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| St. Cuthbert's Curriculum Vision  | The curriculum at St Cuthbert's provides ambitious educational opportunities for all members of our community. The curriculum equips our students with the knowledge, skills and personal characteristics they need to flourish as literate, articulate, global citizens, who fulfil the Catholic Mission to bring about the Common Good. |
| MFL Curriculum Vision  | The Modern Foreign Languages department aims to open students' minds to different opportunities and cultures and help them integrate in a global world. To teach students rigour and resilience as well as harvesting a love and a passion for a hidden talent or intrigue for a new language. At St. Cuthbert's we want to teach communication skills and give our students confidence to become public speakers, prepared for a confident future, empowered to articulate their thoughts and give students ambition to aim high as well as raise aspiration. We want our students to enjoy their learning whilst developing a deeper understanding and respect for other cultures. |

| Catholic Social Teaching | Careers (CEIAG) | Cultural Capital | Enrichment Opportunities | Preparing for life in modern Britain | Literacy and communication | Skills for Life |
|--|---|--|--|--|--|--|
|  <p>At St Cuthbert's we aim to develop curiosity and enjoyment of languages that leads our pupils to understand and value other cultures and ways of life. This will enable them to see the world from a different perspective, promoting CST wherever possible.</p> |  <p>Studying a language opens up a multitude of opportunities for the future whether it is further education or employment. As universities and workplaces in the North West are becoming more globally-minded, it is beneficial for students to develop foreign language skills. Increasingly, businesses are now needing job candidates to speak more than one language, which means bilingual job seekers are much more desirable. Mastering languages develops the skills of communication, creativity, problem solving, tolerance, perception and understanding. Whilst there are many stereotypical future careers including cabin crew and translators, the world really is your oyster when you have knowledge of another language.</p> |  <p>Modern Foreign Languages are a subject rich in cultural capital, constantly finding opportunities to raise awareness of the multilingual and multicultural world and introduce an international dimension to students' learning, exposing them to the diversity of the world. Opportunities to explore a variety of themes are built intrinsically within the unit.</p> |  <p>Learning another language gives you flexibility and adaptability. Being able to speak more than one language teaches our pupils to become more flexible and adaptable. This then will in turn equip them well when handling change and solving problems.</p> |  <p>One of the most important lessons that can be taught to pupils is to instil in them the ability to treat other people with empathy, respect and kindness. By learning a different language and about different Hispanic cultures we hope to firmly install these values in our pupils.</p> |  <p>Through learning Spanish, pupils will enhance their own literacy skills and develop a better understanding of English. They become more aware of grammar, conjugation and sentence structures. This will in turn aid them to understand how English works, enhances their comprehension and accelerates their ability to read and write.</p> |  <p>Learning another language is a skill in itself. The ability to communicate across linguistic and cultural borders opens more doors for our pupils in the future.</p> |

| Spanish 'at a glance' | | | | | | |
|-----------------------|---|---|--|--|---|---|
| AUTUMN | | SPRING | | SUMMER | | |
| YEAR 7 | Mi vida Learning to give personal information as well as getting used to Spanish pronunciation. | Mi vida Learning to add variety to writing tasks and exploring celebrations Spanish speaking countries. | Mi tiempo libre Talking about your free time. Talking about what sports you like/don't like to do. | Mi tiempo libre Talking about what else you do in your free time depending on the weather. | Mi insti Say which subjects you study and give opinions. | Mi insti Describe your school |
| YEAR 8 | Mi familia y mis amigos Give information about family members. | Mi casa Describing your house. | Mi ciudad Saying what there is/isn't in your town | Mi ciudad Ordering food and drink in a restaurant. | Mis vacaciones Using the past tense to talk about you holiday and beginning to explore your interests | Mis vacaciones Using the past tense to talk about you holiday and beginning to explore your interests |
| YEAR 9 | Todo sobre mi vida Saying what you use your phone for. Discussing different types of music. | Todo sobre mi vida Talking about TV programmes. Saying what you did yesterday. | A Comer! Saying what food you like and describing mealtimes. | A Comer ! Ordering a meal in a restaurant and discussing What to buy for a party. | ¿Que hacemos? Arranging to go out. Talking about daily routine. | ¿Que hacemos? Talking about clothes. Talking about sporting events. |
| YEAR 10 | Diviértete! Discussing the digital world | Viajes Talking about holidays | Mi gente, mi mundo Talking about family and friends. | Mi estilo de vida Talking about healthy lifestyles | A Clase Talking about my school | Mi barrio y yo Talking about my city/town |
| YEAR 11 | Un mundo mejor para todos Discussing global problems | Un mundo mejor para todos Discussing how to protect our plan | El futuro te espera Discussing jobs | El futuro te espera Discussing future plans | | |

Y7 Spanish

| YEAR 7 | | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 |
|--------|-------|----------------|--|--|--|--------------------------------------|
| Year 7 | Theme | Mi vida | Mi vida y el mundo Exploring celebrations in Spanish speaking countries whilst developing key skills | Mi tiempo libre Talking about your free time | Mi tiempo libre Talking about your free time | Mi insti Discussing school |

| YEAR 7 | | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 |
|--------|--|--|--|---|--|---|
| | | Learning to give personal information as well as Spanish speaking countries | | | | |
| | Knowledge / Skills  | Knowledge: Students in Year 7 aim to have excellent knowledge and understanding of personal information, including age and personality, and learning about Spanish speaking countries. <ul style="list-style-type: none"> Greetings and introductions Using numbers to talk about age and siblings Using months to talk about birthdays Colours Spelling in Spanish Phonics Pets | Knowledge: Students in Year 7 aim to have excellent knowledge and understanding of celebrations in Spanish speaking countries whilst developing key skills, including using opinions and verbs. <ul style="list-style-type: none"> Describing your personality Using grammar (a, the, some) Understanding plural and singular Using the indicative mood to make statements and to ask questions Exploring festivals in Spanish speaking countries eg Christmas in Spain. El día de los Muertos en Mexico Learning about colours and the verb tener Expressing opinions in the present tense voice Developing key skills | Knowledge: Students in Year 7 aim to have excellent knowledge and understanding of hobbies and free time activities. <ul style="list-style-type: none"> Expressing opinions about your hobbies Talking about what you do in your free time Using key verbs Talking about the weather | Knowledge: Students in Year 7 aim to have excellent knowledge and understanding on the topic of free time. <ul style="list-style-type: none"> Discussing sports in the present tense voice Exploring different hobbies Using the indicative mood to make statements and to ask questions | Knowledge: Students in Year 7 aim to have excellent knowledge and understanding on the topic of school. <ul style="list-style-type: none"> Talking about school subjects using the verb <i>studio</i> in the present tense voice Expressing opinions and giving reasons Asking and understanding questions Using adjectives to talk about teachers Using <i>porque</i> to express reasons for opinions Using the indicative mood to make statements and to ask questions |
| | | Substantive Knowledge 1. Greetings and Introductions <ul style="list-style-type: none"> Vocabulary: Basic greetings (hola, buenos días, buenas tardes, buenas noches), farewells (adiós, hasta luego), polite phrases | Substantive Knowledge 1. Describing Your Personality <ul style="list-style-type: none"> Adjectives: Learn adjectives to describe personality traits, such as <i>amable</i> (kind), <i>tímido</i> (shy), <i>optimista</i> (optimistic), and <i>egoísta</i> (selfish). Verb Usage: Use the verb <i>ser</i> (to be) to describe inherent characteristics. Sentence Structure: Construct sentences like <i>Soy amable</i> (I am kind) or <i>Él es tímido</i> (He is shy). | Substantive Knowledge 1. Expressing Opinions About Your Hobbies Substantive Knowledge Includes: <ul style="list-style-type: none"> Opinion verbs: <ul style="list-style-type: none"> <i>Me gusta(n)</i> – I like | Substantive Knowledge 1. Discussing Sports in the Present Tense Substantive Knowledge Includes: <ul style="list-style-type: none"> Vocabulary for common sports: <ul style="list-style-type: none"> <i>el fútbol, el baloncesto, el tenis, el</i> | Substantive Knowledge 1. Talking About School Subjects Using the Verb <i>estudiar</i> in the Present Tense Substantive Knowledge Includes: |

| YEAR 7 | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 |
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| | <p>(por favor, gracias, de nada).</p> <ul style="list-style-type: none"> • Introducing oneself: Saying your name (Me llamo...), asking others' names (¿Cómo te llamas?). • Common questions and answers: How are you? (¿Cómo estás?), responses (bien, mal, más o menos). • Cultural notes: Formal vs informal greetings (tú vs usted). <p>2. Using Numbers to Talk About Age and Siblings</p> <ul style="list-style-type: none"> • Numbers 1-20+ in Spanish (uno, dos, tres... veinte, etc.). • Asking and saying age: ¿Cuántos años tienes? — Tengo ___ años. • Talking about siblings: hermano (brother), hermana (sister), using numbers to say how many siblings you have. • Simple sentence structure: Tengo dos hermanos (I have two brothers). <p>3. Using Months to Talk About Birthdays</p> <ul style="list-style-type: none"> • Months of the year: enero, febrero, marzo, abril, mayo, junio, julio, agosto, septiembre, octubre, noviembre, diciembre. • Talking about birthdays: ¿Cuándo es | <p>2. Using Grammar (a, the, some)</p> <ul style="list-style-type: none"> • Articles: Understand the use of definite articles (<i>el, la, los, las</i>) and indefinite articles (<i>un, una, unos, unas</i>). • Gender and Number Agreement: Ensure agreement between articles, nouns, and adjectives in gender and number. • Examples: <i>El perro</i> (the dog), <i>una casa</i> (a house), <i>unos libros</i> (some books). <p>3. Understanding Plural and Singular</p> <ul style="list-style-type: none"> • Nouns: Form plurals by adding -s or -es to singular nouns. • Adjectives: Adjust adjectives to match the plural form of the noun. • Examples: <i>Niño</i> (boy) → <i>Niños</i> (boys), <i>amigo simpático</i> (nice friend) → <i>amigos simpáticos</i> (nice friends). <p>4. Using the Indicative Mood to Make Statements and Ask Questions</p> <ul style="list-style-type: none"> • Present Tense: Use the present indicative to express current actions or states. • Question Formation: Invert subject and verb or use question words to form questions. • Examples: <i>Vivo en España</i> (I live in Spain), <i>¿Vives en España?</i> (Do you live in Spain?). bbc.co.uk+4en.wikipedia.org+4bbc.co.uk+4aqa.org.uk+1aqa.org.uk+1 <p>5. Exploring Festivals in Spanish-Speaking Countries</p> <ul style="list-style-type: none"> • Christmas in Spain: Learn about traditions like <i>La Navidad</i>, <i>El Gordo</i> (Christmas lottery), and <i>La Nochebuena</i> (Christmas Eve dinner). • Day of the Dead in Mexico: Understand customs such as creating <i>altares</i> (altars), offering <i>pan de muerto</i> (bread of the dead), and celebrating with <i>calaveras</i> (skulls). <p>6. Learning About Colours and the Verb 'Tener'</p> <ul style="list-style-type: none"> • Colours: Study basic colours like <i>rojo</i> (red), <i>azul</i> (blue), <i>verde</i> (green), and <i>amarillo</i> (yellow). • Verb 'Tener': Use <i>tener</i> (to have) to express possession or age. • Examples: <i>Tengo una camiseta roja</i> (I have a red T-shirt), <i>Él tiene 20 años</i> (He is 20 years old). | <ul style="list-style-type: none"> ○ <i>Me encanta(n)</i> – I love ○ <i>Odio</i> – I hate ○ <i>Prefiero</i> – I prefer ○ <i>Disfruto de</i> – I enjoy <ul style="list-style-type: none"> • Structure: <ul style="list-style-type: none"> ○ Use of "gustar"-type verbs with indirect objects: <ul style="list-style-type: none"> ▪ <i>Me gusta jugar al fútbol.</i> ▪ <i>No me gusta ver la televisión.</i> • Connectives to justify opinions: <ul style="list-style-type: none"> ○ <i>porque</i> – because ○ <i>ya que</i> – since ○ <i>aunque</i> – although • Adjectives to describe hobbies: <ul style="list-style-type: none"> ○ <i>divertido, interesante, aburrido, relajante, emocionante</i> etc. <p>2. Talking About What You Do in Your Free Time</p> <p>Substantive Knowledge Includes:</p> <ul style="list-style-type: none"> • Common free time activities: <ul style="list-style-type: none"> ○ <i>ver la televisión, escuchar música, leer libros, salir con amigos,</i> | <p><i>atletismo, la natación, el ciclismo, el esquí, el rugby, el voleibol</i></p> <ul style="list-style-type: none"> • Key verbs (in present tense): <ul style="list-style-type: none"> ○ <i>jugar (u→ue)</i> – to play <ul style="list-style-type: none"> ▪ <i>Juego al fútbol.</i> ○ <i>practicar</i> – to practise <ul style="list-style-type: none"> ▪ <i>Practico atletismo.</i> ○ <i>hacer</i> – to do <ul style="list-style-type: none"> ▪ <i>Hago natación.</i> ○ <i>ver</i> – to watch <ul style="list-style-type: none"> ▪ <i>Veo partidos de fútbol los fines de semana.</i> • Frequency/time expressions: <ul style="list-style-type: none"> ○ <i>todos los días, a veces, nunca, los lunes, por la tarde</i> • Simple sentence construction: <ul style="list-style-type: none"> ○ <i>Juego al baloncesto con mis amigos.</i> ○ <i>Mi deporte favorito es el tenis.</i> <p>2. Exploring Different Hobbies</p> <p>Substantive Knowledge Includes:</p> <ul style="list-style-type: none"> • Vocabulary for a range of hobbies: <ul style="list-style-type: none"> ○ <i>leer libros, ver películas, tocar un instrumento, cocinar, dibujar, hacer senderismo, montar en bicicleta, sacar fotos</i> • Relevant verbs in the present tense: | <ul style="list-style-type: none"> • Vocabulary for school subjects: <ul style="list-style-type: none"> ○ <i>las matemáticas, el inglés, las ciencias, la historia, la geografía, la informática, la música, el arte, la educación física</i> • Conjugation of <i>estudiar</i> in present tense: <ul style="list-style-type: none"> ○ <i>yo estudio, tú estudias, él/ella estudia, nosotros estudiamos, ellos estudian</i> • Sentence examples: <ul style="list-style-type: none"> ○ <i>Estudio matemáticas y ciencias.</i> ○ <i>Mi amigo estudia arte.</i> <p>2. Expressing Opinions and Giving Reasons</p> <p>Substantive Knowledge Includes:</p> <ul style="list-style-type: none"> • Opinion phrases: <ul style="list-style-type: none"> ○ <i>Me gusta..., Me encanta..., No me gusta..., Odio..., Prefiero...</i> |



