



AUTUMN 1 / AUTUMN 2	SPRING 1 / SPRING 2	SUMMER 1 / SUMMER 2	KNOWLEDGE AND SKILLS (CUMULATIVE)	AREs
<p>All about me</p> <p>Pupils will learn vocabulary from the following sub-themes:</p> <ul style="list-style-type: none"> • Introductions and greetings • Age and birthday • Family members and friends • Describing self and others with adjectives (including personality and physicality) • Family relationships (including if you get on well with someone and why) <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>My free time</p> <p>Pupils will learn vocabulary from the following sub-themes:</p> <ul style="list-style-type: none"> • Giving my opinion about something and explaining why • Free time activities including sports • Time phrases to say when you do something <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>My school life</p> <p>Pupils will learn vocabulary from the following sub-themes:</p> <ul style="list-style-type: none"> • School and school subjects • Saying what you think about school using adjectives and opinions • Time phrases to say when you study • What schools in Spanish-speaking countries are like and similarities and differences. <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>Key knowledge across the year</p> <ul style="list-style-type: none"> • Vocabulary and structures both from individual topic areas and transferrable vocabulary. • Intercultural knowledge about Spain and Spanish-speaking countries. <p>Key skills across the year</p> <ul style="list-style-type: none"> • Pupils will develop as linguists across the four language skills of listening, reading, writing and speaking and will also develop translation skills. • A developing understanding of Phonics and sound/spelling patterns in the target language enabling development of listening and speaking skills. • A developing understanding of key grammar and structures including masculine and feminine, adjective agreement and the present tense, including high frequency irregular verbs. • A focus on giving and explaining opinions so pupils can express their points of view and give a reason. 	<ul style="list-style-type: none"> • Vocabulary: knowing vocabulary from the period of study. • Phonics: identifying a range of sounds. • High-frequency verbs: knowing commonly-used irregular verbs. • Opinions and adjectives: giving your point of view and explaining it using adjectives. • Present tense: using the present tense.



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<p>Holidays and Festivals Pupils will learn vocabulary from the following sub-themes:</p> <ul style="list-style-type: none"> • Holiday destinations • Weather • Methods of transport and adjectives • Ordering tickets • Holiday activities • Comparatives <p>Festivals Pupils will learn vocabulary from the following sub-themes</p> <ul style="list-style-type: none"> • Famous places in Spain • Using the past tense to describe holidays • Adjectives to describe a holiday • Writing a postcard • Spanish festivals and celebratory activities in the past tense • Conversational Spanish to describe a trip. • Time Phrases <p>Pupils will continue to learn, apply and revisit key phonics to support them to be able to pronounce Spanish words accurately and decode new words. Pupils will focus on new pronunciation differences and misconceptions such as 'v', 'c', 'g' and 'h' with 'hacer' in weather phrases.</p> <p>To develop pupils' grammatical understanding, there will be a focus on conjugation of irregular verbs such as IR and HACER. Pupils will also be exposed to how to answer and ask questions with increasing fluency. Pupils will become familiar and revisit how to use high frequency simple and complex opinions.</p> <p>Pupils will continue to develop their exploration of Spanish culture and traditions in by studying key festivals in the Spanish speaking world and giving their views on them.</p> <p>Pupils will start learning the preterite tense in context to describe a past trip while interleaving the present tense.</p>	<p>Technology and Social Media Pupils will learn vocabulary from the following sub-themes:</p> <ul style="list-style-type: none"> • Types and uses of technology • Advantages and disadvantages of technology • Past tense continued • Time phrases continued <p>Pupils will continue to develop their understanding of the past tense and transfer this knowledge to the theme of Technology and Social Media.</p> <p>Pupils will develop their confidence when using opinions and reasons to express what they think about different technology and the benefits and disadvantages of social media, whilst revisiting important language structures such as comparatives and infinitive structures such as 'para'.</p>	<p>The environment Pupil will learn vocabulary from the following sub themes:</p> <ul style="list-style-type: none"> • How we can help the environment and why • Past tense continued <p>Pupils will cement their understanding of the present and past tense through the topic of the environment. The topic aims to give pupils the opportunity to give their opinion of different environmental problems and offer solutions.</p>	<p>Key knowledge across the year</p> <ul style="list-style-type: none"> • Vocabulary and structures both from individual topic areas and transferrable vocabulary. • Intercultural knowledge about Spain and Spanish-speaking countries including towns and cities in the Spanish-speaking world and popular customs and festivals. <p>Key skills across the year</p> <ul style="list-style-type: none"> • A continued focus on Phonics and sound/spelling patterns including transcription skills. • 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. • Pupils will continue to give and explain opinions in more detail, including complex opinions in different parts of the verb. 	<ul style="list-style-type: none"> • Vocabulary: knowing vocabulary from the period of study • Opinions and justification: giving your point of view and explaining it • Present tense: using the present tense • Past tense: using the past tense • Infinitive structures and modal verbs



