

Key Stage 3 Long Term Planning

Year 7 INTENT:

Our research- led curriculum is designed to open a world of opportunities for all pupils by increasing, both their cultural and linguistic awareness and understanding. We aim to spark curiosity and enthusiasm as students develop their skills, enabling them to be confident, adaptable, communicators, enhanced through real life experiences both inside and outside of the classroom.

Language learning should equip students with insight and confidence, lifelong linguistic skills and respect for the modern, multicultural and democratic society that we live in.

As part of our participation in the NCELP project, we are currently running a new SoW in year 7 based on language and grammar frequency and phonetic proficiency.

Faculty Area: Spanish

Year 7	Transition	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge	<p>Qualities of success:</p> <ul style="list-style-type: none"> -Intro to the Spanish speaking world & languages- link to our origins: background and cultural influence. -classroom vocab and questions 	<p>Mi familia y yo:</p> <ul style="list-style-type: none"> - physical and personality descriptors. - vocabulary. -Verbs 'To be' and 'to have' <p>Phonics</p>	<p>Mi familia y yo con't:</p> <ul style="list-style-type: none"> - Family and pets -Describing other people. <p>La Navidad:</p> <ul style="list-style-type: none"> -Cultural insight <p>Phonics</p>	<p>Mi insti:</p> <ul style="list-style-type: none"> - School subjects, teachers, facilities, description vocab. -opinions -time <p>Phonics</p>	<p>Mi insti con't:</p> <ul style="list-style-type: none"> - Breaktime activities. -Uniform* <p>La Semana Santa:</p> <ul style="list-style-type: none"> - Cultural insight <p>*optional</p>	<p>Los deportes:</p> <ul style="list-style-type: none"> - verbs To play -jugar To do - hacer - Sports vocabulary. <p>Phonics</p>	<p>Los deportes con't:</p> <ul style="list-style-type: none"> - Weather + sports <p>Phonics</p>
Skills	<ul style="list-style-type: none"> -Speaking: confidence -asking questions -Responsibility -Enthusiasm -Curiosity -Reflection -Optimism -Resilience -Organisation -Empathy -Well-being 	<ul style="list-style-type: none"> - Word gender - Adjectival agreement - Syntax/word order - use of 'ser' / 'Tener'. - Broadening vocabulary to be used with 'ser' - Adding 'passions' to expand descriptions of yourself. 		<ul style="list-style-type: none"> - Using regular -ar verbs (1ps and 2ps pairing) - Giving opinions - singular & plural forms. 	<ul style="list-style-type: none"> - revisit opinions. -justifying opinions - Regular er/ir verbs (1 ps and 2ps and 3ps/1pp) - Future tense (focus on 1ps and 1pp pairing) 	<ul style="list-style-type: none"> - Using regular and irregular (present tense) verbs. - embedding opinions 	<ul style="list-style-type: none"> - embedding justifications. - Revisit irregular verbs. - Future tense- first look.

Connections to previous learning	Establishing prior knowledge	- encouraging use of language acquired in prior learning -		- Developing understanding of verb forms in Spanish. - Drawing on knowledge of adjectives from unit 1 and expanding. Students are able to recognise present tense verb endings for ar/er/ir verbs.		Regular verbs revisited. - Transferring knowledge of opinions to talk about sports. - Using skills and knowledge acquired over the unit and applying in next context of sports to expand sentences.	
Assessment		Me presento: Q& A short writing	Reading & listening: Mi familia y yo	Translation: Mi insti intro and mi familia recall	Extended writing : Mi insti	Dictation: Los deportes	End of year assessment
Homework	Display piece: vocabulario de la clase	Vocabulary retrieval	Vocabulary retrieval	Vocabulary retrieval	Vocabulary retrieval	Vocabulary retrieval Revisión tasks	Vocabulary retrieval
Cultural enrichment including Trips, Visits, Experiences, Extra-curricular	Visit to Spain launched (alternate years) departs July Launch Language club		-La Navidad: Cultural significance. -Comparison to UK. -Understanding of traditions.		-Semana Santa: Cultural significance. -Comparison to UK. -Understanding of traditions. -Natural wonders of the Spanish-speaking world		Carlitos: Spanish cinema- topic of sport: descriptions of characters
Literacy	Spanish alphabet/new letters	Similarities/differences between Spanish and English	Grammar: nouns/adjectives/ verbs		Tenses		Working with longer texts.
Numeracy	Numbers 1-10	Number sequences and patterns		Numbers 1-30	Time		
CIAG	Exploration of languages and future prospects: jobs that may require languages			Focus on why languages are more important in Spanish education system and how this may put us at a disadvantage when job hunting			Famous sports personalities and how languages have helped them develop their career