| YEAR 7 | | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 |
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| | | <p>tu cumpleaños? — Mi cumpleaños es en ____ (mes).</p> <ul style="list-style-type: none">• Ordinal numbers (optional): First (primero), second (segundo), etc. — sometimes used when saying exact birth dates.• Basic calendar vocabulary: día, mes, año. <p>4. Colours</p> <ul style="list-style-type: none">• Basic colour vocabulary: rojo, azul, verde, amarillo, negro, blanco, naranja, rosa, morado, marrón, gris.• Agreement with nouns: Colours agree in gender and number with the noun (coche rojo, casas rojas).• Using colours to describe objects: El gato es negro. <p>5. Spelling in Spanish</p> <ul style="list-style-type: none">• Alphabet: Spanish alphabet and pronunciation of each letter.• Common spelling rules: Use of accents (tildes) on vowels (á, é, í, ó, ú), the letter ñ, and distinctions like b/v, c/s/z.• Phonetic correspondence: How letters correspond to sounds. | <p>7. Expressing Opinions in the Present Tense</p> <ul style="list-style-type: none">• Opinion Verbs: Use verbs like <i>gustar</i> (to like), <i>encantar</i> (to love), <i>odiar</i> (to hate) to express preferences.• Structure: Employ the correct indirect object pronouns and verb forms.• Examples: <i>Me gusta el chocolate</i> (I like chocolate), <i>Nos encanta bailar</i> (We love dancing). <p>8. Developing Key Skills</p> <ul style="list-style-type: none">• Listening: Practice understanding spoken Spanish through songs, dialogues, and audio exercises.• Speaking: Engage in conversations, role-plays, and presentations to build fluency.• Reading: Read short texts, stories, and articles to improve comprehension.• Writing: Write sentences, paragraphs, and essays to express ideas clearly.• Cultural Awareness: Explore customs, traditions, and daily life in Spanish-speaking countries to gain a deeper understanding of the language. <p><u>Disciplinary Knowledge</u></p> <p>1. Describing Your Personality</p> <ul style="list-style-type: none">• Pedagogical Approach: Utilise interactive activities such as role-playing and self-assessment exercises to help students identify and express personality traits.• Skills Development: Focus on building vocabulary related to personality adjectives and constructing sentences using the verb <i>ser</i>.• Cultural Context: Encourage students to compare personality descriptions across cultures and discuss how personality traits are perceived in Spanish-speaking countries. <p>2. Using Grammar (a, the, some)</p> <ul style="list-style-type: none">• Pedagogical Approach: Incorporate grammar exercises that focus on the correct usage of definite and indefinite articles (<i>el, la, un, una</i>) in various contexts.• Skills Development: Teach students to identify the gender and number of nouns to apply the appropriate articles.• Cultural Context: Discuss how the use of articles in Spanish can reflect cultural nuances and how they differ from English usage. | <p><i>practicar deportes, jugar a videojuegos</i></p> <ul style="list-style-type: none">• Present tense verbs:<ul style="list-style-type: none">○ <i>Yo leo, tú escuchas, él ve, nosotros jugamos...</i>• Frequency adverbs:<ul style="list-style-type: none">○ <i>siempre, a veces, nunca, todos los días, los fines de semana</i>• Time phrases:<ul style="list-style-type: none">○ <i>por la tarde, después del colegio, en mi tiempo libre</i> <p>3. Using Key Verbs</p> <p>Substantive Knowledge Includes:</p> <ul style="list-style-type: none">• Infinitive forms:<ul style="list-style-type: none">○ <i>hacer, ir, jugar, ver, salir, escuchar, leer</i>• Conjugation in present tense, especially for:<ul style="list-style-type: none">○ <i>yo, tú, él/ella, nosotros</i>○ Irregular verbs like <i>ir (voy), hacer (hago), jugar (juego)</i>• Modal verbs for expressing ability or desire:<ul style="list-style-type: none">○ <i>puedo (I can), quiero (I want), me gustaría (I would like)</i>• Verb + infinitive structures: | <ul style="list-style-type: none">○ <i>leer → leo, cocinar → cocino, tocar → toco, hacer → hago</i>○ <i>montar → monto, sacar → saco, ver → veo</i> <ul style="list-style-type: none">• Expressing preferences:<ul style="list-style-type: none">○ <i>Me gusta, me encanta, prefiero, odio</i>○ <i>Me gusta leer porque es relajante.</i>• Linking opinions to reasons:<ul style="list-style-type: none">○ <i>porque es divertido, interesante, aburrido, creativo</i>• Reflexive hobbies (if applicable):<ul style="list-style-type: none">○ <i>relajarse, divertirse</i> <p>3. Using the Indicative Mood to Make Statements and Ask Questions</p> <p>Substantive Knowledge Includes:</p> <ul style="list-style-type: none">• Understanding of the indicative mood (used for facts, opinions, and real actions):<ul style="list-style-type: none">○ Statements:<ul style="list-style-type: none">▪ <i>Hablo español.</i>▪ <i>Practico deportes los sábados.</i>○ Questions:<ul style="list-style-type: none">▪ <i>¿Juegas al fútbol?</i>▪ <i>¿Qué haces en tu tiempo libre?</i>• Verb conjugations in the present tense (indicative): | <ul style="list-style-type: none">• Giving reasons with <i>porque</i>:<ul style="list-style-type: none">○ <i>Me gusta la historia porque es interesante.</i>○ <i>No me gusta la química porque es difícil.</i>• Common adjectives for school subjects:<ul style="list-style-type: none">○ <i>interesante, aburrido/a, fácil, difícil, útil, divertido/a</i> <p>3. Asking and Understanding Questions</p> <p>Substantive Knowledge Includes:</p> <ul style="list-style-type: none">• Common classroom questions:<ul style="list-style-type: none">○ <i>¿Qué estudias? — What do you study?</i>○ <i>¿Te gusta la geografía? — Do you like geography?</i>○ <i>¿Por qué te gusta...? — Why do you like...?</i>○ <i>¿Quién es tu profesor de inglés?</i>• Question words:<ul style="list-style-type: none">○ <i>qué, por qué, cuál, quién, cómo, cuándo</i> |

| YEAR 7 | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 |
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| | <ul style="list-style-type: none"> Basic spelling out loud: How to spell names or words letter by letter. <p>6. Phonics</p> <ul style="list-style-type: none"> Sounds of Spanish vowels and consonants. Rules for pronunciation: Hard and soft c and g, the ñ sound, the ll and y sounds, etc. Syllable stress: Where to place the emphasis in a word. Reading aloud practice: Connecting spelling and pronunciation. <p>7. Pets</p> <ul style="list-style-type: none"> Vocabulary: Common pets (perro, gato, pájaro, pez, conejo). Talking about pets: Tengo un perro (I have a dog). Describing pets: Using colours, sizes, or adjectives. Asking about pets: ¿Tienes mascotas? (Do you have pets?) <p><u>Disciplinary Knowledge</u></p> <p>1. Greetings and Introductions</p> <ul style="list-style-type: none"> Pedagogical Approach: Utilise interactive methods such as role-playing and songs to reinforce vocabulary and phrases. | <p>3. Understanding Plural and Singular</p> <ul style="list-style-type: none"> Pedagogical Approach: Use visual aids and interactive activities to demonstrate the formation of plural nouns and adjectives in Spanish. Skills Development: Practice converting singular nouns and adjectives to their plural forms, emphasizing the rules and exceptions. Cultural Context: Explore how pluralization in Spanish can affect meaning and usage in different cultural contexts. <p>4. Using the Indicative Mood to Make Statements and Ask Questions</p> <ul style="list-style-type: none"> Pedagogical Approach: Provide exercises that contrast affirmative statements with questions in the present indicative tense. Skills Development: Focus on sentence structure, word order, and the use of question words (<i>qué, cómo, cuándo, etc.</i>). Cultural Context: Discuss how intonation and formal vs. informal address (<i>tú</i> vs. <i>usted</i>) influence communication in Spanish-speaking cultures. <p>5. Exploring Festivals in Spanish-Speaking Countries</p> <ul style="list-style-type: none"> Pedagogical Approach: Integrate multimedia resources, such as videos and articles, to introduce various festivals like <i>La Navidad</i> in Spain and <i>El Día de los Muertos</i> in Mexico. Skills Development: Encourage students to research and present on different cultural celebrations, focusing on vocabulary and cultural significance. Cultural Context: Facilitate discussions on the cultural importance of these festivals and how they reflect the values and traditions of Spanish-speaking communities. <p>6. Learning About Colours and the Verb 'Tener'</p> <ul style="list-style-type: none"> Pedagogical Approach: Use interactive activities, such as colouring exercises and descriptive tasks, to teach colour vocabulary and the conjugation of <i>tener</i>. Skills Development: Practice constructing sentences that describe objects and express possession, e.g., <i>Tengo una camiseta roja</i> (I have a red T-shirt). Cultural Context: Explore how colours are used in cultural symbols and traditions within Spanish-speaking countries. | <ul style="list-style-type: none"> <i>Quiero jugar al baloncesto.</i> <i>Puedo salir con mis amigos.</i> <p>4. Talking About the Weather</p> <p>Substantive Knowledge Includes:</p> <ul style="list-style-type: none"> Common weather expressions: <ul style="list-style-type: none"> <i>Hace sol</i> – It's sunny <i>Hace calor/frío</i> – It's hot/cold <i>Llueve</i> – It's raining <i>Nieva</i> – It's snowing <i>Está nublado</i> – It's cloudy Time + weather combos: <ul style="list-style-type: none"> <i>Cuando hace buen tiempo, salgo a caminar.</i> Useful connectors: <ul style="list-style-type: none"> <i>Si hace sol...</i> – If it's sunny... <i>Cuando llueve...</i> – When it rains... <p><u>Disciplinary Knowledge</u></p> <p>1. Expressing Opinions About Your Hobbies</p> <p>Disciplinary Knowledge Includes:</p> <ul style="list-style-type: none"> Understanding how verbs like <i>gustar</i> work grammatically: <ul style="list-style-type: none"> <i>Gustar</i> doesn't mean "to like" | <ul style="list-style-type: none"> Regular verbs: <i>-ar, -er, -ir</i> Irregular verbs: <i>ser, ir, tener, hacer, ver</i> <ul style="list-style-type: none"> Common question words: <ul style="list-style-type: none"> <i>¿Qué?, ¿Cuándo?, ¿Dónde?, ¿Por qué?, ¿Quién?, ¿Cómo?</i> Basic sentence structure for questions and answers: <ul style="list-style-type: none"> <i>¿Qué deporte practicas? – Practico tenis.</i> <i>¿Dónde haces ejercicio? – En el gimnasio.</i> <p><u>Disciplinary Knowledge</u></p> <p>1. Discussing Sports in the Present Tense</p> <p>Disciplinary Knowledge Includes:</p> <ul style="list-style-type: none"> Present tense conjugation rules: <ul style="list-style-type: none"> Regular verbs: <i>jugar</i> → <i>juego, practicar</i> → <i>practico</i> Irregular verbs: <i>hacer</i> → <i>hago, ver</i> → <i>veo</i> Stem-changing verbs: <i>jugar</i> is a <i>u</i> → <i>ue</i> verb (<i>juego</i>) Understanding verb + article construction: <ul style="list-style-type: none"> <i>jugar</i> requires "<i>a + el</i>" → <i>al</i>: <ul style="list-style-type: none"> <i>Juego al fútbol</i>, not <i>Juego futbol</i> Subject-verb agreement: <ul style="list-style-type: none"> Ensuring the verb form matches the subject: <ul style="list-style-type: none"> <i>Nosotros jugamos</i>, not | <ul style="list-style-type: none"> Understanding subject-verb inversion in questions: <ul style="list-style-type: none"> <i>¿Qué estudias tú?</i> (vs. <i>Tú estudias qué</i>) <p>4. Using Adjectives to Talk About Teachers</p> <p>Substantive Knowledge Includes:</p> <ul style="list-style-type: none"> Vocabulary: <ul style="list-style-type: none"> <i>estricto/a, simpático/a, paciente, divertido/a, aburrido/a, amable</i> Agreement of adjectives: <ul style="list-style-type: none"> <i>Mi profesora de español es simpática.</i> <i>Mi profesor de matemáticas es estricto.</i> Sentence examples: <ul style="list-style-type: none"> <i>Me gusta mi profesor porque es amable.</i> <i>No me gusta mi profesora de historia porque es aburrida.</i> |



| YEAR 7 | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 |
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| | <ul style="list-style-type: none">• Skills Development: Focus on pronunciation, listening comprehension, and conversational turn-taking.• Cultural Context: Introduce cultural norms regarding formal and informal address (e.g., "tú" vs. "usted") and appropriate greetings in different contexts.rainfordcofe-pri.st-helens.sch.uk <p>2. Using Numbers to Talk About Age and Siblings</p> <ul style="list-style-type: none">• Numeracy Integration: Incorporate mathematical concepts like counting, addition, and subtraction to reinforce number usage in context.• Sentence Construction: Teach sentence structures such as "Tengo [número] años" (I am [number] years old) and "Tengo [número] hermanos" (I have [number] siblings).• Pronunciation Practice: Emphasise the pronunciation of numbers, especially those with silent letters or unique phonetic patterns. <p>3. Using Months to Talk About Birthdays</p> <ul style="list-style-type: none">• Calendar Knowledge: Teach the names of | <p>7. Expressing Opinions in the Present Tense</p> <ul style="list-style-type: none">• Pedagogical Approach: Incorporate opinion-based activities, such as surveys and debates, to practice using verbs like <i>gustar</i>, <i>encantar</i>, and <i>odiar</i> in the present tense.• Skills Development: Focus on sentence construction, including the use of indirect object pronouns and appropriate verb conjugations.• Cultural Context: Discuss how expressing opinions in Spanish can vary across different cultures and contexts, emphasizing the importance of politeness and formality. <p>8. Developing Key Skills</p> <ul style="list-style-type: none">• Pedagogical Approach: Implement a communicative approach that integrates listening, speaking, reading, and writing activities to develop overall language proficiency.• Skills Development: Encourage regular practice through interactive tasks, peer interactions, and real-life simulations.• Cultural Context: Promote cultural awareness by incorporating authentic materials and encouraging students to explore the diverse cultures of Spanish-speaking countries. | <p>directly—it literally means “to be pleasing to.”</p> <ul style="list-style-type: none">○ The subject is the hobby, and the indirect object is the person (e.g., <i>me gusta el fútbol</i>). <ul style="list-style-type: none">• Sentence structure:<ul style="list-style-type: none">○ Use of indirect object pronouns (<i>me, te, le, nos, les</i>) correctly.• Justification of opinions:<ul style="list-style-type: none">○ Constructing complex sentences using conjunctions like <i>porque</i> and <i>ya que</i>.• Gender and number agreement:<ul style="list-style-type: none">○ Matching adjectives with nouns (<i>interesante, divertidos, aburridas</i>, etc.). <p>2. Talking About What You Do in Your Free Time</p> <p>Disciplinary Knowledge Includes:</p> <ul style="list-style-type: none">• Regular verb conjugation in the present tense:<ul style="list-style-type: none">○ -AR (e.g. <i>jugar</i> → <i>juego</i>), -ER (e.g. <i>leer</i> → <i>leo</i>), -IR (e.g. <i>salir</i> → <i>salgo</i>). | <p><i>Nosotros juega</i></p> <ul style="list-style-type: none">• Gender and number with nouns:<ul style="list-style-type: none">○ <i>el tenis, la natación, los deportes</i> — knowing how gender affects articles and adjectives• Using prepositions for place and time:<ul style="list-style-type: none">○ <i>en el parque, los lunes, por la tarde</i> <p>2. Exploring Different Hobbies</p> <p>Disciplinary Knowledge Includes:</p> <ul style="list-style-type: none">• Conjugation patterns for -AR, -ER, -IR verbs:<ul style="list-style-type: none">○ <i>leer</i> → <i>leo</i>, <i>dibujar</i> → <i>dibujo</i>, <i>montar</i> → <i>monto</i>• Reflexive verbs (where applicable):<ul style="list-style-type: none">○ Recognizing and using reflexive forms:<ul style="list-style-type: none">▪ <i>relajarse</i> → <i>me relajo</i>• Understanding infinitive verbs after opinion phrases:<ul style="list-style-type: none">○ <i>Me gusta cocinar</i>, not <i>Me gusta cocino</i> <p>Use of infinitive after verbs like <i>gustar</i>, <i>encantar</i>, <i>preferir</i></p> <ul style="list-style-type: none">• Word order and syntax in expressing opinions:<ul style="list-style-type: none">○ <i>Me gusta dibujar porque es creativo</i>. <p>Learners must understand that the infinitive (<i>dibujar</i>) comes directly after <i>me gusta</i></p> | <p>5. Using <i>porque</i> to Express Reasons for Opinions</p> <p>Substantive Knowledge Includes:</p> <ul style="list-style-type: none">• Connector word: <i>porque</i> (because): <p>Always followed by a conjugated verb:</p> <p><i>Me gusta la música porque es divertida.</i></p> <p><i>Odio las matemáticas porque son difíciles.</i></p> <p>6. Using the Indicative Mood to Make Statements and Ask Questions</p> <p>Substantive Knowledge Includes:</p> <ul style="list-style-type: none">• Recognition that present tense conjugation = indicative mood: <p><i>Estudio inglés. – I study English.</i></p> <p><i>¿Estudias arte? – Do you study art?</i></p> <ul style="list-style-type: none">• Constructing factual statements: |



| YEAR 7 | | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 |
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| | | <p>months and their correct pronunciation.</p> <ul style="list-style-type: none">• Date Expression: Instruct students on how to state their birthday using the structure "Mi cumpleaños es el [día] de [mes]".• Cultural Awareness: Discuss how birthdays are celebrated in Spanish-speaking countries, highlighting any regional variations. <p>4. Colours</p> <ul style="list-style-type: none">• Adjective Agreement: Ensure students understand that colour adjectives agree in gender and number with the nouns they describe (e.g., "coche rojo" vs. "casas rojas").• Descriptive Language: Encourage students to use colours in sentences to describe objects, enhancing their descriptive language skills.• Cultural Significance: Introduce any cultural meanings or associations with certain colours in Spanish-speaking cultures. <p>5. Spelling in Spanish</p> <ul style="list-style-type: none">• Alphabet Mastery: Ensure students are familiar with the Spanish alphabet and the pronunciation of each letter.• Phonetic Spelling: Teach that Spanish is | | <ul style="list-style-type: none">• Subject pronouns and verb agreement:<ul style="list-style-type: none">○ Knowing when to include or omit subject pronouns in natural speech (often omitted in Spanish).• Time expressions and their placement:<ul style="list-style-type: none">○ Use of phrases like <i>por la tarde</i> and <i>los fines de semana</i> and where to place them in a sentence. <p>3. Using Key Verbs</p> <p>Disciplinary Knowledge Includes:</p> <ul style="list-style-type: none">• Verb patterns and irregularities:<ul style="list-style-type: none">○ Understanding how irregular verbs like <i>ir</i>, <i>hacer</i>, and <i>jugar</i> change in the present tense.• Verb + infinitive constructions:<ul style="list-style-type: none">○ Learning how modal and opinion verbs are followed by an infinitive (<i>puedo nadar</i>, <i>quiero bailar</i>).• Reflexive and non-reflexive structures:<ul style="list-style-type: none">○ Some activities use reflexive verbs (e.g., <i>relajarse</i>, <i>divertirse</i>)— | <ul style="list-style-type: none">• Agreement of adjectives and nouns:<ul style="list-style-type: none">○ <i>una actividad divertida</i> vs. <i>un deporte interesante</i> <p>3. Using the Indicative Mood to Make Statements and Ask Questions</p> <p>Disciplinary Knowledge Includes:</p> <ul style="list-style-type: none">• Understanding the indicative mood:<ul style="list-style-type: none">○ Recognizing that the indicative mood is used for real actions, opinions, and factual statements (not hypothetical or commands)• Constructing affirmative and negative statements:<ul style="list-style-type: none">○ <i>Practico yoga.</i><ul style="list-style-type: none">▪ <i>No practico yoga.</i>• Forming open and closed questions using the indicative:<ul style="list-style-type: none">○ Closed: <i>¿Juegas al baloncesto?</i> (yes/no)○ Open: <i>¿Qué deporte practicas?</i>• Syntax in questions vs. statements:<ul style="list-style-type: none">○ Question word order often involves verb-subject inversion:<ul style="list-style-type: none">▪ <i>¿Dónde juegas?</i> vs. <i>Juegas en el parque.</i>• Using question words correctly:<ul style="list-style-type: none">○ <i>qué</i>, <i>cuándo</i>, <i>dónde</i>, <i>cómo</i>, <i>por qué</i> | <p><i>Mi asignatura favorita es la biología.</i></p> <p><i>Mis profesores son muy buenos.</i></p> <ul style="list-style-type: none">• Constructing information and yes/no questions in the indicative: <p><i>¿Qué asignaturas estudias?</i></p> <p><i>¿Te gusta tu profesor de física?</i></p> <p>Disciplinary Knowledge</p> <p>1. Talking About School Subjects Using the Verb <i>estudiar</i> in the Present Tense</p> <p>Disciplinary Knowledge Includes:</p> <ul style="list-style-type: none">• Present tense conjugation rules for regular -AR verbs: <p><i>estudiar</i> → <i>estudio</i>, <i>estudias</i>, <i>estudia</i>, <i>estudiamos</i>, <i>estudiáis</i>, <i>estudian</i></p> <ul style="list-style-type: none">• Subject-verb agreement: <p>The verb form must match the subject in person and number.</p> <p><i>Yo estudio historia.</i> vs. <i>Ellos estudian inglés.</i></p> |



