinema</li> <li>• Giving opinions about music, films and television and explaining why</li> </ul> <p>Pupils will build on their prior knowledge of giving opinions and discussing hobbies while expanding their vocabulary related to entertainment and popular culture. They will explore different musical styles, television programmes and films, and learn how to describe their preferences and discuss their viewing habits. Topics such as music, film and television are commonly used in Key Stage 3 language learning to help pupils discuss their interests and cultural influences.</p> <p>To develop pupils' grammatical understanding, there will be a focus on using the present tense and adverbs of frequency to describe how often pupils watch or listen to different forms of entertainment. Pupils will also practise comparatives and superlatives to compare programmes and films, alongside the preterite tense to describe a concert, film or programme they watched in the past.</p> <p>Pupils will apply their learning through listening, reading, speaking and writing tasks, including discussing their entertainment preferences and producing extended paragraphs about television, cinema and recent trips out.</p>	<p><b>Key knowledge across the year</b></p> <ul style="list-style-type: none"> <li>• Vocabulary and structures both from individual topic areas and transferrable vocabulary</li> <li>• Intercultural knowledge about Spain and Spanish-speaking countries including Spanish-speaking towns and cities, lifestyle differences between Spanish-speaking countries and the UK as well as sharing Hispanophone music, cinema and TV</li> </ul> <p><b>Key skills across the year</b></p> <ul style="list-style-type: none"> <li>• A continued understanding and development of key grammar and structures from Year 7 and Year 8 with a new focus on the use of modal verbs and infinitive structures, the future tense and target language question types alongside prior, retrieved learning from earlier in Key Stage 3</li> <li>• Pupils will continue to give and explain opinions in more detail and different tenses</li> </ul>	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Opinions and justifications</li> </ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• Comprehension in the target language</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Opinions and justifications</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Communication and clarity</li> <li>• Opinions and justifications</li> <li>• Using multiple tenses</li> <li>• Using infinitive structures and modal verbs</li> </ul>



AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p><b>PEOPLE &amp; LIFESTYLE</b> <b>POPULAR CULTURE</b></p> <p>Pupils will learn vocabulary from the following subthemes:</p> <ul style="list-style-type: none"> <li>• Identity and relationships with others</li> <li>• Free time activities</li> <li>• Celebrity culture</li> <li>• Media and technology</li> </ul> <p>This unit focuses on consolidating learning from KS3 and apply to the GCSE curriculum. Pupils transfer learning of present tense verbs (regular and irregular), modal verbs and transactional language.</p> <p>Pupils apply their knowledge of the present, past and future tenses to understand how to effectively write a structured text in Spanish (90 words), describe a photo and explore transactional scenarios (role play).</p> <p>Pupils will develop an understanding of:</p> <ul style="list-style-type: none"> <li>• Irregular present tense verbs</li> <li>• Past tense</li> <li>• Near future tense</li> <li>• Complex opinions</li> <li>• Imperfect tense structures</li> <li>• Asking questions</li> <li>• Role play structures and functions</li> </ul>		<p><b>PEOPLE &amp; LIFESTYLE</b></p> <p>Pupils will learn vocabulary from the following subthemes:</p> <ul style="list-style-type: none"> <li>• Education and Work</li> </ul> <p>This will involve learning on:</p> <ul style="list-style-type: none"> <li>• School subjects and teachers</li> <li>• School rules and facilities</li> <li>• Life in school at home and abroad</li> <li>• Describing a primary school</li> </ul> <p>The unit builds on prior learning from Year 7 and focuses on pupils applying their understanding of grammar (direct object pronouns and the imperfect tense) and complex opinions to this new context.</p> <p>Pupils will develop an understanding of:</p> <ul style="list-style-type: none"> <li>• Reflexive verbs</li> <li>• Direct object pronouns</li> <li>• The imperfect tense</li> <li>• Photo card descriptions</li> </ul>	<p><b>MEDIA &amp; TECHNOLOGY</b></p> <p>Pupils will learn vocabulary from the following subthemes</p> <ul style="list-style-type: none"> <li>• Media and technology</li> <li>• Celebrity culture</li> <li>• Free time activities</li> </ul> <p>This will involve learning on</p> <ul style="list-style-type: none"> <li>• Use of technology and social media</li> <li>• Influencers, celebrities and celebrity culture</li> <li>• Advantages and disadvantages of media and technology</li> </ul> <p>This unit builds on prior learning from Year 10 and Key Stage 3 and focuses on use of opinions, connectives and presenting robust arguments.</p> <p>Pupils will continue to apply their learning to exam-style scenarios in both speaking and writing, as well as practising core reading and listening skills.