

Key Stage 3 Long Term Planning

Year 7 INTENT:

Our research-informed curriculum is designed to unlock a world of opportunities for all pupils by deepening both their cultural and linguistic awareness.

We aim to ignite curiosity and foster enthusiasm as students develop their language skills, becoming confident, adaptable communicators. This journey is enriched through meaningful, real-life experiences both within and beyond the classroom.

We believe language learning should empower students with lifelong linguistic competence, intercultural insight, and the confidence to engage respectfully in our modern, multicultural, and democratic society.

Faculty Area: Spanish

Year 7	Transition	Unit 1: Autumn	Unit 2: Spring	Unit 3: Summer
Knowledge	Qualities of success: -Intro to the Spanish speaking world & languages- link to our origins: background and cultural influence. -classroom vocab and questions	Mi familia y yo: - greet people. - say what my name is. - say when my birthday is. - say what my nationality is. - describe my personality. - describe my physical appearance. - say who is in my family (including pets).	Mi insti: - subjects I study at school. - my timetable by saying when I study my subjects (time and days). - Opinions on teachers and subjects - facilities there are at my school. - Breaktime activities. -Uniform* *Optional	Mis ocios: - Sports I play -jugar - Sports I do - hacer -How often I do sports - Free time activities - Weather + activities
Skills	-Speaking: confidence -asking questions -Responsibility -Enthusiasm -Curiosity -Reflection -Optimism -Resilience -Organisation -Empathy -Well-being	- Me llamo / Soy / Tengo - Articles (singular and plural) - Nouns (masculine, feminine, singular and plural) - Introducing opinions (I think that) - Possessive adjectives - Adjectival agreement - Broadening vocabulary to be used with 'ser'	- Using regular -ar verbs (1ps and 2ps pairing) - Developping opinions - singular & plural forms. -Embedding definite articles (el, la, los, las) - using indefinite articles un, una, unos, unas) - Embedding Adjectival agreement - Introducing frequency words - Regular er/ir verbs (1 ps and 2ps and 3ps/1pp)	- Using regular and irregular (present tense) verbs. - embedding opinions and justifications. -Embedding frequency words - Using comparatives (mas...que/menos...que) - Future tense- Introduction (1ps-I/2ps-YOU pairing)