| YEAR 7 | | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 |
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| | | <p>largely phonetic, meaning words are spelled as they sound, which aids in both reading and writing.</p> <ul style="list-style-type: none">• Spelling Strategies: Incorporate activities like dictation and spelling games to reinforce correct spelling. <p>6. Phonics</p> <ul style="list-style-type: none">• Sound-Letter Correspondence: Focus on the relationship between sounds (phonemes) and letters (graphemes) in Spanish.• Pronunciation Practice: Use drills and repetition to help students master the pronunciation of Spanish sounds, including those not present in English.• Reading Skills: Develop students' ability to decode words by blending sounds, enhancing their reading fluency.en.wikipedia.org <p>7. Pets</p> <ul style="list-style-type: none">• Vocabulary Building: Introduce names of common pets (e.g., "perro" for dog, "gato" for cat) and related adjectives.• Sentence Formation: Guide students in constructing sentences about their pets, such as "Tengo un perro" (I have a dog). | | <p>learners must recognize and conjugate them correctly.</p> <p>4. Talking About the Weather</p> <p>Disciplinary Knowledge Includes:</p> <ul style="list-style-type: none">• Impersonal expressions:<ul style="list-style-type: none">○ Weather uses structures without a clear subject: <i>Hace calor, Llueve, Está nublado.</i>• Use of different verbs for weather:<ul style="list-style-type: none">○ <i>Hacer</i> (for temperature and conditions: <i>hace sol</i>), <i>estar</i> (for states: <i>está nublado</i>), <i>llover</i>, <i>nevar</i>.• Linking weather to actions using subordinate clauses:<ul style="list-style-type: none">○ <i>Cuando hace sol, voy al parque.</i> (Time clauses with <i>cuando</i>)○ <i>Si llueve, me quedo en casa.</i> (Conditional sentences with <i>si</i>) | <ul style="list-style-type: none">▪ Understanding their function and placement in questions | <ul style="list-style-type: none">• Sentence structure (Subject–Verb–Object): <i>Tú estudias matemáticas.</i><ul style="list-style-type: none">○ Learners must understand standard word order in statements. <p>2. Expressing Opinions and Giving Reasons</p> <p>Disciplinary Knowledge Includes:</p> <ul style="list-style-type: none">• Use of impersonal structures and opinion verbs + infinitive: <i>Me gusta estudiar ciencias.</i> – "I like to study science."• Use of conjunction <i>porque</i> + conjugated verb: <i>porque es interesante, not porque interesante</i>• Correct word order in extended sentences: <i>No me gusta historia porque es aburrida.</i> |



| YEAR 7 | | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 |
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| | | <ul style="list-style-type: none">Cultural Insights: Discuss the role of pets in Spanish-speaking cultures and any specific traditions or phrases related to animals. | | | | <p>3. Asking and Understanding Questions</p> <p>Disciplinary Knowledge Includes:</p> <ul style="list-style-type: none">Interrogative syntax: Verb–subject inversion in closed questions: <i>Estudias inglés?</i> not <i>¿Tú estudias inglés?</i> (though both are acceptable)Use and position of question words: <i>¿Qué estudias?, ¿Por qué te gusta la geografía?</i>Punctuation and intonation rules: Inverted question marks (¿?) and rising intonation in yes/no questions <p>4. Using Adjectives to Talk About Teachers</p> <p>Disciplinary Knowledge Includes:</p> <ul style="list-style-type: none">Adjective agreement rules: Adjectives must agree in gender and number with the noun: |



| YEAR 7 | | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 |
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| | | | | | | <p><i>profesor simpático,</i> <i>profesora simpática,</i> <i>profesores</i> <i>simpáticos</i></p> <ul style="list-style-type: none">• Position of adjectives: <p>Usually placed after the noun:</p> <p><i>un profesor estricto,</i> not <i>un estricto profesor</i></p> <ul style="list-style-type: none">• Use of <i>ser</i> with permanent traits: <p><i>Mi profesora es estricta.</i></p> <p>5. Using <i>porque</i> to Express Reasons for Opinions</p> <p>Disciplinary Knowledge Includes:</p> <ul style="list-style-type: none">• Role of conjunctions in compound sentences: <p><i>porque</i> introduces a subordinate clause:</p> <p><i>Me gusta la música porque es relajante.</i></p> <ul style="list-style-type: none">• Understanding clause structure: <p>Main clause + connector + subordinate clause</p> <p>[Me gusta la música] + [porque es relajante]</p> |



| YEAR 7 | | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 |
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| | | | | | | <p>6. Using the Indicative Mood to Make Statements and Ask Questions</p> <p>Disciplinary Knowledge Includes:</p> <ul style="list-style-type: none">Understanding the indicative mood: Used to express real actions, facts, and opinions Present tense indicative is the default for statements like: <i>Estudio historia.</i>Recognition of mood vs. tense: Indicative is the mood (real/neutral) Present is the tense (time frame)Verb conjugation reflects both mood and tense: <i>estudio</i> = 1st person singular, present indicative |
| | | <p>Skills: Students will be required to recognise and understand this knowledge this via the skills of listening and reading and demonstrate this via the skills of speaking and writing. In Year 7, students aims to:</p> <ul style="list-style-type: none">Identify and demonstrate understanding of a range of familiar phrases and opinions.Demonstrate understanding of main points and opinions in a short text. | | | | |



| YEAR 7 | | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 |
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| | | <ul style="list-style-type: none"> Take part in a range of brief conversations, using short phrases and asking and responding to questions referring to the present tense. Write several short, linked sentences and express simple opinions in the present tense. Translate and transcribe familiar short phrases into the target language and into English. | | | | |
| | Rationale | <p>Links to previous learning:</p> <p>This term builds on knowledge and skills from the Key Stage 2 Primary National Curriculum, whilst ensuring students are provided with a solid foundation to build upon prior learning and to develop new skills. Learning is engaging, developmental and memorable, focussing on the four main skill areas (listening, speaking, reading and writing) whilst also touching on phonics and exploring winter celebrations in Spanish speaking countries.</p> | | | <p>Why and links to future learning:</p> <p>The learning of Spanish in Year 7 provides a valuable educational, social and cultural experience for the communication and literacy skills that lay the foundation for future language learning in Year 8 and beyond. Students will develop their competence, extend their knowledge of how language works and explore differences and similarities between languages.</p> <p>Year 7 includes a variety of content, intended to engage students and ignite a passion for language learning. The content is complex over time and students are constantly required to build on prior knowledge and use creative thinking to process information as the year progresses.</p> <p>Students are introduced to a variety of grammatical concepts and structures, which support them in understanding across any topic they encounter. Some examples of this include:</p> <ul style="list-style-type: none"> Students' progress from expressing simple opinions to giving detailed reasons for their likes and dislikes using adjective agreement. Students initially talk and write about themselves and progress to discussing and describing other people using pronouns whilst demonstrating an ability to manipulate verbs and other key language. Students' progress from using very simple grammar, for example, adjectives, to the partitive and possessive pronouns and manipulating language to express a negative. <p>Additionally, we are a subject rich in cultural capital, constantly finding opportunities to raise awareness of the multicultural world and introduce an international dimension to students' learning, exposing them to the world beyond their own.</p> | |
| | Key vocabulary | See Curriculum Intent | | | | |
| | Assessment for this Unit | <ul style="list-style-type: none"> Pupils should be able to answer speaking questions on the topic of myself | | | <ul style="list-style-type: none"> <u>Pupils should be able to answer speaking questions on the topic of my free time.</u> | <ul style="list-style-type: none"> <u>Pupils should be able to answer speaking questions on the topic of my school</u> |

Y8 Spanish

| YEAR 8 | | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
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| Year 8 | Theme | Mi familia Talking about and describing family members | Mi familia Talking about and describing family members | Mi ciudad Talking about where I live | Mi ciudad Talking about where I live | Mis vacaciones Discussing holidays | Mis vacaciones Discussing holidays |
| | Knowledge / Skills | Knowledge: Students in Year 8 aim to have excellent knowledge and understanding on the topic of my family. | Knowledge: Students in Year 8 aim to have excellent knowledge and understanding on the topic of my family. | Knowledge: Students in Year 8 aim to have excellent knowledge and understanding on the topic of my free time. | Knowledge: Students in Year 8 aim to have excellent knowledge and understanding on the topic of my free time. | Knowledge: Students in Year 8 aim to have excellent knowledge and understanding on the topic of my school. | Knowledge: Students in Year 8 aim to have excellent knowledge and understanding on the topic of my school. |

| YEAR 8 | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
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| | <p>understanding on the topic of family.</p> <ul style="list-style-type: none"> Talking about family members using 'my' Describing hair and eye colour using key verbs in the present tense voice Using the indicative mood to make statements and to ask questions | <ul style="list-style-type: none"> Revising hair and eye colour and adjectival agreement Talking about physical descriptions in the present tense voice Describing where you live <p>Reading about a carnival in Cadiz</p> | <p>and understanding on the topic of my city/town</p> <ul style="list-style-type: none"> Describing your town Revising grammar (a, the, some) Using the key verb 'ir' Ordering food and drink in a café in the present tense voice Learning about different dishes in Spain Using the key verb 'querer' Revising numbers in the context of currency Developing speaking skills Exploring festivals in Spanish speaking countries | <p>understanding on the topic of my city/town.</p> <ul style="list-style-type: none"> Learning about the near future tense voice Understanding and responding to questions in the future tense voice Recognising, understanding and using the present and future tenses together Learning about the preterite tense Using the indicative mood to make statements and to ask questions | <p>understanding on the topic of holidays.</p> <ul style="list-style-type: none"> Learning about and using key verbs in the preterite tense voice in the context of holidays Talking about countries and transport Using key verbs in the preterite tense voice | <p>understanding on the topic of holidays</p> <ul style="list-style-type: none"> Talking about the last day of a holiday Talking about what you did on holiday Saying what your holiday was like Giving a presentation about your holiday |
| | <p>Substantive Knowledge</p> <p>1. Talking about family members using 'my'</p> <p>Substantive Knowledge:</p> <ul style="list-style-type: none"> Possessive adjective: <i>mi</i> (my) <ul style="list-style-type: none"> Singular: <i>mi</i> (e.g., <i>mi madre</i>) Plural: <i>mis</i> (e.g., <i>mis hermanos</i>) Key family vocabulary: <ul style="list-style-type: none"> <i>madre, padre, hermano, hermana, abuelos, primos, tíos, hijos, etc.</i> Subject-verb agreement when describing family members: <ul style="list-style-type: none"> <i>Mi madre se llama Ana.</i> | <p>Substantive Knowledge</p> <p>1. Revising hair and eye colour and adjectival agreement</p> <p>Substantive Knowledge:</p> <ul style="list-style-type: none"> Key vocabulary for hair and eye colour: <ul style="list-style-type: none"> Hair: <i>rubio, moreno, castaño, pelirrojo, rizado, liso, largo, corto</i> Eyes: <i>azules, verdes, marrones, negros</i> Key verbs: <ul style="list-style-type: none"> <i>tener: tengo, tienes, tiene...</i> (e.g., <i>Tiene el pelo largo.</i>) <i>llevar:</i> used for style/accessories (e.g., <i>Lleva gafas.</i>) Adjective agreement: <ul style="list-style-type: none"> Adjectives must agree in gender and number with the noun they describe: | <p>Substantive Knowledge</p> <p>1. Describing your town</p> <p>Substantive Knowledge:</p> <ul style="list-style-type: none"> Key vocabulary for places in a town: <i>una plaza, un parque, una tienda, una iglesia, un cine, una estación, etc.</i> Structures for description: <ul style="list-style-type: none"> <i>Hay... / No hay...</i> (There is / There isn't) <i>Mi ciudad es...</i> (My city is...) <i>Está en...</i> (It is in...) Adjectives for description: <ul style="list-style-type: none"> <i>grande, pequeño/a,</i> | <p>Substantive Knowledge</p> <p>1. Learning about the near future tense voice</p> <p>Substantive Knowledge:</p> <ul style="list-style-type: none"> Formation of the near future tense (futuro próximo): <ul style="list-style-type: none"> <i>ir</i> (conjugated in the present) + <i>a</i> + infinitive <ul style="list-style-type: none"> e.g., <i>Voy a estudiar. / Vamos a viajar.</i> Present tense of <i>ir</i>: <ul style="list-style-type: none"> <i>voy, vas, va, vamos, vais, van</i> Recognising infinitive verbs: <i>comer, vivir, ir, hacer, estudiar</i> Using time expressions with the near future: <ul style="list-style-type: none"> <i>mañana, este fin de semana, la semana que viene</i> | <p>Substantive Knowledge</p> <p>1. Learning about and using key verbs in the preterite tense (in the context of holidays)</p> <p>Substantive Knowledge:</p> <ul style="list-style-type: none"> Preterite tense expresses completed past actions (e.g., things done on holiday). Regular preterite verb endings: <ul style="list-style-type: none"> -ar verbs: <i>viajar</i> → <i>viajé, viajaste, viajó, viajamos, viajasteis, viajaron</i> -er/-ir verbs: <i>comer</i> → <i>comí,</i> | <p>Substantive Knowledge</p> <p>1. Talking about the last day of a holiday</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> <i>El último día</i> (the last day) <i>Despedirse</i> (to say goodbye) <i>Volver</i> (to return) <i>Preparar las maletas</i> (to pack the suitcases) <i>Hacer planes</i> (to make plans) <i>Ir al aeropuerto</i> (to go to the airport) <p>Grammar & Expressions:</p> |

