

# 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 a hybrid design of language/ grammar frequency and phonetic proficiency and topic based learning.*

## Faculty Area: Spanish

Year 7	Transition	Unit 1: Autumn	Unit 2: Spring	Unit 3: Summer
<b>Knowledge</b>	<b>Qualities of success:</b> -Intro to the Spanish speaking world & languages- link to our origins: background and cultural influence. -classroom vocab and questions	<b><u>Mi familia y yo:</u></b> - physical and personality descriptors. - vocabulary. -Verbs 'To be' and 'to have' - Family and pets -Describing other people. Phonics <b><u>La Navidad:</u></b> -Cultural insight Phonics	<b><u>Mi insti:</u></b> - School subjects, teachers, facilities, description vocab. -opinions -time - Breaktime activities. -Uniform* Phonics <b><u>La Semana Santa:</u></b> - Cultural insight *optional	<b><u>Los deportes:</u></b> - verbs To play -jugar To do - hacer - Sports - Weather + sports vocabulary. Phonics
<b>Skills</b>	-Speaking: confidence -asking questions -Responsibility -Enthusiasm -Curiosity -Reflection	- Word gender - Adjectival agreement - Syntax/word order - use of 'ser' / 'Tener'. - Broadening vocabulary to be used with 'ser'	- Using regular -ar verbs (1ps and 2ps pairing) - Giving opinions - singular & plural forms. - revisit opinions. -justifying opinions	- Using regular and irregular (present tense) verbs. - embedding opinions - embedding justifications. - Revisit irregular verbs. - Future tense- first look.

	<ul style="list-style-type: none"> <li>-Optimism</li> <li>-Resilience</li> <li>-Organisation</li> <li>-Empathy</li> <li>-Well-being</li> </ul>	- Adding 'passions' to expand descriptions of yourself.	<ul style="list-style-type: none"> <li>- Regular er/ir verbs (1 ps and 2ps and 3ps/1pp)</li> <li>- Future tense (focus on 1ps and 1pp pairing)</li> </ul>	
<b>Connections to previous learning</b>	Establishing prior knowledge	- encouraging use of language acquired in prior learning	<ul style="list-style-type: none"> <li>- Developing understanding of verb forms in Spanish.</li> <li>- Drawing on knowledge of adjectives from unit 1 and expanding.</li> </ul> <p>Students are able to recognise present tense verb endings for ar/er/ir verbs.</p>	<p>Regular verbs revisited.</p> <ul style="list-style-type: none"> <li>- Transferring knowledge of opinions to talk about sports.</li> <li>- Using skills and knowledge acquired over the unit and applying in next context of sports to expand sentences.</li> </ul>
<b>Assessment</b>		Me presento: Q& A short writing <b>Reading &amp; listening:</b> Mi familia y yo	<p>Translation: Mi insti intro and mi familia recall</p> <p>Extended writing : Mi insti</p>	<p>Dictation: Los deportes</p> <p><b>End of year assessment</b></p>
<b>Homework</b>	Display piece: vocabulario de la clase	<p>Weekly vocabulary/grammar retrieval tasks in line with faculty policy</p> <p>Some revisión tasks</p>		
<b>Cultural enrichment including Trips, Visits, Experiences, Extra-curricular</b>	<p><b>Opportunities to support pupils' development include:</b></p> <p>Y7: MFL Spelling Bee</p> <p>KS3: Cultural enrichment: salsa dancing, cooking, new languages.</p> <p><b>Language club</b></p>	<p>-La Navidad: Cultural significance.</p> <p>-Comparison to UK.</p> <p>-Understanding of traditions.</p>	<p>-Semana Santa: Cultural significance.</p> <p>-Comparison to UK.</p> <p>-Understanding of traditions.</p> <p>-Natural wonders of the Spanish-speaking world</p>	Carlitos: Spanish cinema- topic of sport: descriptions of characters
<b>Literacy</b>	Spanish alphabet/new letters	<p>Similarities/differences between Spanish and English</p> <p>Grammar: nouns/adjectives/ verbs</p>	Tenses	Working with longer texts.
<b>Numeracy</b>	Numbers 1-10	Number sequences and patterns	<p>Numbers 1-30</p> <p>Time</p>	
<b>CIAG</b>	HT1: Exploration of languages and future prospects: jobs that may require languages		<p>HT3: Focus on why languages are more important in Spanish education system and how this may put us at a disadvantage when job hunting</p> <p>HT4: NCW Language lessons: Where can languages take you?</p>	HT6: Famous sports personalities and how languages have helped them develop their career