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 Mi familia y yo : Reading & listening:	Mis asignaturas' : Writing and reading Mi insti' Listening, speaking and Writing	Mis ocios' Listening, writing, speaking & reading End of year assessment: Extended speaking, writing, listening and reading
Homework	Display piece: vocabulario de la clase	Weekly vocabulary/grammar retrieval tasks in line with faculty policy Some revision tasks		
Cultural enrichment including Trips, Visits, Experiences, Extra-curricular	Opportunities to support pupils' development include: KS3: Cultural enrichment: Language Club: Language taster, music, cultural quizzes, spelling bee	- European Day of Languages - El día de los Muertos: movie study (Coco) Cultural significance. - La Navidad: Cultural significance. -Comparison to UK. -Understanding of traditions. - Authentic songs (Villancicos)	- International Mother Language Day - Semana Santa: Cultural significance. -Comparison to UK. -Understanding of traditions. - Authentic songs (La saeta) Authentic resources : facts about school life abroad	Summer Spanish festivals - Understanding of traditions. the saeta
Literacy	Spanish alphabet/and phonics	Similarities/differences between Spanish and English Grammar: nouns/adjectives/ verbs Phonics: a, e, i, o , u	Phonics : ll, J, Ge, Gi, Gu, Go, que, qui	Working with longer texts.
Numeracy	Numbers 1-10	Number sequences and patterns Numbers 1-15	Numbers 1-30 Telling the time	
CIAG		European Day of Languages: Exploration of languages and future prospects: jobs that may require languages	International Mother Language Day: Where can languages take you?	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	Unit 1: Autumn	Unit 2: Spring	Unit 3: Summer
Knowledge	Retrieval from Year 7: - Personal information (<i>me llamo</i> , age, birthday) - School subjects and opinions - Hobbies and free-time activities	<u>Mi ciudad:</u> Describing where I live (retrieval: countries) What my town is like what we can do where you live. Describing my ideal town What you are going to do in town	<u>Mi casa:</u> - Describing types of houses and locations - Naming rooms and furniture - Describing your bedroom - Talking about household chores - Describing an ideal home	<u>La comida</u> - Describing your diet - Meal times and typical foods - Expressing food and drink preferences using direct object pronouns (DOP) - Describing your diet now, in the past, and in the future - Understanding menus and ordering food in a restaurant
Skills	- Describing yourself - Giving information about yourself and others. - Questioning - phonics	- Adjective agreement (singular/plural) - Use of <i>Hay</i> + noun - <i>Estar</i> + location - Present tense (full paradigm) - Modal verbs (<i>poder</i>) in 1st/2nd/3rd person - Conditional tense introduction - Future tense	- Adjective agreement (singular & plural) - Use of <i>hay</i> + noun - Modal verb: <i>tener que</i> (1st, 2nd, & 1st person plural) - Development of the conditional tense (1st & 2nd person) - Consolidation and extension of opinions in new contexts	- Expressing preference with Direct object pronouns (lo, la, los, las) - Describing events in the present, past and future - Using appropriate register in spoken tasks (ordering politely) - Responding spontaneously in speaking tasks
Connections to previous learning	Recap of all prior learning: present tense Q+A (1ps/2ps)	- adjective agreement review - definite and indefinite articles - opinions and justifications - present tense. - Vocabulary retrieval of free time activities	- <i>Hay, es, está</i> used in new contexts - Previously learned vocabulary: opinions, hobbies, colours, family - Reuse of future and conditional tenses from Autumn term	- Builds on previously taught verb paradigms and tenses - Reuse of opinion structures, justifications and time phrases - Links to culture from earlier in the year (meal times and traditions)

Assessment	Baseline assessment to retrieve and assess key Year 7 content:	City – Reading, listening and Writing Activities in town - Speaking, Reading and Writing	Mi casa: Reading and Writing Mi dormitorio' Reading and Listening	Ordering food: speaking End of year assessment: Extended speaking, writing, listening and reading
Homework		Weekly homework in line with faculty policy: - Vocabulary and Grammar consolidation tasks - Structured revision activities		
Cultural enrichment including Trips, Visits, Experiences, Extra-curricular	KS3: Cultural enrichment: Language Club: Language taster, music, cultural quizzes, spelling bee	- Language Club: tasters, quizzes, music, spelling bee - European Day of Languages - <i>Día de los Muertos</i> (Coco film study) - <i>La Navidad</i> : traditions, comparisons with the UK, authentic songs (Villancicos)	- International Mother Language Day - La semana santa - developed from Y7 - Independent research : Latin American housing and Gaudí houses.	-food/meal-times in Spain and Spanish speaking countries - Cooking lesson (food tech collaboration) - Typical dishes in the Hispanic world vs the UK
Literacy	Vocabulary retrieval & retention	- Vocabulary expansion and retention - Proofreading, spelling, punctuation - Understanding of tenses Phonics : ca, co, cu, cu + vowel, ce, ci	- Vocabulary expansion and retention - Proofreading, spelling, punctuation - Understanding of tenses - Improving spelling, punctuation and grammar - Phonics : cu + vowel, ce, ci, z, que, qui	- Vocabulary expansion and retention - Proofreading, spelling, punctuation - Understanding of tenses Phonics : ll, J, Ge, Gi, Gu, Go, ca, co, cu + vowel, ce, ci, z, que, qui
Numeracy		- Use of larger numbers (e.g. dates, directions, statistics)	Time revisited	- Prices and currency in real-life transactions (menus, market dialogue)
CIAG		- Exploring jobs requiring languages - Careers awareness via European Day of Languages	- <i>International Mother Language Day</i> : "Where can languages take you?" - Discussing careers and global opportunities linked to language learning	