| YEAR 8 | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
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| | <ul style="list-style-type: none"> ○ <i>Mis padres son simpáticos.</i> • Understanding the gender and number of nouns: <ul style="list-style-type: none"> ○ <i>hermano vs. hermana, tío vs. tía, mi hijo / mis hijos</i> <p>2. Describing hair and eye colour using key verbs in the present tense</p> <p>Substantive Knowledge:</p> <ul style="list-style-type: none"> • Present tense of key verbs: <ul style="list-style-type: none"> ○ <i>tener</i> (to have): <i>tengo, tienes, tiene, tenemos, etc.</i> <ul style="list-style-type: none"> ▪ <i>Tengo el pelo castaño.</i> ▪ <i>Tiene los ojos azules.</i> ○ <i>ser</i> (to be) for inherent traits: <i>soy, eres, es, somos...</i> <ul style="list-style-type: none"> ▪ <i>Es pelirrojo.</i> ○ <i>llevar</i> (to wear/have as appearance): <i>llevo, llevas, lleva...</i> <ul style="list-style-type: none"> ▪ <i>Lleva gafas. / Llevo el pelo largo.</i> • Vocabulary for hair and eye colour: | <ul style="list-style-type: none"> ▪ <i>ojos verdes</i> (plural masculine) ▪ <i>pelo largo</i> (singular masculine) • Sentence structure: <ul style="list-style-type: none"> ○ <i>Tiene los ojos azules.</i> ○ <i>Llevo el pelo rizado y corto.</i> <p>2. Talking about physical descriptions in the present tense voice</p> <p>Substantive Knowledge:</p> <ul style="list-style-type: none"> • Descriptive vocabulary: <ul style="list-style-type: none"> ○ <i>alto/a, bajo/a, delgado/a, gordo/a, joven, viejo/a, guapo/a, feo/a</i> • Present tense of <i>ser</i> and <i>tener</i>: <ul style="list-style-type: none"> ○ <i>ser</i> (to be): <i>soy, eres, es, somos...</i> <ul style="list-style-type: none"> ▪ <i>Soy alta y delgada.</i> ○ <i>tener</i> (to have): <i>tengo, tienes, tiene...</i> <ul style="list-style-type: none"> ▪ <i>Tiene el pelo negro.</i> • Adjective agreement: <ul style="list-style-type: none"> ○ Match adjective with subject in gender/number: <ul style="list-style-type: none"> ▪ <i>Mi amigo es alto. / Mi amiga es alta.</i> • Word order: <ul style="list-style-type: none"> ○ Adjective usually comes after the noun: <i>ojos marrones, pelo rizado</i> <p>3. Describing where you live</p> <p>Substantive Knowledge:</p> <ul style="list-style-type: none"> • Key verbs: <ul style="list-style-type: none"> ○ <i>vivir</i> (to live): <i>vivo, vives, vive...</i> ○ <i>estar</i> (to be – location): <i>estoy, estás, está...</i> | <p><i>moderno/a, antiguo/a, bonito/a, ruidoso/a</i></p> <ul style="list-style-type: none"> • Use of definite and indefinite articles with nouns (<i>el, la, un, una</i>) <p>2. Revising grammar (a, the, some)</p> <p>Substantive Knowledge:</p> <ul style="list-style-type: none"> • Definite articles (the): <i>el, la, los, las</i> • Indefinite articles (a/an): <i>un, una</i> • Partitive/determinate expressions (some): <i>unos, unas</i> • Understanding gender and number agreement between articles and nouns: <ul style="list-style-type: none"> ○ <i>el parque / la plaza / unos museos / unas tiendas</i> • Placement of articles before nouns <p>3. Using the key verb 'ir'</p> <p>Substantive Knowledge:</p> <ul style="list-style-type: none"> • Present tense conjugation of <i>ir</i> (to go): <ul style="list-style-type: none"> ○ <i>voy, vas, va, vamos, vais, van</i> • Use with prepositions and places: <ul style="list-style-type: none"> ○ <i>Voy a la playa. / Vamos al cine.</i> • Contraction rules: <i>a + el = al</i> | <p>2. Understanding and responding to questions in the future tense voice</p> <p>Substantive Knowledge:</p> <ul style="list-style-type: none"> • Key question words: <i>¿Qué?, ¿Cuándo?, ¿Dónde?, ¿Con quién?, ¿Qué vas a hacer...?</i> • Understanding the structure of questions in the near future: <ul style="list-style-type: none"> ○ <i>¿Qué vas a hacer mañana?</i> ○ <i>¿Vais a salir el sábado?</i> • Vocabulary to form responses using near future tense: <ul style="list-style-type: none"> ○ <i>Voy a ir al cine. / Vamos a cenar en casa.</i> • Recognising intonation and question structure in spoken and written Spanish <p>3. Recognising, understanding and using the present and future tenses together</p> <p>Substantive Knowledge:</p> <ul style="list-style-type: none"> • Forming and distinguishing between: <ul style="list-style-type: none"> ○ Present tense: <i>Juego al fútbol los sábados.</i> ○ Near future: <i>Voy a jugar al fútbol el sábado que viene.</i> • Identifying time markers that signal tense: <ul style="list-style-type: none"> ○ Present: <i>normalmente, todos los días, siempre</i> ○ Future: <i>mañana, pronto, más tarde</i> • Using both tenses together in extended responses: <ul style="list-style-type: none"> ○ <i>Normalmente estudio en casa, pero mañana</i> | <p><i>comiste, comió...</i></p> <ul style="list-style-type: none"> • Key irregular verbs commonly used in holiday contexts: <ul style="list-style-type: none"> ○ <i>ir</i> → <i>fui, fuiste, fue...</i> ○ <i>ser</i> → <i>fui, fuiste, fue...</i> ○ <i>hacer</i> → <i>hice, hiciste, hizo...</i> ○ <i>ver</i> → <i>vi, viste, vio...</i> • Time expressions to support preterite use: <ul style="list-style-type: none"> ○ <i>el año pasado, el verano pasado, ayer, hace dos semanas</i> • Holiday-related vocabulary: <ul style="list-style-type: none"> ○ <i>hotel, playa, museo, camping, avión, excursión, vacaciones</i> <p>2. Talking about countries and transport</p> <p>Substantive Knowledge:</p> <ul style="list-style-type: none"> • Vocabulary for countries: <ul style="list-style-type: none"> ○ <i>España, Francia, Alemania, Italia, México...</i> • Vocabulary for means of transport: <ul style="list-style-type: none"> ○ <i>en avión, en tren, en coche, en autobús, a pie</i> • Using prepositions correctly: | <ul style="list-style-type: none"> • Past tense (preterite and imperfect) to describe what happened • Time expressions: <i>por la mañana</i> (in the morning), <i>por la tarde</i> (in the afternoon), <i>al final</i> (at the end) • Example: <i>El último día de mis vacaciones fui al mercado y luego preparé mis maletas.</i> <p>2. Talking about what you did on holiday</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • <i>Visitar</i> (to visit) • <i>Nadar</i> (to swim) • <i>Comer</i> (to eat) • <i>Explorar</i> (to explore) • <i>Hacer senderismo</i> (to hike) • <i>Relajarse</i> (to relax) <p>Grammar & Expressions:</p> <ul style="list-style-type: none"> • Use the preterite tense for completed actions: <i>Visité, comí, nadaré</i> |

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| | <ul style="list-style-type: none"> Hair: <i>rubio, castaño, moreno, pelirrojo, largo, corto, rizado, liso</i> Eyes: <i>azules, verdes, marrones, negros, grandes, pequeños</i> Gender and number agreement: <ul style="list-style-type: none"> <i>Tiene los ojos verdes</i> (plural adjective with plural noun) <i>Es morena</i> vs. <i>Es moreno</i> <p>3. Using the indicative mood to make statements and ask questions</p> <p>Substantive Knowledge:</p> <ul style="list-style-type: none"> Understanding of the indicative mood: <ul style="list-style-type: none"> Used to express real, factual information in both statements and questions. Formation of present tense verbs (regular and irregular) to make factual statements: <ul style="list-style-type: none"> <i>Mi hermano vive en Madrid.</i> <i>Tengo una hermana menor.</i> Common question structures using the indicative: <ul style="list-style-type: none"> With question words: <i>¿Cómo se llama tu madre? / ¿Dónde vive tu abuela?</i> | <ul style="list-style-type: none"> <i>hay</i> (there is/are) Place vocabulary: <ul style="list-style-type: none"> Types of accommodation: <i>una casa, un piso, un apartamento</i> Location: <i>en la ciudad, en el campo, en la costa, en un pueblo</i> Connectives and detail: <ul style="list-style-type: none"> <i>porque, también, pero, bastante, muy</i> Example: <i>Vivo en una casa grande en las afueras de Madrid.</i> Prepositions of place (optional extension): <ul style="list-style-type: none"> <i>cerca de, lejos de, al lado de</i> <p>4. Reading about a carnival in Cádiz</p> <p>Substantive Knowledge:</p> <ul style="list-style-type: none"> Cultural knowledge: <ul style="list-style-type: none"> The Carnival of Cádiz: costumes, parades, music (especially <i>chirigotas</i>) Reading strategies: <ul style="list-style-type: none"> Recognising cognates: <i>celebración, música, disfraces, tradicional</i> Skimming for gist and scanning for detail Key vocabulary: <ul style="list-style-type: none"> <i>fiesta, carnaval, desfile, disfraces, música, gente, cantar, bailar</i> Verbs in present or preterite tense, depending on context: <ul style="list-style-type: none"> <i>La gente canta y baila en las calles.</i> <i>El carnaval fue muy divertido.</i> (if past tense is used) Time phrases: | <ul style="list-style-type: none"> Expression of near future: <i>voy a + infinitive</i> (can be introduced as an extension) <p>4. Ordering food and drink in a café in the present tense</p> <p>Substantive Knowledge:</p> <ul style="list-style-type: none"> Key café vocabulary: <ul style="list-style-type: none"> <i>un café, una coca-cola, una tapa, un bocadillo, una ensalada, la cuenta</i> Polite present tense structures: <ul style="list-style-type: none"> <i>Quiero... / Me gustaría... / Para mí...</i> Use of tener and querer in context: <ul style="list-style-type: none"> <i>Tengo hambre. Quiero una pizza.</i> Basic question phrases: <ul style="list-style-type: none"> <i>¿Qué desea? ¿Algo más? ¿Cuánto es?</i> <p>5. Learning about different dishes in Spain</p> <p>Substantive Knowledge:</p> <ul style="list-style-type: none"> Vocabulary for regional foods: <ul style="list-style-type: none"> <i>paella, tortilla española, gazpacho, churros, jamón ibérico, tapas</i> | <p><i>voy a estudiar en la biblioteca.</i></p> <ul style="list-style-type: none"> Verb recognition and understanding of tense context <p>4. Learning about the preterite tense</p> <p>Substantive Knowledge:</p> <ul style="list-style-type: none"> Formation of the preterite tense (past completed actions): <ul style="list-style-type: none"> Regular –AR verbs: <i>hablé, hablaste, habló...</i> Regular –ER/–IR verbs: <i>comí, viviste, salió...</i> Common irregular verbs in preterite: <ul style="list-style-type: none"> <i>fui (ir/ser), hice (hacer), tuve (tener), estuve (estar)</i> Time markers for the preterite: <ul style="list-style-type: none"> <i>ayer, el año pasado, la semana pasada, hace dos días</i> Recognising the use of the preterite for completed past actions <ul style="list-style-type: none"> e.g., <i>Fui al cine ayer. / Comimos paella.</i> <p>5. Using the indicative mood to make statements and to ask questions</p> <p>Substantive Knowledge:</p> <ul style="list-style-type: none"> Understanding the indicative mood as the default for stating facts and asking straightforward questions. Using present, future (near or simple), and preterite tenses to express factual information: <ul style="list-style-type: none"> <i>Estudio español.</i> (present) | <ul style="list-style-type: none"> <i>a</i> (to) with cities: <i>Fui a Madrid</i> <i>en</i> (by) for transport: <i>Viajé en tren</i> Combining location and transport: <ul style="list-style-type: none"> <i>Fui a Italia en avión.</i> Articles and gender for countries where applicable: <ul style="list-style-type: none"> <i>el Perú, la Argentina</i> (note gender agreement) <p>3. Using key verbs in the preterite tense voice</p> <p>Substantive Knowledge:</p> <ul style="list-style-type: none"> Understanding the structure of the preterite tense: <ul style="list-style-type: none"> Focus on past, completed actions High-frequency verbs to master: <ul style="list-style-type: none"> Irregulars: <i>ir, ser, hacer, ver, tener, estar</i> Regulars: <i>viajar, visitar, comer, salir, llegar</i> Recognising subject–verb agreement through endings: <ul style="list-style-type: none"> <i>Yo fui, tú fuiste, él comió, nosotros viajamos</i> Identifying time markers of the past: | <ul style="list-style-type: none"> Sequencing words: <i>primero</i> (first), <i>después</i> (after), <i>luego</i> (then) Example: <i>Durante las vacaciones, visité museos y comí comida típica.</i> <p>3. Saying what your holiday was like</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> Fue divertido (it was fun) Fue aburrido (it was boring) Fue increíble (it was incredible) Fue cansado (it was tiring) El clima (the weather) La gente (the people) <p>Grammar & Expressions:</p> <ul style="list-style-type: none"> Use <i>ser</i> or <i>estar</i> + adjectives to describe experiences Use phrases like <i>me gustó</i> (I liked), <i>no me gustó</i> (I didn't like) Example: <i>Mis vacaciones fueron increíbles</i> |

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| | <ul style="list-style-type: none"> Yes/no questions: <i>¿Tienes hermanos? / ¿Es tu prima alta?</i> Inversion and intonation in spoken/written questions: <ul style="list-style-type: none"> <i>¿Tiene tu padre el pelo negro? vs. Tu padre tiene el pelo negro.</i> <p><u>Disciplinary Knowledge</u></p> <p>1. Talking about family members using 'my'</p> <p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> Understanding how possessive structures function in Spanish compared to English. <ul style="list-style-type: none"> E.g., Spanish uses possessive adjectives (e.g., <i>mi hermano</i>), whereas English may use more possessive pronouns or the possessive 's (<i>my brother, John's brother</i>). Recognising the importance of gender and number agreement in possessive structures (<i>mi abuelo / mis abuelos</i>). Developing awareness of syntactic patterns and word order when describing people (e.g., noun-adjective order: <i>mi</i> | <ul style="list-style-type: none"> <i>en febrero, cada año, durante el carnaval</i> <p><u>Disciplinary Knowledge</u></p> <p>1. Revising hair and eye colour and adjectival agreement</p> <p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> Understanding that adjectives in Spanish must agree in gender and number with the nouns they describe (unlike in English). <ul style="list-style-type: none"> e.g., <i>ojos azules, pelo largo</i> vs. English "blue eyes", "long hair" Developing analytical awareness of noun-adjective structure (adjective usually comes <i>after</i> the noun in Spanish). Comparing grammatical systems: <ul style="list-style-type: none"> Recognising how adjective agreement adds meaning and clarity in Spanish. Reasoning why different verbs are used for description (<i>tener</i> for physical traits, <i>ser</i> for characteristics). <p>2. Talking about physical descriptions in the present tense voice</p> <p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> Understanding the use of the present tense to describe physical characteristics as current, observable facts. Applying knowledge of regular and irregular verb conjugation patterns (e.g., <i>ser</i> and <i>tener</i>). Analysing how sentence structure in Spanish differs from English, especially adjective placement and verb use. | <ul style="list-style-type: none"> Descriptive adjectives: <i>picante, dulce, salado/a, típico/a</i> Cultural context: understanding that different regions have their own specialities Use of gustar: <ul style="list-style-type: none"> <i>Me gusta la paella / No me gustan los churros</i> <p>6. Using the key verb 'querer'</p> <p>Substantive Knowledge:</p> <ul style="list-style-type: none"> Present tense of querer (to want): <ul style="list-style-type: none"> <i>quiero, quieres, quiere, queremos, queréis, quieren</i> Usage in requests and preferences: <ul style="list-style-type: none"> <i>Quiero una botella de agua.</i> <i>¿Qué quieres comer?</i> Difference between querer (to want) and gustar (to like) <p>7. Revising numbers in the context of currency</p> <p>Substantive Knowledge:</p> <ul style="list-style-type: none"> Numbers 1–100+ in Spanish Use of euros and cents vocabulary: <ul style="list-style-type: none"> <i>un euro, dos euros con</i> | <ul style="list-style-type: none"> <i>Voy a estudiar mañana.</i> (near future) <i>Estudié ayer.</i> (preterite) Forming statements: <ul style="list-style-type: none"> <i>Mi hermana vive en Madrid.</i> Forming questions: <ul style="list-style-type: none"> <i>¿Dónde vives? / ¿Qué vas a hacer mañana?</i> Recognising that mood is separate from tense (indicative ≠ present only) <p><u>Disciplinary Knowledge</u></p> <p>1. Learning about the near future tense voice</p> <p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> Understanding how tense is formed and expressed differently in Spanish compared to English. Recognising that future meaning can be conveyed through grammatical structure (<i>ir + a + infinitive</i>) rather than through a single verb form. Analysing the role of auxiliary verbs in expressing time and intention. Developing an awareness of how infinitive verbs remain unchanged and how meaning is built through structure. Comparing how future intention is formed across languages. | <ul style="list-style-type: none"> <i>la semana pasada, el fin de semana pasado, entonces</i> Using verbs in context: <ul style="list-style-type: none"> <i>El año pasado fuimos a España y visitamos muchos monumentos.</i> <p><u>Disciplinary Knowledge</u></p> <p>1. Learning about and using key verbs in the preterite tense (past tense)</p> <ul style="list-style-type: none"> Grammar knowledge: <ul style="list-style-type: none"> Understanding the function of the preterite tense to talk about completed actions in the past. Knowing the conjugation patterns for regular and irregular verbs in the preterite tense (e.g., <i>viajar</i> → <i>viajé, viajaste, viajó; tener</i> → <i>tuve, tuviste, tuvo</i>). Being able to distinguish the preterite from other past tenses (like | <p><i>porque la gente fue muy amable.</i></p> <p>4. Giving a presentation about your holiday</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> Introducción (introduction) Descripción (description) Actividades (activities) Opinión (opinion) Conclusión (conclusion) <p>Grammar & Expressions:</p> <ul style="list-style-type: none"> Use clear present and past tenses Use linking words: <i>además</i> (also), <i>por ejemplo</i> (for example), <i>en resumen</i> (in summary) Practice using formal language and structure Example opening: <i>Hoy voy a hablar sobre mis vacaciones en España.</i> Example conclusion: <i>En resumen, fue</i> |