</p>	<p><b>EDUCATION &amp; WORK</b></p> <p>Pupils will learn vocabulary from the following subthemes</p> <ul style="list-style-type: none"> <li>• Education and work</li> </ul> <p>This will involve learning on</p> <ul style="list-style-type: none"> <li>• Future study plans</li> <li>• Future work plans</li> <li>• Advantages and disadvantages of post-16 choices</li> <li>• What further study looks like in other countries</li> </ul> <p>Pupils will develop an understanding of:</p> <ul style="list-style-type: none"> <li>• Future and conditional tenses</li> <li>• 150 word task strategy</li> <li>• Photo card description</li> <li>• Role play scenarios</li> </ul>	<p><b>PEOPLE &amp; LIFESTYLE</b></p> <p>Pupils will learn vocabulary from the following sub-themes</p> <ul style="list-style-type: none"> <li>• Identity and relationships with others</li> <li>• Customs festivals and celebrations</li> </ul> <p>This will involve learning on:</p> <p>Positive and negative relationships with family and friends</p> <ul style="list-style-type: none"> <li>• The qualities of a good friend</li> <li>• Marriage and civil status</li> <li>• Future plans linked to relationships and family</li> </ul> <p>Interleaving knowledge and skills around complex opinions and adjectives, pupils build an understanding relationships and marriage.</p> <p>Pupils will develop an understanding of:</p> <ul style="list-style-type: none"> <li>• Complex opinions</li> <li>• Direct object pronouns</li> <li>• Expressing future intentions using modal verbs</li> <li>• Reflexive verbs in the past tense and future tenses</li> </ul>



AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1
<p><b>COMMUNICATION &amp; THE WORLD AROUND US</b></p> <p>Pupils will learn vocabulary from the following subthemes            Travel and tourism including places of interest            Customs festivals and celebrations            Identity and relationships with others</p> <p>This will involve learning on            Normal, past and future holiday plans, including activities, transport and weather</p> <ul style="list-style-type: none"> <li>• Holiday accommodation, including problems</li> <li>• Making travel arrangements</li> <li>• Cultural and religious festivals that are celebrated in the UK</li> <li>• Hispanophone festivals and traditions</li> <li>• Music and sporting events and festivals</li> <li>• Family events and celebrations</li> </ul> <p>This unit provides an opportunity to review and interleave tenses taught in Year 10 (present, past tense, imperfect, conditional and near future throughout).</p> <p>Pupils will develop an understanding of:</p> <ul style="list-style-type: none"> <li>• Simple future tense</li> <li>• Using opinion verbs to express negative and positive emotions</li> <li>• Asking questions</li> </ul> <p>Pupils apply and interleave previous learning around role plays, and build their skills to write 90 or 150 words throughout.</p>	<p><b>PEOPLE &amp; LIFESTYLE COMMUNICATION &amp; THE WORLD AROUND US</b></p> <p>Pupils will learn vocabulary from the following subthemes            Healthy living and lifestyle            Identity and relationships with others            The environment and where people live</p> <p>This will involve learning on</p> <ul style="list-style-type: none"> <li>• Sports and healthy lifestyles</li> <li>• Health problems (personal and societal)</li> <li>• Healthy food and drink</li> <li>• Food and drink in other countries</li> <li>• Societal problems</li> </ul> <p>This unit focuses on developing pupils' skills to discuss personal and societal issues. Pupils develop an understanding of manipulating statistics and data in Spanish, whilst also communicating how they would change their society or personal life (imperfect subjunctive and conditional structures).</p> <p>Pupils will develop an understanding of:</p> <ul style="list-style-type: none"> <li>• Pour</li> <li>• Conditional tense and 'if' clauses using both conditional and simple future tenses</li> <li>• Perfect tense</li> <li>• Impersonal constructions using 'on'</li> </ul> <p>Pupils apply and interleave previous learning around role plays, and build their skills to write 90 or 150 words throughout.</p>	<p><b>COMMUNICATION &amp; THE WORLD AROUND US</b></p> <p>Pupils will learn vocabulary from the following subthemes</p> <ul style="list-style-type: none"> <li>• The environment and where people live</li> </ul> <p>This will involve learning on</p> <ul style="list-style-type: none"> <li>• Home and town (recalled from significant coverage in Year 9)</li> <li>• Local environmental problems</li> <li>• Improving the local environment</li> <li>• Global environmental problems</li> </ul> <p>This unit develops pupils' understanding of global issues, linked particularly to the environment.</p> <p>Pupils will link local and global environmental issues with solutions.</p> <p>Pupils will develop an understanding of:</p> <ul style="list-style-type: none"> <li>• Interleaving tenses from previous units</li> <li>• Modal verbs (present and conditional tense)</li> </ul>	<p><b>REVISION</b></p> <p>Pupils will review learning from all themes and recall prior learning from Key Stage 3 that feeds into the GCSE exams.</p>	