# Key Stage 3 Long Term Planning

## Year 8 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.*

*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.*

## Faculty Area: Spanish

Year 8	Transition	Unit 1: Autumn	Unit 2: Spring	Unit 3: Summer
<b>Knowledge</b>	Classroom language/instructions  - Retrieval: Name, age and family  -Q&A in TL	<u>Mi casa:</u> - Types of accommodation locations opinions rooms. - furniture - dream bedroom - future home - chores*  Phonics  *Optional	<u>Mi ciudad:</u> - compass points - countries - location and facilities - ideal city - things to do in the city -directions  Phonics	<u>La comida</u> -ordering food -typical dishes -food preferences - <b>Healthy/unhealthy choices</b>  Phonics
<b>Skills</b>	- 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 - <b>Modal verbs ‘tener que’ (1ps-I /2ps-YOU pairing and 3ps- (S)HE/1pp-WE pairing)</b>

<b>Connections to previous learning</b>	Recap of all prior learning: present tense Q+A (1ps/2ps)	<ul style="list-style-type: none"> <li>- Developing opinions</li> <li>- singular and plural articles.</li> <li>- Hay + noun</li> <li>- developing opinions and applying them to new context</li> </ul>	<ul style="list-style-type: none"> <li>- Estar + position</li> <li>- adjective agreement review</li> <li>- definite and indefinite articles</li> <li>- opinions</li> <li>- present tense.</li> <li>- 1ps future and conditional.</li> <li>- present tense,</li> <li>- 1ps future and conditional.</li> <li>- opinions</li> <li>- application of time to activities</li> </ul>	<ul style="list-style-type: none"> <li>- Opinions</li> <li>- ar/er/ir regular verbs revisited.</li> <li>- using frequency of time phrases</li> <li>- negatives.</li> <li>- developing knowledge of weather.</li> <li>- conditional tense consolidation.</li> <li>- consolidating opinions in plural form</li> </ul>
<b>Assessment</b>		Mi Casa Tweet: <i>Writing</i> <b>-Mi Casa: Grammar</b>	-Reading & Listening  La ciudad Leaflet: <i>Writing</i> OR Story board (writing) and video (speaking)	Ordering food: speaking <b>End of Year Exam (Reading, listening &amp; writing)</b>
<b>Homework</b>	<b>Grammar tasks:</b> revision of prior learning	Weekly vocabulary/grammar retrieval tasks in line with faculty policy Some revisión tasks		
<b>Cultural enrichment including Trips, Visits, Experiences, Extra-curricular</b>	<b>Opportunities to support pupils' development include:</b> Y7: MFL Spelling Bee KS3: Cultural enrichment: salsa dancing, cooking, new languages.  <b>Language club</b>	<ul style="list-style-type: none"> <li>- Independent research: Latin American housing and Gaudí houses.</li> <li>- El día de los muertos: Cultural insight and exploration of Mexican tradition</li> <li>- La Navidad – developed from Y7.</li> </ul>	<ul style="list-style-type: none"> <li>- Mi ciudad. Virtual exchange with Spanish school.</li> <li>- visit to local attractions to film videos.</li> <li>- La semana santa- developed from Y7</li> </ul>	<ul style="list-style-type: none"> <li>- food/meal-times in Spain and Spanish speaking countries</li> <li>Zipe y Zape: Spanish cinema (if available) or Coco linked to día de los muertos</li> </ul>
<b>Literacy</b>	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
<b>Numeracy</b>	Larger number patterns		Time revisited	Food quantities
<b>CIAG</b>			HT3: Establishing links to enable real language communication to demonstrate future prospects. HT4: Research and communication skills HT4: NCW Language lessons: Where can languages take you?	HT5: 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	Unit 1: Autumn	Unit 2: Spring	Unit 3: Summer
<b>Knowledge</b>	-revision of classroom lang and instruction -revision of tenses	<u><b>Mis Vacaciones:</b></u> -revisit countries - modes of transport - accommodation - activities - Holiday activities developed in different tenses. - Develop knowledge of weather. - hotel vocabulary	<u><b>Mi future The world of work:</b></u> - Chores and part time job to earn money - Jobs and duties - Knowing yourself, planning for your future - Future career plans - Understanding a job offer - Responding to a job offer	<u><b>Festivales y cultura:</b></u> - the role of influencers/Youtubers and celebrities in society. - Jobs - cultural understanding of festivals in Spanish speaking countries.
<b>Skills</b>	- 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 Tener que + 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
<b>Connections to previous learning</b>	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. - development of full paradigm of present tense.	- 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. - revision of all tenses studied so far. - revisit opinions and reasons
<b>Assessment</b>		Mis Vacaciones: Translation	Jobs and duties: dictation	Modelo a seguir