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| | <p><i>madre simpática</i> vs. <i>my kind mother</i>).</p> <ul style="list-style-type: none"> Noticing cultural conventions in how family is referred to or described in different Spanish-speaking cultures. <p>2. Describing hair and eye colour using key verbs in the present tense</p> <p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> Understanding the functions of different verbs (e.g., <i>tener</i>, <i>ser</i>, <i>llevar</i>) and how their usage depends on the type of description (temporary vs. permanent traits, physical attributes vs. accessories). Applying knowledge of verb conjugation patterns in the present tense to form accurate descriptions. Analysing how adjective agreement works in relation to nouns in terms of gender and number (<i>ojos azules</i> vs. <i>pelo negro</i>). Using metalinguistic awareness to compare descriptive structures in Spanish and English (e.g., <i>She has brown eyes</i> vs. <i>Tiene los ojos marrones</i>). | <ul style="list-style-type: none"> Making choices between verbs depending on the nature of the description: <ul style="list-style-type: none"> e.g., <i>ser</i> for permanent traits, <i>tener</i> for possession, <i>llevar</i> for worn features or styles. Thinking critically about how language reflects cultural norms—e.g., how physical description might differ in use between cultures or contexts. <p>3. Describing where you live</p> <p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> Understanding how language expresses location and existence (using <i>vivir</i>, <i>estar</i>, <i>hay</i>). Interpreting how verbs change meaning depending on context and usage: <ul style="list-style-type: none"> e.g., <i>hay un parque</i> vs. <i>está el parque</i> Applying spatial reasoning through prepositions of place and structures describing surroundings. Analysing syntax and the structure of descriptive and locative statements in Spanish. Comparing linguistic choices in Spanish and English when describing homes and places. <p>4. Reading about a carnival in Cádiz</p> <p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> Developing reading strategies specific to language learning: <ul style="list-style-type: none"> Identifying cognates, deducing meaning from | <p><i>cincuenta</i>, <i>céntimos</i></p> <ul style="list-style-type: none"> Asking and saying prices: <ul style="list-style-type: none"> ¿Cuánto cuesta? Cuesta cinco euros. Recognising written and spoken numbers (especially for prices and totals) <p>8. Developing speaking skills</p> <p>Substantive Knowledge:</p> <ul style="list-style-type: none"> Common question forms and answers: <ul style="list-style-type: none"> ¿Dónde vives? ¿Qué quieres? ¿Te gusta...? Use of pronunciation rules, accents, and intonation patterns Use of connectives for fluency: <ul style="list-style-type: none"> y, pero, también, porque, entonces Sentence starters and fillers: <i>pues</i>, <i>bueno</i>, <i>en mi opinión...</i> Polite language and cultural norms in conversation <p>9. Exploring festivals in Spanish-speaking countries</p> <p>Substantive Knowledge:</p> <ul style="list-style-type: none"> Vocabulary for festivals and celebrations: | <p>2. Understanding and responding to questions in the future tense voice</p> <p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> Understanding how question structure in Spanish differs from English, especially with verb-subject inversion (¿Qué vas a hacer mañana?). Analysing how intonation, word order, and verb forms signal questions in Spanish. Developing strategies to recognise tense and subject in questions, and to construct appropriate, tense-matched responses. Using contextual clues to interpret tense, person, and time frame in questions. <p>3. Recognising, understanding, and using the present and future tenses together</p> <p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> Understanding the contrast between present and future tenses, and when each is appropriate. Analysing how time markers influence verb choice and meaning (e.g., <i>hoy</i> = present, <i>mañana</i> = future). Developing the ability to track tense shifts across a sentence or conversation and maintain grammatical consistency. Recognising patterns of tense use in longer discourse, especially for planning and contrasting habitual vs. planned actions. | <p>imperfect) based on context.</p> <ul style="list-style-type: none"> Application: <ul style="list-style-type: none"> Using these verbs correctly in sentences to describe past holiday activities or events. Recognizing and using key verbs commonly associated with holidays, such as <i>visitar</i> (to visit), <i>viajar</i> (to travel), <i>hacer</i> (to do/make), <i>ir</i> (to go), <i>ver</i> (to see). <p>2. Talking about countries and transport</p> <ul style="list-style-type: none"> Vocabulary knowledge: <ul style="list-style-type: none"> Names of countries and their genders/articles in Spanish (e.g., <i>España</i>, <i>el Reino Unido</i>). Types of transport vocabulary: <i>el avión</i> (plane), <i>el tren</i> (train), <i>el autobús</i> (bus), <i>el coche</i> (car), <i>el barco</i> (boat). Cultural and geographic knowledge: | <p><i>una experiencia inolvidable.</i></p> <p>Disciplinary Knowledge</p> <p>1. Talking about the last day of a holiday</p> <p>Disciplinary knowledge includes:</p> <ul style="list-style-type: none"> Grammar mastery: Correct use of past tenses, especially the preterite for completed actions and imperfect for ongoing or habitual past actions. Knowing when to use each is key. Temporal sequencing: Use of adverbs and phrases to sequence events properly (e.g., <i>al final</i>, <i>luego</i>, <i>después</i>). Cohesion and coherence: Linking sentences logically using conjunctions (e.g., <i>y</i>, <i>pero</i>, <i>porque</i>). Register and style: Ability to choose appropriate tone—formal or |

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| | | <p>3. Using the indicative mood to make statements and ask questions</p> <p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> Understanding the concept of mood in grammar, and recognising how the indicative is used to express factual information, in contrast with other moods (e.g., subjunctive for doubt/possibility). Applying rules of syntax to form both declarative sentences and interrogatives (e.g., subject-verb inversion in questions). Exploring the role of intonation and punctuation in distinguishing statements from questions in both spoken and written Spanish. Developing grammatical reasoning: e.g., understanding why <i>tengo</i> (I have) is used instead of <i>soy</i> (I am) in <i>Tengo el pelo largo</i> (I have long hair), and reflecting on verb choice. | <p>context, recognising verb tenses</p> <ul style="list-style-type: none"> Understanding how grammar and cultural context interact (e.g., recognising past tense in cultural narratives, interpreting references to <i>chirigotas</i> or traditions). Analysing the role of language in cultural expression, including how celebrations are described and valued in different cultures. Interpreting how different tenses are used to narrate and describe events (e.g., present for immediacy, preterite for recounting past events). Reflecting on how written Spanish conveys tone, mood, and atmosphere differently than English. | <ul style="list-style-type: none"> <i>El Día de los Muertos, La Tomatina, Las Fallas, los carnavales</i> Related verbs: <i>celebrar, disfrazarse, bailar, ver, comer</i> Time phrases: <i>en marzo, todos los años, durante el festival</i> Cultural awareness: learning how traditions reflect values in different Spanish-speaking regions <p>Disciplinary Knowledge</p> <p>1. Describing your town</p> <p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> Understanding how language structures are used to express existence and location, e.g., <i>hay</i> vs. <i>está</i>. Analysing how nouns and adjectives agree in gender and number (<i>una ciudad bonita</i> vs. <i>un pueblo pequeño</i>). Recognising how word order differs from English and affects meaning (e.g., adjective after noun). Comparing how different languages describe space and surroundings. <p>2. Revising grammar (a, the, some)</p> <p>Disciplinary Knowledge:</p> | <p>4. Learning about the preterite tense</p> <p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> Understanding how the concept of past time is grammatically encoded in Spanish (completed actions). Analysing how verb endings show person, number, and tense in preterite forms. Recognising and categorising regular vs. irregular patterns, and learning how to generalise rules or spot exceptions. Comparing how Spanish and English express past events (e.g., one-word verb forms vs. compound tenses). Interpreting contextual and temporal clues to choose the correct tense (e.g., <i>ayer, la semana pasada</i> → preterite). <p>5. Using the indicative mood to make statements and to ask questions</p> <p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> Understanding what a grammatical mood is and how the indicative mood functions as the default for stating facts and asking neutral questions. Analysing how mood differs from tense, and how mood shapes the speaker's intention (indicative = fact, subjunctive = possibility, etc.). Identifying statement vs. question formation in the indicative, and the role of word order and punctuation. Recognising how the indicative mood is consistent across | <ul style="list-style-type: none"> Awareness of Spanish-speaking countries and common travel destinations. Understanding how transport might differ culturally or practically in Spanish-speaking countries. Practical skills: <ul style="list-style-type: none"> Constructing sentences to describe where you traveled or how you traveled. Asking and answering questions about travel arrangements and destinations. Deeper grammatical understanding: <ul style="list-style-type: none"> Mastery of verb conjugations in the preterite tense for both regular and irregular verbs. Knowing how to form negative sentences and questions in the preterite. Using time expressions <p>3. Using key verbs in the preterite tense voice</p> | <p>informal depending on context (conversation with friends vs. writing).</p> <p>2. Talking about what you did on holiday</p> <p>Disciplinary knowledge includes:</p> <ul style="list-style-type: none"> Verb conjugation: Accurate use of verbs in past tenses, including irregular verbs common in holiday vocabulary (e.g., <i>fui, hice, vi</i>). Narrative skills: Structuring a narrative with a clear beginning, middle, and end, using temporal markers. Aspectual distinctions: Understanding the difference between completed actions (preterite) and ongoing or repeated past actions (imperfect). Pronunciation and intonation: If spoken, |
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| YEAR 8 | | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
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| | | | | <ul style="list-style-type: none">Understanding how articles work as grammatical markers in Spanish—indicating gender and number.Reflecting on how Spanish articles differ from English, especially with plural forms (<i>unos/unas</i> not used the same as “some”).Developing reasoning skills to identify patterns in article use, and exceptions.Applying grammatical rules logically to new contexts (e.g., choosing between <i>el</i>, <i>un</i>, <i>unos</i>, etc.). <p>3. Using the key verb ‘ir’</p> <p>Disciplinary Knowledge:</p> <ul style="list-style-type: none">Recognising irregular verb patterns and their logic in the present tense.Analysing sentence construction with prepositions, e.g., <i>a + el = al</i>.Understanding how verbs like <i>ir</i> are used to express movement and intention, and how this differs from other verbs.Making connections between tense, subject pronouns, and verb endings. | <p>different tenses (present, preterite, near future).</p> <ul style="list-style-type: none">Comparing mood use in Spanish and English, and reflecting on how mood adds nuance and meaning in communication. | <p>(e.g., <i>ayer</i>, <i>la semana pasada</i>) to anchor actions in the past.</p> <ul style="list-style-type: none">Communication skills:<ul style="list-style-type: none">Narrating past holiday experiences clearly and accurately.Incorporating varied verbs and vocabulary to enrich storytelling about holidays. | <p>applying correct pronunciation patterns, stress, and intonation for storytelling.</p> <p>3. Saying what your holiday was like</p> <p>Disciplinary knowledge includes:</p> <ul style="list-style-type: none">Use of adjectives and descriptive language: Correct agreement in gender and number (<i>vacaciones increíbles</i> vs <i>vacación aburrida</i>).Expressing opinions and feelings: Use of subjunctive mood where appropriate to express feelings or doubts (<i>me sorprendió que...</i>).Cultural pragmatics: Understanding how to express likes/dislikes politely or enthusiastically according to Spanish-speaking cultural norms. |



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| | | | <p>4. Ordering food and drink in a café</p> <p>Disciplinary Knowledge:</p> <ul style="list-style-type: none">• Recognising the social and cultural function of language in real-life settings (e.g., politeness, turn-taking, indirectness).• Understanding how register and tone affect language choices (e.g., <i>Quisiera</i> vs. <i>Quiero</i>).• Analysing the structure of spoken interaction (requests, offers, replies).• Developing strategies for handling gaps in vocabulary through paraphrasing and reformulation. <p>5. Learning about different dishes in Spain</p> <p>Disciplinary Knowledge:</p> <ul style="list-style-type: none">• Understanding how language reflects culture (e.g., regional dishes, culinary vocabulary).• Analysing how descriptive language conveys flavour, texture, and origin.• Comparing cultural and linguistic perspectives (e.g., food customs in Spain vs. home culture).• Identifying the use of verbs like <i>gustar</i> and how their structure | | | <ul style="list-style-type: none">• Sentence variety: Use of complex sentences and modifiers to enhance descriptions (e.g., <i>Fue una experiencia que nunca olvidaré</i>). <p>4. Giving a presentation about your holiday</p> <p>Disciplinary knowledge includes:</p> <ul style="list-style-type: none">• Discourse organization: Knowledge of presentation structure in Spanish: introduction, body, conclusion.• Formal language conventions: Use of formal register and linking phrases to guide listeners.• Audience awareness: Adjusting language complexity and clarity for listeners.• Use of cohesive devices: Mastery of connectors (<i>además, por</i> |
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| YEAR 8 | | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 | |
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| | | | | <p>differs from English (<i>Me gusta la tortilla</i> = "The tortilla pleases me").</p> <p>6. Using the key verb 'querer'</p> <p>Disciplinary Knowledge:</p> <ul style="list-style-type: none">Understanding the concept of irregular verbs and how they behave differently from regular conjugations.Exploring the pragmatic uses of querer (expressing desire, offering, requesting).Comparing different ways of expressing wants in Spanish and English and recognising when to use <i>querer</i> vs. <i>gustar</i>.Recognising verb patterns across different contexts and applying them appropriately. <p>7. Revising numbers in the context of currency</p> <p>Disciplinary Knowledge:</p> <ul style="list-style-type: none">Applying number systems in context: recognising how currency is spoken and written in Spanish (<i>tres euros con cincuenta</i>).Understanding how numerical and grammatical | | | | <p><i>ejemplo, en resumen</i>) to create flow and logical progression.</p> <ul style="list-style-type: none">Oral communication skills: Control over pronunciation, pacing, and clarity for public speaking in Spanish. |





| YEAR 8 | | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
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| | | | | <p>structures interact (e.g., agreement in plural nouns like <i>euros</i> and <i>céntimos</i>).</p> <ul style="list-style-type: none">• Developing awareness of regional differences in pronunciation or expression of amounts.• Linking mathematical reasoning with language function (e.g., prices, quantities, totals). <p>8. Developing speaking skills</p> <p>Disciplinary Knowledge:</p> <ul style="list-style-type: none">• Understanding pronunciation patterns, stress, and intonation in Spanish.• Analysing how syntax and word choice influence meaning in spoken language.• Recognising the importance of fluency vs. accuracy and how to balance both.• Developing metacognitive strategies for speaking: e.g., reformulating, circumlocution, hesitation fillers (<i>pues</i>, <i>bueno</i>), and repair. <p>9. Exploring festivals in Spanish-speaking countries</p> <p>Disciplinary Knowledge:</p> | | | |

| YEAR 8 | | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
|--------|------------------|--|----------|--|----------|----------|----------|
| | | | | <ul style="list-style-type: none"> Understanding how language conveys cultural meaning— how grammar and vocabulary are used in real-world contexts like celebrations. Analysing narrative tenses and how the past and present are used to describe events (e.g., <i>se celebra, participan</i>). Using language to compare and contrast cultures and reflect on how traditions shape communication. Building awareness of how context affects language use, especially in reading authentic or semi-authentic materials. | | | |
| | | <p>Skills: Students will be required to recognise and understand this knowledge via the skills of listening and reading and demonstrate this via the skills of speaking and writing. In Year 8, students aims to:</p> <ul style="list-style-type: none"> Identify and demonstrate understanding of a range of familiar phrases and opinions with reasons in two tenses. Demonstrate understanding of main points and opinions in short and authentic texts. Take part in a range of brief conversations, using a range of common vocabulary and grammatical structures referring to two tenses, including asking and responding to questions. Write short texts for different topics referring two tenses including opinions and reasons Translate and transcribe longer sentences into the target language and into English. | | | | | |
| | Rationale | <p>Why and links to future learning: The Year 8 curriculum aims to enable students to deepen their learning through expressing their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries. It is the next layer to language learning at St. Cuthbert's.</p> <p>Links to previous learning: Learning in Year 8 recaps prior knowledge taught at Key Stage 2 whilst ensuring content from Year 7 is consistently used and recycled by students. The curriculum also provides a solid foundation to build upon prior learning and to develop new skills and knowledge required for further language study. Learning should be engaging, developmental and memorable and should incorporate the four main skill areas together with grammatical structures and key topic vocabulary. Some examples of this include:</p> <ul style="list-style-type: none"> Students begin to use key verbs in different contexts, expanding on prior knowledge. | | | | | |



| YEAR 8 | | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
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| | | <ul style="list-style-type: none">Students are exposed to a variety of tenses in Year 8 and will become confident in recognising and understanding their construction within a number of topic areas.Students will learn about Hispanic culture and Spanish speaking countries. | | | | | |
| | Key vocabulary | <u>See curriculum intent.</u> | | | | | |
| | Assessment for this unit | <ul style="list-style-type: none"><u>Pupils should be able to answer speaking questions on the topic of my family.</u> | <ul style="list-style-type: none"><u>Pupils should be able to answer speaking questions on the topic of my town.</u> | | <ul style="list-style-type: none"><u>Pupils should be able to answer speaking questions on the topic of my holidays.</u> | | |


Y9 Spanish

| YEAR 9 | | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
|-----------------------|---|--|---|---|--|---|--|
| Theme | | Todo sobre mi vida My life | Todo sobre mi vida My life | A comer Discussing meal times | A Comer Discussing meal times | ¿Qué hacemos? Arranging to go out | ¿Qué hacemos? Arranging to go out |
| Year 9 | Knowledge / Skills   | Knowledge: Students in Year 9 aim to have excellent knowledge and understanding on the topic of my life. <ul style="list-style-type: none"> Saying what you use your phone for Revising the present tense Saying what type of music you like Giving a range of opinions Talking about TV Using the comparative | Knowledge: Students in Year 9 aim to have excellent knowledge and understanding on the topic of <ul style="list-style-type: none"> Saying what you did yesterday Using the present and the preterite tenses Understanding a TV guide Tackling an authentic text Learning about Hispanic singers and writing a profile of a singer | Knowledge: Students in Year 9 aim to have excellent knowledge and understanding on the topic of food and drink. <ul style="list-style-type: none"> Saying what food you like Using a wider range of opinions Describing mealtimes Ordering a meal Using usted/usteded | Knowledge: Students in Year 9 aim to have excellent knowledge and understanding on the topic of food and drink. <ul style="list-style-type: none"> Discussing what to buy for a party Using the near future tense Giving an account of a party using 3 tenses together Learning about food in other countries | Knowledge: Students in Year 9 aim to have excellent knowledge and understanding on the arranging to go out. <ul style="list-style-type: none"> Arranging to go out Using the simple conditional tense 'Me gustaría + infinitive Making excuses using 'querer' and 'poder' Discussing getting ready to go out using reflexive verbs | Knowledge: Students in Year 9 aim to have excellent knowledge and understanding on the topic of arranging to go out. <ul style="list-style-type: none"> Talking about clothes and what you are going to wear Talking about sporting events using 3 tenses Describing a fancy dress outfit A cultural study: watching and studying a Hispanic film |
| | | Skills: Students will be required to recognise and understand this knowledge this via the skills of listening and reading and demonstrate this via the skills of speaking and writing. In Year 9, students aims to: <ul style="list-style-type: none"> Deduce meaning and demonstrate understanding of overall messages including less familiar language, in longer passages referring to three tenses. Deduce meaning and understand details in longer texts including unfamiliar language and complex structures. Take part in a range of conversations, using a range of common vocabulary and grammatical structures referring to three tenses, including asking and responding to questions, whilst developing my answers. Write coherent longer texts on a variety of topics, linking sentences and paragraphs whilst structuring my ideas, referring to three tenses, including opinions and reasons, whilst developing answers. Translate and transcribe texts into the target language and into English. | | | | | |
| | Rationale | Links to previous learning: Year 9 learning takes into account study undertaken in both Year 7 and 8, whilst delivering new topics of learning linked to future language study. Students will continue to develop new skills and knowledge whilst further embedding the Year 7 and 8 programmes of study. Students study a further four topics, enabling them to make links across topics, whilst using a variety of tenses together. Why and links to future learning: The Year 9 curriculum aims to enable students to deepen their learning through expressing their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries. It is the next layer to language learning at St. Cuthbert's. | | | | | |
| Key vocabulary | | See curriculum intent. | | | | | |



| YEAR 9 | | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
|--------|--------------------------|--|----------|--|----------|--|----------|
| | Assessment for this unit | <u>Pupils should be able to answer speaking questions on the topic of my life.</u> | | <u>Pupils should be able to answer speaking questions on the topic of my meals and meal times.</u> | | <u>Pupils should be able to answer speaking questions on the topic of arranging to go out.</u> | |