Key Stage 3 Long Term Planning

Year 9 INTENT:

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Faculty Area: Spanish

Year 9	Transition	Unit 1: Autumn	Unit 2: Spring	Unit 3: Summer
Knowledge	Retrieval from Year 8: - Places in town Type of accommodation - Hobbies and free-time activities - Weather	Mis Vacaciones: - Holiday destinations (revisit countries) - Modes of transport - Where I stay (revisit: accommodation types) - What I like to do on holidays - My past holiday - My plans for the future – where I would like to travel to and visit and why.	Mi future The world of work: - Chores and part time job to earn money - Job role and duties - Identifying personal strengths and skills - Future career plans Understanding a job offer - Responding to a job offer	Festivales y cultura: - the role of influencers/YouTubers and celebrities in society. - celebrities that I admire and why - comparing celebrities roles. - cultural understanding of festivals in Spanish speaking countries. - Give your opinion about them. - Festival I would recommend / attend - Describe a past celebration/festival.
Skills	- opinions - present tense - Revision of using Target Language in class	- expressing opinions in present tense. - Revision of present tense (full paradigm) - Immediate future vs present - Past tense (1ps & 2ps intro) - Simple future tense (1ps & 3ps) - Prepositions Recap holiday preferences in all three tenses	- 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/influencers - conditional tense to express which festivals they would like to visit -Extended opinions and justifications - Past tense to describe a past celebration
Connections to previous learning	Recap of all prior learning.	- Recap of all KS3 learning - Family, opinions, daily routine, transport - Comparison of 'I go' vs 'I'm going to go' - Development of tense awareness: present vs past vs future	- 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 all tenses studied so far. - Embed high opinions and reasons -Bridging gaps for KS4
Assessment		Mis vacaciones' Reading and Writing	The world of work : reading and listening My future job : reading and writing	End of year assessment: Extended speaking, writing, listening and reading

		Mis vacaciones memorables' Reading & Listening		
Homework	Grammar: revision of prior learning.	Weekly vocabulary/grammar retrieval tasks in line with faculty policy Some revisión tasks		
Cultural enrichment including Trips, Visits, Experiences, Extra-curricular	Opportunities to support pupils' development include: KS3: Cultural enrichment: Language Club: Language taster, music, cultural quizzes, spelling bee	- Comparing popular Spanish and UK holiday destinations - Enrichment day at University of Manchester	- 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
Literacy	Vocabulary retrieval & retention-improving lexicon	- Vocabulary retrieval - Proofreading, spelling and punctuation - Skimming and scanning strategies - Focused phonics dictations (gap fill) Phonics : ll, j, Ge, Gi, Gu, Go, ca, co, cu + vowel, ce, ci, z, que, qui, ñ,	- Vocabulary retrieval - Proofreading, spelling and punctuation - Skimming and scanning strategies - Focused phonics dictations (gap fill)	Vocabulary & grammar retrieval & retention Dictation (full sentence) focusing on Spanish phonics
Numeracy	Number bonds	- Number bonds - Quantities and measurements (e.g. hotel bookings, dates)	Wage and percentages	Larger numbers (number of followers/views/likes)
CIAG		HT1: 01. Developing organisation Skills through language learning HT2: Developing critical thinking through language learning. How people have used languages to establish careers.	HT3: Developing Adaptability Skills through language – Jobs explorations HT4: My skills and my future job	HT5: Cultural Awareness and workplace University requirements: focus on languages

Key Stage 4 Long Term Planning

Year 10 SYLLABUS:

At Key Stage 4, we follow the AQA GCSE specification, delivering a comprehensive and in-depth exploration of the three core themes. Our curriculum is carefully designed to develop proficiency across the four attainment areas: listening, speaking, reading, and writing. Building on the strong foundation established in Key Stage 3, students continue to refine their linguistic skills and deepen their cultural understanding.