Key Stage 3 Long Term Planning

Year 8 INTENT:

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Faculty Area: Spanish

Year 8	Transition	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge	Classroom language/instructions - Retrieval: Name, age and family -Q&A in TL	<u>Mi casa:</u> - Types of accommodation locations opinions rooms. Phonics	<u>Mi Casa cont':</u> - furniture - dream bedroom - future home - chores* *Optional	<u>Mi ciudad:</u> - compass points - countries - location and facilities Phonics	<u>Mi ciudad:</u> - ideal city - things to do in the city -directions Phonics	<u>La comida</u> -ordering food -food preferences Phonics	<u>La comida cont'd</u> - Healthy/un healthy choices Phonics
Skills	- Describing yourself - Giving information about yourself and others. -Questioning -phonics	-Consolidation of opinions, adjectival agreement singular and plural. -Development of prepositions. -'Hay' + noun -Development of present tense full paradigm in pairs	-Hay cont'd -Conditional tense ('me gustaría, te gustaría' pairing.) -Modal verbs 'tener que' (1ps-I /2ps-YOU pairing and 3ps-(S)HE/1pp-WE pairing) -Future tense introduction. Full paradigm in pairs	- adjective agreement - opinions singular and plural consolidation	-conditional tense development (1ps-I/2ps-YOU pairing) - consolidation of future tense 1ps-I/1pp-WE pairing -past introduction (1ps ar/er/ir pairing.)	-making plans, understanding menus and ordering food - applying knowledge of tenses to new key verbs. Verb: QUERER (1 p.s.)	- categorise healthy and unhealthy foods and diets

Connections to previous learning	Recap of all prior learning: present tense Q+A (1ps/2ps)	- Developing opinions - singular and plural articles.	- Hay + noun - developing opinions and applying them to new context	- Estar + position - adjective agreement review - definite and indefinite articles -opinions -present tense. -1ps future and conditional.	-present tense, -1ps future and conditional. - opinions -application of time to activities	-Opinions - ar/er/ir regular verbs revisited. - using frequency of time phrases -negatives. - developing knowledge of weather.	-conditional tense consolidation. - consolidating opinions in plural form
Assessment		Mi Casa Tweet: <i>Writing</i>	-Mi Casa: Grammar	-Reading & Listening	La ciudad Leaflet: Writing OR Story board (writing) and video (speaking)	Ordering food: speaking	End of Year Exam (Reading, listening & writing)
Homework	Grammar tasks: revision of prior learning	Vocabulary retrieval	Vocabulary retrieval	Vocabulary retrieval	Vocabulary retrieval	Vocabulary retrieval Revisión tasks	Vocabulary retrieval
Cultural enrichment including Trips, Visits, Experiences, Extra-curricular	Visit to Spain launched (alternate years) departs July Launch Language club	- Independent research: Latin American housing and Gaudí houses. - El día de los muertos: Cultural insight and exploration of Mexican tradition	- La Navidad – developed from Y7.	- Mi ciudad. Virtual exchange with Spanish school. -visit to local attractions to film videos.	- La semana santa-developed from Y7	-food/meal-times in Spain and Spanish speaking countries	Coco- Spanish cinema linked to El Día de los Muertos
Literacy	Vocabulary retrieval & retention-improving lexicon	Written accuracy; proof reading, spellings, punctuation	Grammar links-tenses. Word families	Skimming & scanning -identifying answers -word patterns	Accuracy & quality of language	Vocabulary & grammar retrieval & retention	Vocabulary & grammar retrieval & retention
Numeracy	Larger number patterns			Time revisited		Food quantities	
CIAG	European day of languages: where language learning can take you			Establishing links to enable real language communication to demonstrate future prospects.	Research skills	Communication skills: speaking and listening focus	