Y10 Spanish

| YEAR 10 | | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
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| Year 10 | Theme | Diviértete! Discussing the digital world | Viajes Talking about holidays | Mi gente, mi mundo Talking about family and friends. | Mi estilo de vida Talking about healthy life styles | A Clase Talking about my school | Mi barrio y yo Talking about my city/town |
| | Knowledge / Skills  | Knowledge: <ul style="list-style-type: none"> Talking about life online Talking about sports and free time activities Arranging to go out Saying what you did at the weekend Talking about days that went wrong | Knowledge: <ul style="list-style-type: none"> Discussing travel plans Talking about festivals in the Spanish speaking world Saying what you did on holiday Describing where you stayed Talking about holidays using 3 different tenses | Knowledge: <ul style="list-style-type: none"> Describing people Talking about who you follow on social media Talking about friendships and relationships Talking about your identity and what matters to you Talking about problems and giving advice | Knowledge: <ul style="list-style-type: none"> Learning about typical food in Spanish speaking countries Describing healthy daily routines Talking about mealtimes and food trends Comparing old and new habits Talking about illnesses and injuries Future plans to improve health and wellbeing | Knowledge: <ul style="list-style-type: none"> Learning about schools in Spain Talking about a typical day at school Talking about your studies Talking about how you would change your school Talking about students and teachers in school Describing a school trip in the past | Knowledge: <ul style="list-style-type: none"> Finding out about Colombia Talking about your area Describing cities Describing how a city or town has changed Describing shopping preferences |
| | | Substantive Knowledge 1. Talking about life online Vocabulary: <ul style="list-style-type: none"> La red / internet Las redes sociales (social networks) Chatear (to chat) Navegar por internet (to surf the internet) Subir fotos (to upload photos) Descargar (to download) En línea (online) / desconectado (offline) Grammar & Expressions: <ul style="list-style-type: none"> Present tense to talk about habits and routines: <i>Uso internet todos los días.</i> Phrases like <i>me gusta, prefiero, paso mucho tiempo en...</i> | Substantive Knowledge 1. Discussing travel plans Vocabulary: <ul style="list-style-type: none"> Viajar (to travel) Planes (plans) Reservar (to book) El vuelo (flight) El hotel / alojamiento (hotel / accommodation) La maleta (suitcase) Fechas (dates) Destino (destination) Grammar & Expressions: <ul style="list-style-type: none"> Future tense or <i>ir a + infinitive</i> to talk about plans: <i>Voy a viajar a México.</i> Questions to confirm details: <i>¿Cuándo salimos? ¿Dónde vamos a alojarnos?</i> | Substantive Knowledge 1. Describing people Vocabulary: <ul style="list-style-type: none"> Physical traits: alto/a, bajo/a, delgado/a, gordo/a, pelo largo/corto, ojos azules/verdes Personality: simpático/a, divertido/a, serio/a, tímido/a, trabajador/a Other descriptors: joven, mayor, fuerte, guapo/a Grammar & Expressions: <ul style="list-style-type: none"> Use of ser and tener: <i>Ella es alta y tiene el pelo rubio.</i> Adjective agreement in gender and number: <i>amable</i> (same for masc./fem.), <i>inteligentes</i> (plural) | Substantive Knowledge 1. Learning about typical food in Spanish speaking countries Vocabulary: <ul style="list-style-type: none"> Comida típica, plato tradicional, ingredientes Tapas, paella, empanadas, ceviche, tortilla española Frutas, verduras, carnes, mariscos Sabores: dulce, salado, picante, amargo Grammar & Expressions: <ul style="list-style-type: none"> Present tense to describe dishes: <i>La paella es un plato típico de España.</i> | Substantive Knowledge 1. Learning about schools in Spain Vocabulary: <ul style="list-style-type: none"> Escuela, instituto, colegio, alumno/a, profesor/a Asignaturas (subjects): matemáticas, ciencias, historia, lengua Horario, clase, recreo, comedor Sistema educativo, bachillerato, primaria, secundaria Grammar & Expressions: <ul style="list-style-type: none"> Present tense to describe facts: <i>Las escuelas en España empiezan a las ocho.</i> | Substantive Knowledge 1. Finding out about Colombia Vocabulary: <ul style="list-style-type: none"> Colombia, capital (Bogotá), regiones, cultura, clima Geografía: montañas, selva, costa, río Amazonas Tradiciones, comida típica, música (cumbia, vallenato) Población, historia, lugares turísticos Grammar & Expressions: <ul style="list-style-type: none"> Present tense for facts: <i>Colombia tiene una gran diversidad cultural.</i> |

| YEAR 10 | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
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| | <ul style="list-style-type: none"> Talking about technology: <i>uso mi móvil para..</i> <p>2. Talking about sports and free time activities</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> Deportes: fútbol, baloncesto, natación, tenis, correr Actividades: leer, escuchar música, salir con amigos, ir al cine Ver partidos (to watch matches) Practicar (to practice) Entrenar (to train) <p>Grammar & Expressions:</p> <ul style="list-style-type: none"> Present tense for hobbies: <i>Me gusta jugar al fútbol.</i> Frequency expressions: <i>a veces, nunca, siempre</i> Expressions of preference: <i>prefiero, me encanta</i> <p>3. Arranging to go out</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> Quedar (to meet) A qué hora (at what time) Dónde (where) Vamos a... (Let's go to...) ¿Quieres...? (Do you want to...?) Planes (plans) <p>Grammar & Expressions:</p> <ul style="list-style-type: none"> Making suggestions: <i>¿Quieres ir al cine?</i> Using the verb <i>poder</i> (can): <i>¿Puedes quedar mañana?</i> | <ul style="list-style-type: none"> Modal verbs: <i>Quiero, puedo, debo</i> for expressing intentions and necessities. <p>2. Talking about festivals in the Spanish-speaking world</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> Festival, feria, fiesta Tradiciones (traditions) Música, baile, comida típica (music, dance, typical food) Celebrar (to celebrate) Disfraces (costumes) Fuegos artificiales (fireworks) <p>Grammar & Expressions:</p> <ul style="list-style-type: none"> Present tense to describe festivals: <i>El festival se celebra en julio.</i> Use of <i>gustar</i> and other opinion verbs: <i>Me encanta la música.</i> Cultural context phrases: <i>Es una tradición muy importante en...</i> <p>3. Saying what you did on holiday</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> Visitar, nadar, explorar, descansar, comprar Lugares: playas, museos, ciudades Verbos en pretérito: <i>fui, hice, vi</i> <p>Grammar & Expressions:</p> | <ul style="list-style-type: none"> Descriptive phrases: <i>Tiene los ojos marrones y una sonrisa bonita.</i> <p>2. Talking about who you follow on social media</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> Seguir (to follow) Influencers, celebridades, amigos, familiares Redes sociales: Instagram, TikTok, Twitter Publicar (to post), compartir (to share), comentar (to comment) <p>Grammar & Expressions:</p> <ul style="list-style-type: none"> Present tense: <i>Sigo a muchos youtubers.</i> Using indirect object pronouns with <i>gustar</i>-type verbs: <i>Me gusta seguir a...</i> Expressing opinions: <i>Me encanta su contenido.</i> <p>3. Talking about friendships and relationships</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> Amigo/a, novio/a, compañero/a, familia Confiar, apoyar, llevarse bien/mal Discutir, reconciliarse Sentimientos: feliz, triste, enamorado/a <p>Grammar & Expressions:</p> <ul style="list-style-type: none"> Reflexive verbs: <i>Nos llevamos bien.</i> Present tense and preterite for describing | <ul style="list-style-type: none"> Using <i>gustar</i> and similar verbs: <i>Me gusta la comida mexicana.</i> Describing ingredients with <i>tener</i>: <i>La tortilla tiene huevos y patatas.</i> <p>2. Describing healthy daily routines</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> Rutina diaria, ejercicio, dieta equilibrada, dormir bien Levantarse, desayunar, hacer deporte, beber agua Hábitos saludables, descansar, evitar el estrés <p>Grammar & Expressions:</p> <ul style="list-style-type: none"> Present tense to describe habits: <i>Me levanto temprano y hago ejercicio.</i> Frequency adverbs: <i>siempre, a menudo, nunca</i> Reflexive verbs: <i>Me acuesto a las diez.</i> <p>3. Talking about mealtimes and food trends</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> Desayuno, almuerzo, comida, merienda, cena Dieta vegana, sin gluten, orgánico Comer fuera, pedir comida rápida, cocinar en casa | <ul style="list-style-type: none"> Using <i>hay</i> to talk about what exists: <i>Hay muchas asignaturas.</i> Descriptive adjectives: <i>grande, moderno, antiguo.</i> <p>2. Talking about a typical day at school</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> Levantarse, desayunar, llegar a la escuela Clases, descansos, actividades extraescolares Almuerzo, salir de la escuela <p>Grammar & Expressions:</p> <ul style="list-style-type: none"> Present tense to describe routines: <i>Me levanto a las siete y voy a la escuela a las ocho.</i> Time expressions: <i>a las ocho, después, luego.</i> Reflexive verbs: <i>me ducho, me visto.</i> <p>3. Talking about your studies</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> Estudiar, aprobar, suspender, examen, tarea Materias favoritas, difíciles, fáciles Biblioteca, profesor particular <p>Grammar & Expressions:</p> | <ul style="list-style-type: none"> Using <i>hay</i> and <i>se puede</i> to describe what exists or can be done: <i>Hay muchos parques nacionales.</i> Question words: <i>¿Dónde está...?, ¿Qué se come...?</i> <p>2. Talking about your area</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> Barrio, pueblo, ciudad, zona, vecinos Servicios: tiendas, parques, escuelas, transporte público Describing location: <i>cerca de, lejos de, al lado de</i> Adjectives for places: <i>tranquilo, ruidoso, seguro, sucio</i> <p>Grammar & Expressions:</p> <ul style="list-style-type: none"> Present tense to describe your area: <i>Mi barrio es tranquilo y tiene muchos parques.</i> Using <i>estar</i> for location: <i>La tienda está cerca de mi casa.</i> Prepositions of place: <i>al lado de, delante de, entre.</i> <p>3. Describing cities</p> <p>Vocabulary:</p> |

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| | <ul style="list-style-type: none"> Using future expressions: <i>Voy a salir...</i> Invitations and responses: <i>Sí, me encantaría. / Lo siento, no puedo.</i> <p>4. Saying what you did at the weekend</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> El fin de semana Salir, ir, hacer, ver, visitar Verbos en pretérito (past tense): fui, hice, vi, salí Actividades comunes: ir de compras, ir a una fiesta, descansar <p>Grammar & Expressions:</p> <ul style="list-style-type: none"> Use preterite tense to narrate past events: <i>El sábado fui al cine.</i> Time markers: <i>el sábado, el domingo, por la mañana</i> Sequencing: <i>primero, luego, después</i> <p>5. Talking about days that went wrong</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> Problemas (problems) Accidentes, retrasos (delays), mal tiempo (bad weather) Estar enfermo (to be sick) Perder (to lose) Romper (to break) <p>Grammar & Expressions:</p> <ul style="list-style-type: none"> Use preterite for past events: <i>Tuve un problema.</i> | <ul style="list-style-type: none"> Preterite tense for completed actions: <i>El año pasado visité Madrid.</i> Sequencing words: <i>primero, luego, después</i> Using <i>porque</i> to explain reasons: <i>Visité la ciudad porque me gusta la historia.</i> <p>4. Describing where you stayed</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> Hotel, apartamento, camping Habitación (room) Piscina, baño, balcón Cómodo/a, pequeño/a, moderno/a <p>Grammar & Expressions:</p> <ul style="list-style-type: none"> Use of <i>estar</i> and <i>ser</i> to describe places: <i>El hotel era grande y moderno.</i> Adjectives with correct gender and number agreement: <i>La habitación tenía un balcón.</i> Use of <i>haber</i> for existence: <i>Había una piscina.</i> <p>5. Talking about holidays using 3 different tenses</p> <p>Tenses involved:</p> <ul style="list-style-type: none"> Past (preterite): to talk about completed holiday activities (<i>Fui a la playa.</i>) Present: to describe your holiday in general or habits (<i>Normalmente viajo en verano.</i>) | <p>relationships and past events.</p> <ul style="list-style-type: none"> Using <i>tener</i> expressions: <i>Tengo muchos amigos.</i> Expressions for opinions and feelings: <i>Creo que..., Me siento...</i> <p>4. Talking about your identity and what matters to you</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> Identidad, valores (values), cultura, creencias Importar, significar, representar Orgulloso/a, auténtico/a, independiente <p>Grammar & Expressions:</p> <ul style="list-style-type: none"> Using verbs like <i>importar, significar</i> with indirect object pronouns: <i>Me importa la familia.</i> Expressing preferences and priorities: <i>Para mí, lo más importante es...</i> Present tense and subjunctive for expressing feelings and attitudes: <i>Es importante que...</i> <p>5. Talking about problems and giving advice</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> Problema, dificultad, estrés, conflicto Consejo, solución, ayuda Verbos para dar consejos: <i>deberías, tienes que, es mejor que</i> | <p>Grammar & Expressions:</p> <ul style="list-style-type: none"> Present tense and near future: <i>Voy a probar la comida vegana.</i> Expressing opinions: <i>Creo que la comida orgánica es mejor.</i> Comparatives: <i>La cena es más ligera que el almuerzo.</i> <p>4. Comparing old and new habits</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> Antes, ahora, cambiar, hábito, saludable, sedentario Tecnología, ejercicio, comida rápida, tiempo libre <p>Grammar & Expressions:</p> <ul style="list-style-type: none"> Using imperfect and present tenses: <i>Antes comía mucha comida rápida, ahora como más sano.</i> Comparatives and contrast words: <i>más que, menos que, mientras que</i> Phrases to show change: <i>He cambiado mis hábitos porque...</i> <p>5. Talking about illnesses and injuries</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> Enfermedad, lesión, fiebre, tos, dolor, fractura | <ul style="list-style-type: none"> Present tense and present continuous: <i>Estoy estudiando para un examen.</i> Opinions: <i>Me gusta la historia porque es interesante.</i> Using <i>tener que</i> for obligations: <i>Tengo que hacer los deberes.</i> <p>4. Talking about how you would change your school</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> Cambiar, mejorar, construir, añadir, eliminar Instalaciones, reglas, profesores, horario Más moderno, más flexible <p>Grammar & Expressions:</p> <ul style="list-style-type: none"> Conditional tense to express hypothetical changes: <i>Me gustaría tener un comedor mejor.</i> Using <i>si</i> clauses: <i>Si pudiera, cambiaría el horario.</i> Polite suggestions: <i>Sería bueno que...</i> <p>5. Talking about students and teachers in school</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> Compañeros, amigos, profesores, director | <ul style="list-style-type: none"> Ciudad, rascacielos, plazas, monumentos, museos Transporte: metro, autobús, taxi Ambiente: moderno, histórico, turístico, animado Servicios: restaurantes, teatros, centros comerciales <p>Grammar & Expressions:</p> <ul style="list-style-type: none"> Present tense with adjectives: <i>La ciudad es muy moderna y tiene muchos museos.</i> Use of <i>hay</i> for existence: <i>Hay muchos restaurantes cerca.</i> Comparatives: <i>La ciudad es más grande que el pueblo.</i> <p>4. Describing how a city or town has changed</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> Cambiar, desarrollarse, crecer, mejorar, deteriorarse Nuevos edificios, parques, carreteras, transporte público Problemas: contaminación, tráfico, delincuencia <p>Grammar & Expressions:</p> |