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<p>My City and my Home</p> <p>Pupils will learn vocabulary from the following sub-themes:</p> <ul style="list-style-type: none"> • Types of home • Places in town • Directions • Activities in town (present and future) • Rooms in a house • Furniture • Prepositions • Household tasks • Activities at home <p>Pupils will continue to learn, apply and revisit key phonics to support them to be able to pronounce Spanish words accurately and decode new words.</p> <p>Pupils will focus on common misconceptions such as 'll', 'c' and 'j' sounds.</p> <p>To develop pupils' grammatical understanding, pupils will examine the difference between SER and ESTAR and will continue their application of common uses of HABER and TENER. At this point there is regular interleaving of past and present tense as well as an introduction to modal verbs.</p> <p>Pupils will also begin learning the future tense as an infinitive structure.</p>	<p>Healthy Living</p> <p>Pupils will learn vocabulary from the following sub-themes:</p> <ul style="list-style-type: none"> • Food and drink items • Common food and drink verbs • Infinitive structures • Adjectives • Transactional vocabulary in a restaurant • Sports and advice on how to lead healthy lifestyles/ avoid bad habits • Regular interleaving of present/past/future tenses. <p>Pupils will continue to develop their grammatical knowledge to use the present, past and future tenses together in this module on health.</p> <p>In this module there is a focus on transactional vocabulary when in a restaurant or supermarket.</p>	<p>TV and Cinema</p> <p>Pupils will learn vocabulary from the following sub themes:</p> <ul style="list-style-type: none"> • Types of TV Shows • Using indirect object pronouns • Higher level time phrases and opinion phrases • Transactional vocabulary at the cinema - including buying a cinema ticket • Types of films and film specific vocabulary • A mini film study and review <p>Pupils will apply all three tenses whilst also experiencing more challenging grammar usage such as use of object pronouns.</p> <p>Through this cultural theme, pupils will become familiar with TV and cinema from Spanish culture and will have the opportunity to see authentic material.</p>	<p>Key knowledge across the year</p> <ul style="list-style-type: none"> • Vocabulary and structures both from individual topic areas and transferrable vocabulary. • 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. <p>Key skills across the year</p> <ul style="list-style-type: none"> • 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. • Pupils will continue to give and explain opinions in more detail and different tenses. 	<p>Listening</p> <ul style="list-style-type: none"> • Vocabulary • Opinions and justifications <p>Comprehension</p> <ul style="list-style-type: none"> • Comprehension in the target language <p>Reading</p> <ul style="list-style-type: none"> • Vocabulary • Opinions and justifications <p>Writing</p> <ul style="list-style-type: none"> • Communication and clarity • Opinions and justifications • Using multiple tenses • Using infinitive structures and modal verbs