Key Stage 3 Long Term Planning

Year 9 INTENT:

Our curriculum is designed to open a world of opportunities for all pupils by increasing, both their cultural and linguistic awareness and understanding. We aim to spark curiosity and enthusiasm as students develop their skills, enabling them to be confident, adaptable, communicators, enhanced through real life experiences both inside and outside of the classroom.

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Faculty Area: Spanish

Year 9	Transition	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge	-revision of classroom lang and instruction -revision of tenses	Mis Vacaciones: -revisit countries - modes of transport - accommodation - activities	Mis Vacaciones: - Holiday activities developed in different tenses. - Develop knowledge of weather. - hotel vocabulary	Todo sobre mi vida: - technology & mobile phones - use and preferences. - music vocabulary - music preferences	Todo sobre mi vida con't: - TV programmes & film genres. - basic understanding of film review.	Festivales y cultura: - the role of influencers/You tubers and celebrities in society. - Jobs	Festivales y cultura : - cultural understanding of festivals in Spanish speaking countries.
Skills	- opinions - present tense - Revision of using Target Language in class	- describing what you normally do on holiday. - expressing opinions in present tense. - reflexive /non reflexive in 1ps-I - making plans for future holidays using immediate future using 1ps and 1pp.	- Past tense (intro 1ps -I and 2ps-you). - Describing holidays in the past - Describing ideal holiday using conditional. -using the simple future (1ps- I and 3ps-he/she/it) - making reservations in a hotel. - identifying the 2 future tenses and conditional by looking at form.	- revisit all tenses with new key verbs. - - para + infinitive - expressing personal opinions and developing reasons.	- revisit all tenses with new key verbs. - expressing personal opinions and developing reasons.	- new vocabulary to discuss role models/influences - se puede structure	- conditional tense to express which festivals they would like to visit
Connections to previous learning	Recap of all prior learning.	- Present tense. - Revision of prepositions. - Family vocabulary. - Revising difference between present and immediate future 'I go' / 'I'm going to go'	- Difference between simple future and conditional in 1ps-I. - Difference between present and past in 1ps-I.	- Revisit all tenses. - developing opinions.	- reapply grammar rules of key verbs to new vocabulary - developing opinions. - reapply comparisons to new vocabulary.	-Present tense revision - opinions and adjectival agreement. - Revision of numbers.	- revisit opinions and reasons

			- development of full paradigm of present tense.			- revision of all tenses studied so far.	
Assessment		Mis Vacaciones: Translation	Weather report: Speaking	Television & Películas: dictation	Música : Writing: interview	Festivales Reading	End of year assessment: (reading, listening, writing & translation)
Homework	Grammar: revision of prior learning.	Vocabulary retrieval	Vocabulary retrieval	Vocabulary retrieval	Vocabulary retrieval	Vocabulary retrieval Revisión tasks	Vocabulary retrieval
Cultural enrichment including Trips, Visits, Experiences, Extra-curricular	Visit to Spain launched (alternate years) departs July Launch Language & Culture club		- Selecting a recipe from a Spanish speaking country and comparing it with English food.	- Text language and slang - Spanish and Latin American music.	- independent research: Spanish artists/musicians	Cultural insight: Festivals in Spanish speaking countries	- Cultural exposure – film linked to Bull Fighting: Ferdinand
Literacy	Vocabulary retrieval & retention- improving lexicon	Written accuracy; proof reading, spellings, punctuation	Vocabulary & grammar retrieval & retention	Skimming & scanning -identifying answers -word patterns	Accuracy & quality of language		
Numeracy	Number bonds		Quantities & measurements	Costings		Larger numbers (number of followers/views/like s)	
CIAG		Revision techniques and organisation	Where are they now? How people have used languages to establish careers.	Careers linked to languages: options lesson	Travel opportunities	Careers guidance/ University requirements: focus on languages	