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| | <ul style="list-style-type: none"> Express frustration or disappointment: <i>Fue horrible, No pude...</i> Use <i>tener que</i> + infinitive for obligations or forced actions: <i>Tuve que quedarme en casa.</i> <p>Disciplinary Knowledge</p> <p>1. Talking about life online</p> <p>Disciplinary knowledge includes:</p> <ul style="list-style-type: none"> Register: Knowing when to use informal language (with friends) vs. formal (in presentations or writing). Present tense mastery: For habitual or current actions (<i>Uso internet todos los días</i>). Vocabulary precision: Understanding nuances of tech terms and their appropriate use in context. Cultural awareness: How Spaniards and Latin Americans talk about technology and online life differently. <p>2. Talking about sports and free time activities</p> <p>Disciplinary knowledge includes:</p> <ul style="list-style-type: none"> Verb conjugation: Correct use of present tense, and sometimes preterite or imperfect when talking about past activities. Expressing preferences: Using verbs like <i>gustar, encantar, preferir</i> with correct indirect objects. | <ul style="list-style-type: none"> Future: to talk about upcoming holidays (<i>El próximo año iré a España.</i>) <p>Grammar & Expressions:</p> <ul style="list-style-type: none"> Switching between tenses smoothly with time markers: <i>El año pasado... / Ahora... / El próximo verano...</i> Using <i>ir a</i> + infinitive for near future plans Practice verb conjugations across tenses <p>Disciplinary Knowledge</p> <p>1. Discussing travel plans</p> <p>Disciplinary knowledge includes:</p> <ul style="list-style-type: none"> Use of future tense and periphrastic future (<i>ir a</i> + infinitive) to express intentions and plans accurately. Interrogative formation to ask questions about dates, places, and arrangements. Modal verbs and expressions of obligation or possibility (<i>tener que, poder</i>). Pragmatic skills for making polite requests or suggestions. Cultural awareness about typical ways Spaniards or Latin Americans talk about travel arrangements (e.g., formal vs informal contexts). | <p>Grammar & Expressions:</p> <ul style="list-style-type: none"> Use of conditional tense for polite advice: <i>Deberías hablar con él.</i> Subjunctive mood after expressions like <i>Es importante que...</i> Using <i>tener que</i> and <i>hay que</i> to express necessity. Phrases for empathy and understanding: <i>Lo siento mucho, No te preocupes.</i> <p>Disciplinary Knowledge</p> <p>1. Describing people</p> <p>Disciplinary knowledge includes:</p> <ul style="list-style-type: none"> Mastery of <i>ser</i> vs <i>estar</i>: <i>Ser</i> for permanent traits, <i>estar</i> for temporary states. Adjective agreement: Correct gender and number with nouns. Use of verbs <i>tener</i> and <i>llevar</i> for physical descriptions: <i>Tiene el pelo rizado, Lleva gafas.</i> Sentence structure: Using noun + verb + adjective patterns properly. Cultural nuances: How descriptions may differ in formality or emphasis across Spanish-speaking regions. <p>2. Talking about who you follow on social media</p> <p>Disciplinary knowledge includes:</p> <ul style="list-style-type: none"> Use of present tense and present continuous (<i>estar</i> | <ul style="list-style-type: none"> Médico, hospital, medicamento, receta Síntomas: mareo, náuseas, cansancio <p>Grammar & Expressions:</p> <ul style="list-style-type: none"> Use of past tense to describe events: <i>Tuve fiebre la semana pasada.</i> Expressions with <i>tener</i>: <i>Tengo dolor de cabeza.</i> Giving advice with <i>deberías</i>: <i>Deberías ir al médico.</i> <p>6. Future plans to improve health and wellbeing</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> Propósito, meta, mejorar, dieta, ejercicio, descanso Relajación, meditación, hábitos saludables <p>Grammar & Expressions:</p> <ul style="list-style-type: none"> Future tense and <i>ir a</i> + infinitive: <i>Voy a hacer más ejercicio.</i> Using <i>querer</i> and <i>esperar</i> to express intentions: <i>Quiero comer más verduras.</i> Conditional for polite advice: <i>Deberías beber más agua.</i> <p>Disciplinary Knowledge</p> | <ul style="list-style-type: none"> Responsable, estricto, simpático, motivador Ayudar, enseñar, aprender <p>Grammar & Expressions:</p> <ul style="list-style-type: none"> Present tense to describe people: <i>Mi profesora es muy estricta pero justa.</i> Using <i>ser</i> and <i>estar</i> for descriptions: <i>Los estudiantes están cansados hoy.</i> Possessive adjectives: <i>mis compañeros, su profesor.</i> <p>6. Describing a school trip in the past</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> Excursión, museo, viaje, autobús, guía Visitar, aprender, disfrutar, ver Lugar, experiencia, recuerdo <p>Grammar & Expressions:</p> <ul style="list-style-type: none"> Preterite tense to narrate past events: <i>Fuimos al museo y vimos muchas pinturas.</i> Sequencing words: <i>primero, luego, después.</i> Expressing opinions about the trip: <i>Fue una experiencia inolvidable.</i> <p>Disciplinary Knowledge</p> | <ul style="list-style-type: none"> Use of past tenses (preterite/imperfect) to describe changes: <i>Antes la ciudad era pequeña, ahora es grande.</i> Comparatives and connectors: <i>más que, menos que, mientras que</i> Phrases for change: <i>La ciudad ha cambiado mucho en los últimos años.</i> <p>5. Describing shopping preferences</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> Comprar, tienda, mercado, centro comercial, online Productos: ropa, comida, electrónica Preferencias: barato, caro, de calidad, de marca Formas de pago: efectivo, tarjeta, transferencia <p>Grammar & Expressions:</p> <ul style="list-style-type: none"> Present tense to express preferences: <i>Prefiero comprar en el mercado porque es más barato.</i> Using <i>gustar</i> and similar verbs: <i>Me gustan las tiendas pequeñas.</i> Expressing reasons: <i>Porque, ya que, debido a que.</i> |

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| | <ul style="list-style-type: none"> Topic-specific vocabulary: Differentiating between sports terminology and leisure activities. Grammar structures: Using frequency adverbs and time phrases to describe routines. <p>3. Arranging to go out</p> <p>Disciplinary knowledge includes:</p> <ul style="list-style-type: none"> Interpersonal communication skills: Using polite requests, invitations, and responses. Modal verbs and future tense: Correct use of <i>poder</i>, <i>querer</i>, and near future <i>ir a + infinitive</i> for plans. Pragmatics: Understanding how to negotiate plans in different social contexts. Question formation: Forming questions for time, place, and preferences clearly. <p>4. Saying what you did at the weekend</p> <p>Disciplinary knowledge includes:</p> <ul style="list-style-type: none"> Past tenses distinction: Proper use of preterite (completed actions) vs. imperfect (background info). Narrative structure: Organizing past events coherently using temporal connectors. Irregular verbs: Mastery of common irregular past tense verbs (<i>fui, hice, vi</i>). Pronunciation and fluency: For spoken recounts, | <p>2. Talking about festivals in the Spanish-speaking world</p> <p>Disciplinary knowledge includes:</p> <ul style="list-style-type: none"> Present tense and descriptive language to narrate traditions and customs. Use of cultural vocabulary and knowledge to understand and communicate the significance of festivals. Register awareness: adjusting formality depending on audience (academic presentation vs casual talk). Ability to contextualize culturally specific concepts (e.g., <i>La Tomatina, Día de los Muertos</i>). Use of passive and impersonal constructions to describe festival activities. <p>3. Saying what you did on holiday</p> <p>Disciplinary knowledge includes:</p> <ul style="list-style-type: none"> Mastery of past tenses: preterite for completed actions, imperfect for background or habitual actions. Narrative structuring skills: organizing past events with clear sequencing and logical connectors. Correct use of irregular verbs and verb forms in past tenses. | <p>+ gerund) to describe current actions or habits.</p> <ul style="list-style-type: none"> Indirect object pronouns with verbs like gustar, encantar, interesar to express preferences. Pragmatic competence: Understanding informal register and slang used in social media contexts. Lexical awareness: Differentiating between formal and informal ways to refer to social media and influencers. <p>3. Talking about friendships and relationships</p> <p>Disciplinary knowledge includes:</p> <ul style="list-style-type: none"> Use of reflexive verbs to express mutual actions or states: <i>Nos llevamos bien</i>. Expressing emotions and opinions: Use of subjunctive after expressions of feelings and doubt. Correct tense usage: Present for ongoing states, preterite/imperfect for past events. Politeness and social norms: How to talk about relationships with appropriate tone and respect. <p>4. Talking about your identity and what matters to you</p> <p>Disciplinary knowledge includes:</p> | <p>1. Learning about typical food in Spanish speaking countries</p> <p>Disciplinary knowledge includes:</p> <ul style="list-style-type: none"> Cultural competence: Knowing regional variations and significance of traditional dishes. Use of descriptive language and adjectives to detail tastes and ingredients. Correct present tense usage for general facts and descriptions. Ability to use impersonal constructions (e.g., <i>se come, es típico</i>) for objective descriptions. <p>2. Describing healthy daily routines</p> <p>Disciplinary knowledge includes:</p> <ul style="list-style-type: none"> Mastery of reflexive verbs for routines (e.g., <i>me levanto, me ducho</i>). Frequency adverbs and expressions to indicate habitual actions. Present tense fluency to describe regular habits. Understanding of formal vs informal registers when discussing health advice. | <p>1. Learning about schools in Spain</p> <p>Disciplinary knowledge includes:</p> <ul style="list-style-type: none"> Understanding the educational system and relevant terminology in Spanish-speaking countries. Use of present tense and impersonal constructions (<i>se estudia, hay</i>) to describe general facts. Ability to present information clearly and objectively. Cultural awareness of differences in schooling and vocabulary across regions. <p>2. Talking about a typical day at school</p> <p>Disciplinary knowledge includes:</p> <ul style="list-style-type: none"> Mastery of reflexive verbs and present tense to describe daily routines. Use of time expressions and sequencing language to organize descriptions logically. Pragmatic skills to convey routine events naturally. Ability to maintain coherence and fluency | <p><u>Disciplinary Knowledge</u></p> <p>1. Finding out about Colombia</p> <p>Disciplinary knowledge includes:</p> <ul style="list-style-type: none"> Understanding cultural and geographical context to describe a country accurately. Use of present tense and impersonal expressions to present factual information objectively. Skill in asking and answering questions using question words to gather information. Recognizing regional vocabulary and cultural references relevant to Colombia. <p>2. Talking about your area</p> <p>Disciplinary knowledge includes:</p> <ul style="list-style-type: none"> Use of present tense and prepositions of place for accurate and clear descriptions. Ability to describe locations with spatial language |

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| | <p>managing smooth delivery with appropriate intonation.</p> <p>5. Talking about days that went wrong</p> <p>Disciplinary knowledge includes:</p> <ul style="list-style-type: none"> • Expressing emotions and reactions: Use of subjunctive and specific phrases to convey disappointment or frustration. • Complex sentence structures: Using conjunctions (<i>aunque, porque, pero</i>) to explain causes and effects. • Use of past tenses: Narrative skills to explain sequences and consequences of problems. • Cultural understanding: How expressions of misfortune or complaints differ in tone and formality in Spanish-speaking cultures. | <ul style="list-style-type: none"> • Discourse coherence: using temporal adverbs and phrases for clarity. • Pronunciation and fluency when recounting events orally. <p>4. Describing where you stayed</p> <p>Disciplinary knowledge includes:</p> <ul style="list-style-type: none"> • Use of ser vs estar for characteristics and location of places. • Adjective agreement and placement to accurately describe nouns. • Existential constructions with haber for describing what facilities or features existed. • Ability to use comparative and superlative forms to compare accommodations. • Appropriate use of prepositions of place (<i>en, cerca de, al lado de</i>). <p>5. Talking about holidays using 3 different tenses</p> <p>Disciplinary knowledge includes:</p> <ul style="list-style-type: none"> • Code-switching between present, past, and future tenses smoothly to express complex ideas. • Understanding aspectual differences: when to use imperfect vs preterite vs future. • Grammatical cohesion: using connectors and transitions to maintain flow. | <ul style="list-style-type: none"> • Use of verbs like importar, significar with indirect object pronouns. • Expression of values and beliefs using subjunctive mood after impersonal expressions: <i>Es importante que...</i> • Cohesive devices to organize ideas clearly and logically. • Understanding cultural references and identity concepts in Spanish-speaking contexts. <p>5. Talking about problems and giving advice</p> <p>Disciplinary knowledge includes:</p> <ul style="list-style-type: none"> • Use of conditional tense to give polite advice. • Subjunctive mood after impersonal expressions and verbs of recommendation: <i>Es mejor que hables con...</i> • Modal verbs and obligation expressions: <i>tener que, deber, hay que.</i> • Pragmatic skills: Offering advice sensitively and appropriately depending on context. • Discourse markers to structure advice clearly (<i>primero, luego, finalmente</i>). | <p>3. Talking about mealtimes and food trends</p> <p>Disciplinary knowledge includes:</p> <ul style="list-style-type: none"> • Use of present and near future tenses to discuss current trends and future intentions. • Comparative structures to discuss changes in eating habits. • Ability to express opinions and preferences clearly and appropriately. • Vocabulary awareness to recognize and use technical and cultural food terms. <p>4. Comparing old and new habits</p> <p>Disciplinary knowledge includes:</p> <ul style="list-style-type: none"> • Appropriate use of past tenses (imperfect vs preterite) and present tense to contrast past and present. • Use of conjunctions and contrastive language to link ideas coherently (<i>antes, ahora, mientras que</i>). • Discourse organization skills to present comparisons logically. | <p>when narrating habitual actions.</p> <p>3. Talking about your studies</p> <p>Disciplinary knowledge includes:</p> <ul style="list-style-type: none"> • Appropriate use of present and present continuous tenses to talk about ongoing studies. • Expressing opinions and preferences using verbs like <i>gustar</i> and <i>querer</i>. • Use of modal verbs to express obligation and necessity (<i>tener que, deber</i>). • Developing clear, structured responses about academic subjects and workload. <p>4. Talking about how you would change your school</p> <p>Disciplinary knowledge includes:</p> <ul style="list-style-type: none"> • Use of conditional tense and subjunctive mood to express hypothetical situations and suggestions. • Formulating polite and reasoned arguments for change. • Use of <i>si</i> clauses for hypothetical statements. | <p>(e.g., <i>cerca de, al lado de</i>).</p> <ul style="list-style-type: none"> • Appropriate use of adjectives to convey impressions (positive or negative). • Register awareness: knowing when to be formal or informal about your neighborhood. <p>3. Describing cities</p> <p>Disciplinary knowledge includes:</p> <ul style="list-style-type: none"> • Correct use of <i>hay</i> and <i>ser/estar</i> to describe existence and characteristics. • Use of comparatives and superlatives to contrast cities or areas. • Organizing descriptions logically with linking words. • Understanding cultural landmarks and typical urban vocabulary. <p>4. Describing how a city or town has changed</p> <p>Disciplinary knowledge includes:</p> <ul style="list-style-type: none"> • Mastery of past tenses (preterite and imperfect) to narrate change over time. |





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| | | <ul style="list-style-type: none"> • Pragmatics: tailoring tense use to context, e.g., speaking about past experience vs making plans. • Awareness of tense irregularities and exceptions for accurate conjugation. | | <p>5. Talking about illnesses and injuries</p> <p>Disciplinary knowledge includes:</p> <ul style="list-style-type: none"> • Mastery of past tenses to recount symptoms and events. • Use of <i>tener</i> + noun constructions for symptoms. • Modal verbs and polite forms for giving advice or instructions. • Understanding medical vocabulary and its register (formal vs informal). <p>6. Future plans to improve health and wellbeing</p> <p>Disciplinary knowledge includes:</p> <ul style="list-style-type: none"> • Use of future tense and periphrastic future (<i>ir a</i> + infinitive) to express intentions. • Conditional tense and subjunctive mood for polite suggestions and advice. • Ability to structure plans coherently using temporal phrases and connectors. • Sensitivity to cultural attitudes towards health and wellbeing in Spanish-speaking contexts. | <ul style="list-style-type: none"> • Ability to organize ideas persuasively and coherently. <p>5. Talking about students and teachers in school</p> <p>Disciplinary knowledge includes:</p> <ul style="list-style-type: none"> • Accurate use of adjectives and verbs (<i>ser</i> vs <i>estar</i>) to describe people's characteristics and states. • Understanding of register and tone appropriate to formal or informal descriptions. • Using possessive adjectives and pronouns correctly. • Expressing evaluations and attitudes appropriately. <p>6. Describing a school trip in the past</p> <p>Disciplinary knowledge includes:</p> <ul style="list-style-type: none"> • Mastery of past tenses (preterite and imperfect) for narration. • Use of sequencing devices and connectors to ensure clarity and cohesion. • Ability to describe experiences, express | <ul style="list-style-type: none"> • Use of contrastive conjunctions (<i>mientras que</i>, <i>sin embargo</i>) to show differences. • Ability to use passive and impersonal structures to focus on changes rather than agents. • Expressing cause and effect to explain reasons for changes. <p>5. Describing shopping preferences</p> <p>Disciplinary knowledge includes:</p> <ul style="list-style-type: none"> • Use of verbs like <i>gustar</i>, <i>preferir</i>, <i>quedar</i> with indirect object pronouns to express likes and preferences. • Present tense to talk about habits and preferences clearly. • Use of comparative structures to explain choices. • Pragmatic understanding of how to express opinions politely and convincingly. |