Revision strategies and exam techniques are embedded throughout the KS4 curriculum, ensuring that students are well-prepared and confident in their approach to assessments.

Curriculum Area: Spanish

Year 10	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Year 10 Work Experience – 1 Week
Syllabus	Theme 1 : Topic 1: Identify and relationship with others Revisit and extend from KS3: physical descriptions, character and personality. -Describe members of your family or friends <u>in depth</u> . - Describe your relationships with others, giving reasons for getting on/not getting on with people. -describe the qualities of a good friend and give reasons why. - Explore different types of partnership with advantages and disadvantages. -describe the qualities of an ideal partner and give reasons why. - Talk about future plans	Theme 2 : Popular Culture Topic 2: Free time activities - Revisit and extend from KS3: free time activities with family and friends - Free Time & Sports - likes/dislikes and give extended reasons. - Talk about past experiences and future plans. - Music, TV and cinema Type of Music and movie preference and opinions.	Theme 1 : Topic 3: Education and work Revisit and extend from KS3: School subjects, facilities, uniform. - Express and justify opinions on teachers, subjects, uniform, school premises and homework - Talking about School rules: pro and cons - school life: clubs and issues at school. - Describing ideal school. - Describing primary vs secondary (imperfect).	Theme 1 : cont' Education and work -talk about post-16 studies: future intentions and plans (options available: college, university, apprenticeship). - Talk about type of jobs and places of work. - jobs people have and what it entails and places of work. - personal qualities, and skills required for a job. Theme 1: cont' Topic 2: Healthy living and lifestyle - Revisit and extend from KS3: Food and drink vocabulary - Talk about your diet and food/drink preferences. - Describe your fitness level and routine. - Explain what makes a healthy or unhealthy diet. (e.g. fast food, smoking, alcohol, drugs). -Describe past lifestyle and future health goals.	Theme 3 : Media and technology - Revisit and extend from KS3: Technology devices and apps and your preferences - Describe how and how often you use the internet. - Explain advantages /disadvantages of social media and technology Applying knowledge to GCSE tasks Mock exams ?	Consolidation of themes 1 and 2 including revisit of customs and festivals and celebrity and culture from year 9. Bridging any gaps or misconceptions in learning Work Experience	

Knowledge	-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)
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>	End of year exam: all 4 skill areas	Translation task : Foundation & Higher	
Homework	-Set according to the group strengths/weaknesses and SOW. - Speaking question preparation for topic -vocab: quizlet / activehub	-Set according to the group strengths/weaknesses and SOW. - Speaking question preparation for topic -vocab: quizlet/ activehub	-Set according to the group strengths/weaknesses and SOW. - Speaking question preparation for topic -vocab: quizlet/ activehub	-Set according to the group strengths/weaknesses and SOW. - Speaking question preparation for topic -vocab: quizlet/ activehub	-Set according to the group strengths/weaknesses and SOW. - Speaking question preparation for topic -vocab: quizlet/ activehub	-speaking prep/revision -vocab: quizlet/ activehub
Cultural enrichment including Trips, Visits, Experiences, Extra- curricular	Cultural understanding: Marriage and partnership types in Spains European Day of Languages University of Manchester trip Launch Language & Culture club	El Día de los Muertos: revisit the traditions and celebrations. Express an opinion about such traditions. La Navidad: compare celebrations around the world.				
Literacy	Vocabulary retrieval & retention- improving lexicon Dictation (gap fill) with key sounds Read aloud practice	Skimming & scanning - identifying answers Dictation (gap fill) with key sounds Read aloud practice	Dictation (full sentence) Read aloud practice	Written accuracy; proof reading, spellings, punctuation Dictation (full sentence) Read aloud practice	Accuracy & quality of language Dictation (full sentence) Read aloud practice	Vocabulary & grammar retrieval & retention