Key Stage 4 Long Term Planning

Year 10 SYLLABUS:

In KS4 we follow the AQA specification for GCSE. We cover the three themes in depth with a focus on the 4 attainment areas. KS3 is used as a foundation to progress in both skill application and knowledge at KS4. Revision and exam technique are built into the curriculum design at KS4.

Curriculum Area: Spanish

Year 10	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Year 10 Work Experience – 1 Week
Syllabus	<u>REVISION OF TENSES AND VOCABULARY RETRIEVAL</u> Mis Estudios -Revisit school subjects, teachers, facilities, <u>RETRIEVAL:</u> KS3: grammar/vocab	<u>Mis Estudios con't</u> -break time activities -school rules -school day -trips -daily routine <u>RETRIEVAL:</u> KS3 grammar/vocab	<u>Mis Estudios y Mi Futuro</u> -A-level/University -jobs and future employment - world of work -job adverts <u>RETRIEVAL:</u> tenses	<u>Mis Relaciones Familiares</u> -Revisit personal/family descriptions -Day out with family -Usual routines with Friends -relationships with family/friends <u>RETRIEVAL:</u> school/grammar/vocab	<u>Mis pensamientos del futuro</u> -thoughts on marriage/family/future plans -ideal partner Los festivals/las fiestas <u>RETRIEVAL:</u> school/family/grammar/vocab	<u>Mis pasatiempos</u> -free time -sports -music, TV, cinema -Young people in Spain	
Knowledge	-revisit present (FULL PARADIGM) comparatives/superlatives -revisit and develop opinions Higher level structures	-reflexive verbs (1ps-1/3ps-(S)HE pairing) -revisit past tense -(lo que + infinitive, tener + infinitive, quisiera) -Se debe/hay que/tener que	-revisit past and future tenses (FULL PARADIGM) -cuando + subjunctive -tu/usted -Revisit: El día de los muertos Revisit: La Navidad	--Possessive adjectives -revisit adjective agreement and position	-embed reflexive verbs (casarse) -embed conditional tense -subjunctive with que -	Consolidation of irregular verbs (Salir, ver, dar, querer) -revisit opinions and reasons -Direct object pronouns -present continuous (1ps-1/2ps-YOU pairing)	
Skills	-Application of grammar to new contexts. -speaking photocard	- using knowledge from earlier in the unit to develop points		-constructing responses using learning from more than one topic.	- constructing responses using learning from more than one topic.	-Dealing with the unknown- how to approach exams.	

Assessment	Writing GCSE exam question 90 words	Reading & Writing Past papers: Foundation	<i>Speaking Photocard : Foundation & Higher</i>	Listening past paper	Translation task : Foundation & Higher	End of year exam: all 4 skill areas
Homework	-Set according to the group strengths/weaknesses and SOW. - Speaking question preparation for topic -vocab: quizlet	-Set according to the group strengths/weaknesses and SOW. - Speaking question preparation for topic -vocab: quizlet	-Set according to the group strengths/weaknesses and SOW. - Speaking question preparation for topic -vocab: quizlet	-Set according to the group strengths/weaknesses and SOW. - Speaking question preparation for topic -vocab: quizlet	-Set according to the group strengths/weaknesses and SOW. - Speaking question preparation for topic -vocab: quizlet	-speaking prep/revision -vocab: quizlet
Cultural enrichment including Trips, Visits, Experiences, Extra-curricular	Cultural understanding: Spanish school system Visit to Spain launched (alternate years) departs July European Day of Languages UCLan trip Launch Language & Culture club	El Dia de los Muertos: revisit the traditions and celebrations. Express an opinion about such traditions. La Navidad: compare celebrations around the world.		Interaction with Spanish natives: speaking practice	Las fiestas/festivales: understanding of what takes places and where in: -La tomatina -San Fermin -Carnaval	
Literacy	Vocabulary retrieval & retention- improving lexicon	Skimming & scanning - identifying answers -word patterns		Written accuracy; proof reading, spellings, punctuation	Accuracy & quality of language	Vocabulary & grammar retrieval & retention
Numeracy	-Numbers: dates	Numbers: Time		-prices/buying tickets		
CIAG		Universities in Spain/Spanish speaking		Future options: what is required to achieve goals		Communication skills: speaking and listening