		<b>Weather report: Speaking</b>	Writing: role play	Reading <b>End of year assessment: (reading, listening, writing&amp; translation)</b>
<b>Homework</b>	Grammar: revision of prior learning.	Weekly vocabulary/grammar retrieval tasks in line with faculty policy Some revisión tasks		
<b>Cultural enrichment including Trips, Visits, Experiences, Extra-curricular</b>	<b>Opportunities to support pupils' development include:</b> Y7: MFL Spelling Bee KS3: Cultural enrichment: salsa dancing, cooking, new languages.  <b>Language club</b>	- Selecting a recipe from a Spanish speaking country and comparing it with English food.	- popular jobs in Hispanic countries - most in demand job in Hispanic countries. - personality tests to identify my skills	Cultural insight: Festivals in Spanish speaking countries - Cultural exposure – film linked to Bull Fighting: Ferdinand
<b>Literacy</b>	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	
<b>Numeracy</b>	Number bonds	Quantities & measurements	Costings	Larger numbers (number of followers/views/likes)
<b>CIAG</b>		HT1: Revision techniques and organisation HT2: Where are they now? How people have used languages to establish careers.	HT3: Careers linked to languages: options lesson HT4:Travel opportunities HT4: NCW Language lessons: Where can languages take you?	HT5: 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
<b>Syllabus</b>	<u>REVISION OF TENSES AND VOCABULARY RETRIEVAL</u>  <b>Theme 1 :</b> <b>Unit 1: Identify and relationship with others</b> -Revisit and extend personal/family descriptions -Day out with family -Usual routines with Friends -relationships with family/friends  <u>RETRIEVAL:</u> KS3: grammar/vocab	<b>Theme 1 : cont'</b> <b>Unit 1: Identify and relationship with others</b> -thoughts on marriage/family/future plans -ideal partner  <b>Unit 4: Free time activities</b> -Revisit and extend free time activities with family and friends -free time -sports -music, TV, cinema -Young people in Spain  <u>RETRIEVAL:</u> KS3 grammar/vocab	<b>Theme 2</b> <b>Unit 3 : Healthy living and lifestyle</b> - Revisit and extend healthy habits: Food Sports Healthy and unhealthy habits  <b>Unit 7: Media and technology</b> - Revisit and extend the use of technology -Technology gadgets -Us e of internet - pros and cons of social media / internet / technology  <u>RETRIEVAL:</u> tenses	<b>Theme 3</b>  <b>Unit 2: Education and work</b>  <b>Mis Estudios y Mi Futuro</b> - Revisit and extend school subjects / premises / students issues - A-level/University -jobs and future employment	<b>Theme 3 cont'</b>  <b>Unit 2: Education and work</b>  <b>Mis Estudios y Mi Futuro</b> - world of work -job adverts	Consolidation of the units covered in all 3 themes?  <b>Mock exams ?</b>	
<b>Knowledge</b>	-revisit present (FULL PARADIGM) comparatives/superlatives -revisit and develop opinions Higher level structures	-reflexive verbs (1ps-I/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		Consolidation of irregular verbs (Salir, ver, dar, querer) -revisit opinions and reasons -Direct object pronouns -present continuous (1ps-I/2ps-YOU pairing)	