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<p>Me, my family and friends Free time and leisure</p> <p>Pupils will learn vocabulary from the following sub-themes:</p> <ul style="list-style-type: none"> • Personality and physical descriptions • Free time activities • Shopping in town • Attending an event <p>This is a transitional unit at Year 10 to consolidate learning from KS3 and apply to the GCSE curriculum. Pupils transfer learning of present tense verbs (regular and irregular), modal verbs and transactional language. Pupils apply their knowledge of the present, past and future tenses to understand how to effectively write a structured text in Spanish (90 words) and explore transactional scenarios (role play).</p> <p>Pupils will develop an understanding of:</p> <ul style="list-style-type: none"> • Irregular present tense verbs • Preterite tense • Near future tense • Complex opinions • Asking questions • Role play structures and functions 	<p>Home, town neighbourhood and region</p> <p>Pupils will learn vocabulary from the following sub-themes:</p> <ul style="list-style-type: none"> • Describing houses and accommodation • Household chores • Daily routine • Advantages and disadvantages of your town • Ideal home/town <p>Building on learning from the home and local area unit in Year 9, pupils will focus on understanding and giving complex opinions on where they live. They will also learn the conditional tense, and apply to descriptions of their ideal town / house.</p> <p>Pupils will develop an understanding of:</p> <ul style="list-style-type: none"> • Lo+ adjective constructs • Reflexive verbs • Modal verbs • Conditional tense 	<p>My studies life at school, and education post-16</p> <p>Pupils will learn vocabulary from the following sub-themes:</p> <ul style="list-style-type: none"> • Giving opinions on school subjects • Relationships with teachers • School rules and facilities • Future study plans • Life in school (clubs, trips and classroom activities) • Describing a primary school • Future study and work plans • Advantages and disadvantages of post-16 choices <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"> • Reflexive verbs • Direct object pronouns • The imperfect tense • Photo card descriptions 	<p>Family and relationships</p> <p>Pupils will learn vocabulary from the following sub-themes:</p> <ul style="list-style-type: none"> • Positive and negative relationships with family and friends • The qualities of a good friend • Marriage and civil status • Future plans linked to relationships and family <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"> • Complex opinions • Direct object pronouns • Expressing future intentions using modal verbs • Reflexive verbs in the preterite and future tenses



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<p>Travel and Tourism</p> <p>Pupils will learn vocabulary from the following sub-themes:</p> <ul style="list-style-type: none"> • Normal, past and future holiday plans, including activities, transport and weather • Holiday accommodation, including problems • Making travel arrangements <p>Pupils will retrieve knowledge from learning about holidays in Year 8. This unit provides an opportunity to review and interleave tenses taught in Year 10 (present, preterite, imperfect, conditional and near future throughout)</p> <p>The unit allow pupils to explore transactional scenarios (role play) around the airport, hotel and ticket office.</p> <p>Pupils will develop an understanding of:</p> <ul style="list-style-type: none"> • Simple future tense • Using opinion verbs to express negative and positive emotions • Asking questions 	<p>Festivals and customs</p> <p>Pupils will learn vocabulary from the following sub-themes:</p> <ul style="list-style-type: none"> • Cultural and religious festivals that are celebrated in the UK • Hispanic festivals and traditions • Music and sporting events and festivals • Buying tickets for an event <p>This unit introduces pupils to culturally important events in the Hispanic world, and allows them to better understand the importance of festivals in these cultures. Pupils apply and interleave previous learning around role plays, and build their skills to write 90 or 150 words throughout.</p> <p>Pupils will develop an understanding of:</p> <ul style="list-style-type: none"> • The passive voice • Structures to support the narration of an event 	<p>Social issues</p> <p>Pupils will learn vocabulary from the following sub-themes:</p> <ul style="list-style-type: none"> • Local societal problems • Volunteering and charity work in the community • Healthy food and drink • Sports and healthy lifestyles • Personal health problems • Societal health problems <p>This unit focuses on developing pupils' skills to discuss personal and societal issues related to poverty, homeless, crime and health. 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"> • Para and para que • Imperfect subjunctive + conditional tense • Perfect tense • Impersonal constructions • Reflexive verbs in the imperfect tense 	<p>Environment and global issues</p> <p>Pupils will learn vocabulary from the following sub-themes:</p> <ul style="list-style-type: none"> • Local environmental problems • Improving the local environment • Global environmental problems <p>This unit develops pupils' understanding of global issues, linked particularly to the environment. 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"> • Interleaving tenses from previous units • Modal verbs (present and conditional tense) 	<p>Revision</p> <p>Pupils will review learning from all themes in Year 10 and 11, and will also review:</p> <ul style="list-style-type: none"> • Technology and social media (Year 9)