<p>Knowledge</p>	<ul style="list-style-type: none"> -present continuous (1ps-1/2ps-YOU pairing) -intro to perfect tense (recognition) <p>Revisit tenses: present, past, future x2, conditional</p> <ul style="list-style-type: none"> -Sequencing words Antes de/despues de irregular verb: hacer+weather 	<ul style="list-style-type: none"> -Revisit tenses: -Imperfect vs Preterite -Sequencing words Antes de/despues de 	<p>Demonstrative adjectives</p> <ul style="list-style-type: none"> -prepositions -revisit: irregular verbs :hacer/ir -Expressions of quantity -revisit imperfect -se debe/deberia 	<ul style="list-style-type: none"> -affirmative/negatives -revisit present continuous -revisit perfect -giving advice: es major/seria major -Si clauses + subjunctive (si fuera/tuviera) -opinions and justifications -expressing points of view <p>Revision</p> <ul style="list-style-type: none"> -application of content knowledge and grammar skills to all attainment areas 	
<p>Skills</p>	<ul style="list-style-type: none"> -Dealing with the unknown- how to approach exams 	<ul style="list-style-type: none"> -Using two past tenses accurately in the same expression -Develop complexity: extending phrases -Recognising questions and responding appropriately 	<ul style="list-style-type: none"> - Enhancing descriptions using 'que' -Constructing phrases containing a variety of tenses and structures -speaking focus 	<ul style="list-style-type: none"> -Applying grammatical knowledge in new contexts -Expressing contrasting points of view -constructing questions <p>Revision</p> <ul style="list-style-type: none"> -Listening and Reading revision -Writing practice 	
<p>Assessment</p>	<ul style="list-style-type: none"> -Speaking mock exam 	<p>- Full GCSE mock exam: all attainment areas (speaking from previous half term to be used)</p>	<p>-Mock exam- listening, reading, speaking and writing</p>	<p>GCSE exams Speaking GCSE exam</p>	<p>GCSE exams con't</p>
<p>Homework</p>	<ul style="list-style-type: none"> -Set according to the group strengths/weaknesses and SOW. - Speaking question preparation for topic - Vocab: Quizlet 	<ul style="list-style-type: none"> -Set according to the group strengths/weaknesses and SOW. - Speaking question preparation for topic Vocab: Quizlet 	<p>Revision plan</p>	<p>Revision plan</p>	<p>Revision plan</p>
<p>Cultural enrichment including Trips, Visits, Experiences, Extra-curricular</p>	<ul style="list-style-type: none"> -Spanish speaking world as holiday destinations- exploration - interaction with Spanish natives: speaking practice <p>Launch Language & Culture club</p>	<ul style="list-style-type: none"> -Festivals -Speaking opportunities (extra curricular- Alevel students) 			

Literacy	Vocabulary retrieval & retention- improving lexicon	Skimming & scanning -identifying answers -word patterns	Written accuracy; proof reading, spellings, punctuation	Accuracy & quality of language	
Numeracy		Larger numbers (visitors to destinations/populations)		Numbers: statistics	
CIAG	Importance of languages and translation industry	Independent revision skills Revision/speaking practice with Y12/13	Volunteering/travelling		