<b>Skills</b>	-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.
<b>Assessment</b>	Writing GCSE exam question 90 words	<b>Reading &amp; Writing Past papers: Foundation</b>	<i>Speaking Photocard : Foundation &amp; Higher</i>	<b>End of year exam: all 4 skill areas</b>	Translation task : Foundation & Higher	
<b>Homework</b>	-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
<b>Cultural enrichment including Trips, Visits, Experiences, Extra-curricular</b>	Cultural understanding: Spanish school system  Visit to Spain launched (alternate years) departs July  European Day of Languages UCLan trip  <b>Launch Language &amp; Culture club</b>	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		
<b>Literacy</b>	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
<b>Numeracy</b>	-Numbers: dates	Numbers: Time		-prices/buying tickets		



CIAG		Universities in Spain/Spanish speaking countries: study abroad options  Job research: translation focus		Future options: what is required to achieve goals		Communication skills: speaking and listening  Exam skills: revision & confidence building. A level taster session	
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## Key Stage 4 Long Term Planning

### Year 11 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 11	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
<b>Syllabus</b>	<u>REVISION OF TENSES AND VOCABULARY RETRIEVAL</u>  <u>Mis Vacaciones y el turismo</u> -Revisit countries, accommodation, transport and weather expressions -Holiday comparisons <u>RETRIEVAL:</u> school/family/freetime/grammar/vocab -describing holidays/disasterous holidays/ problems on holiday	<u>Mi ciudad y el medio ambiente</u> -My town/city -House/home -Facilities and descriptions -Opinions -City vs Town -Environmental issues -problems and solutions  <u>RETRIEVAL:</u> school/family/freetime/grammar/vocab	<u>Problemas sociales/globales</u> -Revisit healthy/unhealthy diet -social issues: drugs/alcohol/smoking charity/voluntary opportunities -Poverty -homelessness	- <u>La Tecnología</u> -social media trends -technology and our lives -risks/benefits of the internet  <u>Choice of career</u> - Employment  <u>Revision</u> -Revision of topics from all 3 themes covered over 2 years	
<b>Knowledge</b>	-present continuous (1ps-I/2ps-YOU pairing) -intro to perfect tense (recognition)  -Revisit tenses: -Imperfect vs Preterite	Demonstrative adjectives -prepositions -revisit: irregular verbs :hacer/ir -Expressions of quantity -revisit imperfect -se debe/deberia	-affirmative/negatives -revisit present continuous -revisit perfect -giving advice: es major/seria major	-opinions and justifications -expressing points of view <u>Revision</u> -application of content knowledge and grammar skills to all attainment areas	

	-Sequencing words Antes de/despues de irregular verb: hacer+weather		-Si clauses + subjunctive (si fuera/tuviera)		
<b>Skills</b>	-Dealing with the unknown- how to approach exams	-Using two past tenses accurately in the same expression -Develop complexity: extending phrases -Recognising questions and responding appropriately	- Enhancing descriptions using 'que' -Constructing phrases containing a variety of tenses and structures -speaking focus	-Applying grammatical knowledge in new contexts -Expressing contrasting points of view -constructing questions  <u><b>Revision</b></u>  -Listening and Reading revision -Writing practice	
<b>Assessment</b>		- <b>Full GCSE mock exam: all attainment areas (speaking from previous half term to be used)</b> -Speaking mock exam	- <b>Mock exam- listening, reading, speaking and writing</b>	GCSE exams <b>Speaking GCSE exam</b>	GCSE exams con't
<b>Homework</b>	-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	Revision plan	Revision plan	Revision plan
<b>Cultural enrichment including Trips, Visits, Experiences, Extra- curricular</b>	-Spanish speaking world as holiday destinations- exploration - interaction with Spanish natives: speaking practice  <b>Launch Language &amp; Culture club</b>	-Festivals  -Speaking opportunities (extra curricular- Alevel students)			
<b>Literacy</b>	Vocabulary retrieval & retention- improving lexicon	Skimming & scanning -identifying answers -word patterns	Written accuracy; proof reading, spellings, punctuation	Accuracy & quality of language	
<b>Numeracy</b>		Larger numbers (visitors to destinations/populations)		Numbers: statistics	
<b>CIAG</b>	Importance of languages and translation industry		Volunteering/travelling		