Numeracy	Numbers: statistics linked to the topic	Numbers: statistics linked to the topic	Numbers: statistics linked to the topic	Numbers: statistics linked to the topic			
CIAG			Future educations options	Future career University of Manchester trip	Communication skills: speaking and listening Exam skills: revision & confidence building		

Key Stage 4 Long Term Planning

Year 11 SYLLABUS:

At Key Stage 4, we follow the AQA GCSE specification, delivering a comprehensive and in-depth exploration of the three core themes. Our curriculum is carefully designed to develop proficiency across the four attainment areas: listening, speaking, reading, and writing. Building on the strong foundation established in Key Stage 3, students continue to refine their linguistic skills and deepen their cultural understanding.

Revision strategies and exam techniques are embedded throughout the KS4 curriculum, ensuring that students are well-prepared and confident in their approach to assessments.

Curriculum Area: Spanish

Year 11	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
Syllabus	Theme 3 : Topic 1: Travel and tourism - Revisit and extend from KS3: countries, type of accommodation, type of transport and weather expressions. Talk about holiday destinations (past, present, future). Describe holiday activities at home or away and give opinions. -Describing disastrous holidays (travel and accommodation issues) Describe your ideal holiday. Give opinions on places of interest locally and elsewhere.*	Theme 3 : Topic 3: The environment and Where people live Revisit and extend from KS3: compass/ cities/houses/rooms - Describe your area and what you can do or see there. - Give opinions on local facilities with pros and cons. - Describe your ideal area / home. -Say where you'd like to live in the future and why. (City vs Town)	Theme 3 : Topic 3: The environment and Where people live -Talking about local environmental issues. -Describe what you do/did/will do to protect the environment. -Discuss and give opinions on global issues like climate change and pollution	Consolidation and revision -Revision of topics from all 3 themes covered over 2 years Exam preparation : GCSE style tasks, past papers, extensive speaking and writing practice.	Exam preparation : GCSE style tasks, past papers, extensive speaking and writing practice. GCSE EXAMS
Knowledge	-present continuous (1ps-l/2ps-YOU pairing) -intro to perfect tense (recognition) -Revisit tenses: -Imperfect vs Preterite -Sequencing words Antes de/despues de	Demonstrative adjectives -prepositions -revisit: irregular verbs :hacer/ir -Expressions of quantity -revisit imperfect -se debe/deberia High level phrases	-affirmative/negatives -revisit perfect -giving advice: es mejor/seria mejor -Si clauses + subjunctive (si fuera/tuviera) High level phrases	Revision -application of content knowledge and grammar skills to all attainment areas	
Skills	-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	-Constructing phrases containing a variety of tenses and structures -Applying grammatical knowledge in new contexts -Expressing contrasting points of view	-Applying grammatical knowledge in new contexts -Expressing contrasting points of view Revision -Listening and Reading revision -Writing practice	

Assessment		- GCSE mock exam: 3 attainment areas (speaking from previous half term to be used)	-Full Mock exam- listening, reading, speaking and writing	GCSE exams Speaking GCSE exam	GCSE exams con't
Homework	-Set according to the group strengths/weaknesses and SOW. - Speaking question preparation for topic - Vocab: Quizlet / activehub	-Set according to the group strengths/weaknesses and SOW. - Speaking question preparation for topic Vocab: Quizlet / activehub	Revision plan	Revision plan	Revision plan
Cultural enrichment including Trips, Visits, Experiences, Extra-curricular	-Spanish speaking world as holiday destinations- exploration - interaction with Spanish natives: speaking practice				
Literacy	Vocabulary retrieval & retention- improving lexicon Dictation (full sentence) Read aloud practice	Skimming & scanning -identifying answers Dictation (full sentence) Read aloud practice	Written accuracy; proof reading, spellings, punctuation Dictation (full sentence) Read aloud practice	Accuracy & quality of language	
Numeracy	Larger numbers (visitors to destinations/populations)	Numbers: statistics	Numbers: statistics		
CIAG	Importance of languages and translation industry				