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| | | | | | | opinions, and reflect on past events. <ul style="list-style-type: none"> Awareness of storytelling techniques and cultural elements related to school trips. | |
| | | Skills: In addition to all Key Stage 3 skills, students will be required to recognise and understand this knowledge this via the skills of listening and reading at a deeper level and demonstrate this via the skills of speaking and writing in a more sophisticated manner. | | | | | |
| | Rationale | Links to previous learning: At Key Stage 4, learning links to Key Stage 3 study whilst delivering new themes of learning linked to the GCSE specification. Each of the topics studied at Key Stage 4 have previously been studied, at a less complex level, in Key Stage 3. Links to future learning: At Key Stage 4, students will continue to develop new skills and knowledge required for Key Stage 4 whilst preparing them for the study of languages at Key Stage 5. The Year 10 programme of study encompasses the curriculum as a whole and builds on prior knowledge, supporting students to further develop their language skills and knowledge required to be successful in languages and possibly further study at Key Stage 4 and 5. Why? Students will develop an in depth knowledge and understanding of language learning, exam technique and personal strategies to support their own learning. Learning should continue to be engaging, developmental and memorable whilst incorporating the four skill areas together with GCSE grammatical structures at both foundation and higher level and key GCSE thematic vocabulary. | | | | | |
| | Key vocabulary | See curriculum intent. | | | | | |
| | Assessment for this unit. | <ul style="list-style-type: none"> <u>GCSE Speaking questions for this unit.</u> <u>90 words writing questions</u> <u>Dictations based on key vocabulary from this unit.</u> | <ul style="list-style-type: none"> <u>GCSE Speaking questions for this unit.</u> <u>90 words writing questions</u> <u>Dictations based on key vocabulary from this unit.</u> | <ul style="list-style-type: none"> <u>GCSE Speaking questions for this unit.</u> <u>90 words writing questions</u> <u>Dictations based on key vocabulary from this unit.</u> | <ul style="list-style-type: none"> <u>GCSE Speaking questions for this unit.</u> <u>90 words writing questions</u> <u>Dictations based on key vocabulary from this unit.</u> | <ul style="list-style-type: none"> <u>GCSE Speaking questions for this unit.</u> <u>90 words writing questions</u> <u>Dictations based on key vocabulary from this unit.</u> | <ul style="list-style-type: none"> <u>GCSE Speaking questions for this unit.</u> <u>90 words writing questions</u> <u>Dictations based on key vocabulary from this unit.</u> |

Y11 Spanish

| YEAR 11 | | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER |
|---------|--------------|---|---|---|---|--------|
| Year 11 | Theme | Un mundo mejor para todos Discussing global problems | Un mundo mejor para todos Discussing how to protect our planet | El futuro te espera Discussing jobs | El futuro te espera Discussing future plans | |
| | | Knowledge: <ul style="list-style-type: none"> Talking about how you help your community | Knowledge: <ul style="list-style-type: none"> talking about your plans for the future | Knowledge: <ul style="list-style-type: none"> Talking about getting a job | Knowledge: | |

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| <p>Knowledge / Skills</p>     | <ul style="list-style-type: none"> Talking about climate change Talking about actions to help the environment | <ul style="list-style-type: none"> Talking about solutions to protect our planet | <ul style="list-style-type: none"> Talking about future career intentions | <ul style="list-style-type: none"> Talking about the importance of learning languages Talking about changes in the world of work Talking about the impact of AI | |
| | <p>Substantive Knowledge</p> <p>1. Talking about how you help your community</p> <p>Key vocabulary:</p> <ul style="list-style-type: none"> ayudar a los demás (to help others) voluntariado (volunteering) proyecto comunitario (community project) donar (to donate) trabajar como voluntario/a (to work as a volunteer) en mi barrio (in my neighborhood) ayudar a los ancianos / a los niños (to help the elderly / children) organizar eventos (to organize events) reciclar / limpiar (to recycle / to clean up) <p>Useful phrases:</p> <ul style="list-style-type: none"> Ayudo a mi comunidad participando en... (I help my community by taking part in...) Trabajo como voluntario/a en... (I work as a volunteer in...) Me gusta ayudar a la gente porque... (I like helping people because...) En mi barrio, organizamos... (In my | <p>Substantive Knowledge</p> <p>1. Talking about your plans for the future</p> <p>Key vocabulary:</p> <ul style="list-style-type: none"> el futuro (the future) planear (to plan) querer (to want) esperar (to hope) estudiar (to study) trabajar (to work) viajar (to travel) universidad (university) carrera (career) boda (wedding) mudarse (to move house) tener éxito (to succeed) ahorrar dinero (to save money) <p>Useful phrases:</p> <ul style="list-style-type: none"> En el futuro, voy a... (In the future, I'm going to...) Me gustaría + infinitive (I would like to...) Espero + infinitive (I hope to...) Quiero + infinitive (I want to...) Después de terminar mis estudios... (After finishing my studies...) Mi sueño es... (My dream is...) Tengo la intención de... (I intend to...) <p>Grammar focus:</p> | <p>Substantive Knowledge</p> <p>1. Talking about getting a job</p> <p>Key vocabulary:</p> <ul style="list-style-type: none"> conseguir un trabajo (to get a job) buscar empleo (to look for a job) el trabajo / empleo (job / employment) la entrevista de trabajo (job interview) el currículum (CV / résumé) el salario / sueldo (salary / wage) el jefe / la jefa (boss) el contrato (contract) trabajar a tiempo parcial / completo (to work part-time / full-time) las habilidades (skills) la experiencia laboral (work experience) solicitar un puesto (to apply for a position) tener responsabilidades (to have responsibilities) ganar dinero (to earn money) <p>Useful phrases:</p> <ul style="list-style-type: none"> Estoy buscando trabajo. (I am looking for a job.) Quiero conseguir un buen empleo. (I want to get a good job.) Tengo experiencia en... (I have experience in...) | <p>Substantive Knowledge</p> <p>1. Talking about the importance of learning languages</p> <p>Key vocabulary:</p> <ul style="list-style-type: none"> aprender idiomas / lenguas (to learn languages) la comunicación (communication) abrir puertas (to open doors) oportunidades laborales (job opportunities) la cultura (culture) entender otras personas (to understand other people) el mundo globalizado (globalized world) viajar (to travel) mejorar el cerebro (to improve the brain) el bilingüismo (bilingualism) <p>Useful phrases:</p> <ul style="list-style-type: none"> Aprender idiomas es muy importante porque... (Learning languages is very important because...) Hablar varios idiomas ayuda a encontrar trabajo. (Speaking several languages helps to find work.) Las lenguas nos permiten conocer otras culturas. | |

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| | | <p>neighborhood, we organize...)</p> <p>Grammar focus:</p> <ul style="list-style-type: none"> Present tense verbs (regular and irregular) Using gustar and similar verbs to express likes/dislikes Simple opinions (me parece que..., creo que...) Using porque to explain reasons <p>2. Talking about climate change</p> <p>Key vocabulary:</p> <ul style="list-style-type: none"> el cambio climático (climate change) la contaminación (pollution) el calentamiento global (global warming) los gases de efecto invernadero (greenhouse gases) la deforestación (deforestation) los desastres naturales (natural disasters) el medio ambiente (environment) el reciclaje (recycling) reducir / reutilizar (to reduce / to reuse) <p>Useful phrases:</p> <ul style="list-style-type: none"> El cambio climático es un problema grave. (Climate change is a serious problem.) La contaminación afecta a los animales y a las | <ul style="list-style-type: none"> Near future tense: <i>ir + a + infinitive</i> (voy a estudiar...) Simple future tense: <i>estudiaré, trabajaré...</i> (less common but good to know) Use of modal verbs expressing desire or intention (querer, esperar, desear) + infinitive Time expressions related to the future: <i>pronto, el año que viene, dentro de cinco años</i> <p>2. Talking about solutions to protect our planet</p> <p>Key vocabulary:</p> <ul style="list-style-type: none"> proteger el planeta (to protect the planet) la contaminación (pollution) el reciclaje (recycling) reducir (to reduce) reutilizar (to reuse) ahorrar energía (to save energy) usar transporte público (to use public transport) plantar árboles (to plant trees) conservar la naturaleza (to conserve nature) energía renovable (renewable energy) energía solar/eólica (solar/wind energy) disminuir emisiones (to reduce emissions) prohibir plásticos (to ban plastics) <p>Useful phrases:</p> | <ul style="list-style-type: none"> Necesito preparar mi currículum. (I need to prepare my CV.) La entrevista de trabajo será la próxima semana. (The job interview will be next week.) Me gustaría trabajar en... (I would like to work in...) El trabajo es importante para ganar dinero y aprender. (The job is important to earn money and learn.) <p>Grammar focus:</p> <ul style="list-style-type: none"> Present tense verbs for current actions and routines Using <i>tener que</i> and <i>deber</i> to express obligations (<i>Tengo que preparar mi currículum</i>) Near future <i>ir a + infinitive</i> for planned actions (<i>Voy a buscar empleo</i>) Modal verbs to express wants and abilities (<i>quiero, puedo</i>) Using <i>porque</i> to explain reasons <p>2. Talking about future career intentions</p> <p>Key vocabulary:</p> <ul style="list-style-type: none"> la carrera (career) el futuro profesional (professional future) estudiar una carrera (to study a degree) ser + profession (ser médico, ser ingeniero) tener metas (to have goals) | <p>(Languages allow us to know other cultures.)</p> <ul style="list-style-type: none"> En un mundo globalizado, es necesario saber idiomas. (In a globalized world, it's necessary to know languages.) Aprender idiomas mejora la memoria y la concentración. (Learning languages improves memory and concentration.) <p>Grammar focus:</p> <ul style="list-style-type: none"> Present tense to talk about general truths Using <i>porque</i> to explain reasons Using comparatives to show advantages (<i>más fácil, mejor</i>) Using modal verbs like <i>puede</i> to express possibility <p>2. Talking about changes in the world of work</p> <p>Key vocabulary:</p> <ul style="list-style-type: none"> el mundo laboral (world of work) los trabajos tradicionales (traditional jobs) las nuevas profesiones (new professions) el teletrabajo / trabajo a distancia (remote work) la tecnología (technology) la automatización (automation) los horarios flexibles (flexible hours) el desempleo (unemployment) | |
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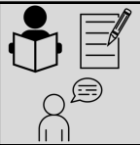
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| | | <p>personas. (Pollution affects animals and people.)</p> <ul style="list-style-type: none"> Es importante proteger el medio ambiente. (It is important to protect the environment.) Hay muchas consecuencias negativas, como... (There are many negative consequences, such as...) <p>Grammar focus:</p> <ul style="list-style-type: none"> Present tense to describe facts Using hay (there is/are) to describe phenomena Comparatives (más ... que / menos ... que) Expressing cause and effect with porque and por eso <p>3. Talking about actions to help the environment</p> <p>Key vocabulary:</p> <ul style="list-style-type: none"> reciclar (to recycle) ahorrar energía (to save energy) usar transporte público (to use public transport) plantar árboles (to plant trees) reducir el consumo (to reduce consumption) apagar las luces (to turn off the lights) usar bolsas reutilizables (to use reusable bags) proteger la naturaleza (to protect nature) <p>Useful phrases:</p> <ul style="list-style-type: none"> Para ayudar al medio ambiente, podemos... (To | <ul style="list-style-type: none"> Para proteger el planeta, podemos... (To protect the planet, we can...) Es importante que... (It's important that...) Debemos reducir el uso de... (We must reduce the use of...) Hay que reciclar más y usar menos plástico. (We have to recycle more and use less plastic.) Si todos ayudamos, el mundo será mejor. (If we all help, the world will be better.) Es necesario cambiar nuestros hábitos. (It's necessary to change our habits.) <p>Grammar focus:</p> <ul style="list-style-type: none"> Use of imperatives for advice (<i>Recicla, no tires basura</i>) Present subjunctive after expressions like <i>es importante que, es necesario que</i> (if within your level) Modal verbs to express obligation or possibility (<i>debemos, hay que, podemos</i>) Conditional sentences (Si + present, future / Si + past subjunctive, conditional) to discuss possible outcomes Linking words for cause/effect and contrast (<i>porque, por eso, aunque, sin embargo</i>) <p>Disciplinary Knowledge</p> | <ul style="list-style-type: none"> aspirar a (to aspire to) trabajar en el extranjero (to work abroad) conseguir un buen sueldo (to get a good salary) la experiencia (experience) la formación (training / education) especializarse en (to specialize in) <p>Useful phrases:</p> <ul style="list-style-type: none"> En el futuro, quiero ser... (In the future, I want to be...) Mi intención es estudiar... (My intention is to study...) Espero trabajar en... (I hope to work in...) Me gustaría especializarme en... (I would like to specialize in...) Tengo la ambición de... (I have the ambition to...) Voy a buscar trabajo en... (I'm going to look for work in...) <p>Grammar focus:</p> <ul style="list-style-type: none"> Near future <i>ir a + infinitive</i> to express plans (<i>Voy a estudiar medicina</i>) Simple future tense to talk about intentions (<i>Trabajaré en una empresa grande</i>) Using modal verbs (<i>quiero, espero, pienso</i>) + infinitive Using <i>para + infinitive</i> to express purpose (<i>Estudio para ser abogado</i>) Time expressions (<i>el año que viene, dentro de cinco años</i>) <p>Disciplinary Knowledge</p> | <ul style="list-style-type: none"> la globalización (globalization) la formación continua (continuous training) <p>Useful phrases:</p> <ul style="list-style-type: none"> El mundo laboral está cambiando rápidamente. (The world of work is changing quickly.) Muchas profesiones tradicionales están desapareciendo. (Many traditional jobs are disappearing.) El teletrabajo es cada vez más común. (Remote work is increasingly common.) La tecnología y la automatización afectan los empleos. (Technology and automation affect jobs.) Es necesario adaptarse a los cambios y aprender nuevas habilidades. (It's necessary to adapt to changes and learn new skills.) <p>Grammar focus:</p> <ul style="list-style-type: none"> Present and present continuous to describe changes Using <i>está + gerund</i> (está cambiando) Using modal verbs (<i>hay que, debemos</i>) to express necessity Using connectors to show cause and effect (<i>porque, por eso</i>) <p>3. Talking about the impact of AI (artificial intelligence)</p> <p>Key vocabulary:</p> |
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| | | <p>help the environment, we can...)</p> <ul style="list-style-type: none"> • Es importante reciclar y no tirar basura. (It's important to recycle and not litter.) • Todos deberíamos usar menos plástico. (We should all use less plastic.) • Mi familia siempre apaga las luces para ahorrar energía. (My family always turns off the lights to save energy.) <p>Grammar focus:</p> <ul style="list-style-type: none"> • Using podemos + infinitive to suggest actions • Commands (imperative) for giving advice (e.g., recicla, no uses...) • Reflexive verbs if relevant (e.g., cuidarse / to take care of oneself) • Simple future to talk about plans (e.g., voy a reciclar...) <p>Disciplinary Knowledge</p> <p>1. Talking about how you help your community</p> <p>Disciplinary knowledge includes:</p> <ul style="list-style-type: none"> • Using the present tense accurately to describe habitual actions or what you currently do for the community. • Formulating opinions and justifications (e.g., <i>Creo que ayudar es importante porque...</i>) using conjunctions like <i>porque</i> and <i>ya que</i>. • Connecting ideas smoothly with linking | <p>1. Talking about your plans for the future</p> <p>Disciplinary knowledge involves:</p> <ul style="list-style-type: none"> • Using the near future tense (<i>ir + a + infinitive</i>) to talk about planned or intended actions (<i>Voy a estudiar, Voy a viajar</i>). • Employing the simple future tense (<i>estudiaré, trabajaré</i>) to express predictions or decisions made at the moment of speaking. • Expressing hopes, intentions, and desires using modal verbs like <i>querer, esperar, pensar</i> + infinitive. • Incorporating time expressions related to the future to add detail (<i>el año que viene, dentro de cinco años, pronto</i>). • Linking ideas logically using conjunctions (<i>y, pero, porque, aunque</i>) and sequencing words (<i>primero, después, finalmente</i>). • Using conditional sentences to discuss hypothetical plans or possibilities (<i>Si saco buenas notas, estudiaré medicina</i>). • Forming questions and negatives about the future to engage in dialogue or provide fuller answers. • Choosing appropriate register depending on context (formal for essays | <p>1. Talking about getting a job</p> <p>Disciplinary knowledge includes:</p> <ul style="list-style-type: none"> • Using the present tense to describe current actions and routines related to job hunting (<i>Busco trabajo, preparo mi currículum</i>). • Using modal verbs and expressions of obligation/necessity (<i>tener que, deber</i>) to discuss requirements or responsibilities (<i>Tengo que asistir a la entrevista</i>). • Using near future tense (<i>ir + a + infinitive</i>) to talk about upcoming job-related plans (<i>Voy a enviar mi currículum</i>). • Formulating questions and negatives to discuss or inquire about jobs (<i>¿Dónde puedo encontrar trabajo? No tengo experiencia</i>). • Using conditional or polite forms to make requests or hypothetical statements about job possibilities (<i>Me gustaría trabajar en...</i>). • Sequencing ideas clearly using conjunctions and time phrases (<i>primero, luego, después</i>). • Using topic-specific vocabulary accurately and in context. • Adapting register depending on the context (formal for job applications, informal for conversations). | <ul style="list-style-type: none"> • la inteligencia artificial (artificial intelligence) • los robots (robots) • los avances tecnológicos (technological advances) • la automatización (automation) • las máquinas inteligentes (intelligent machines) • los beneficios (benefits) • los riesgos / peligros (risks / dangers) • el desempleo tecnológico (technological unemployment) • la ética (ethics) • la privacidad (privacy) <p>Useful phrases:</p> <ul style="list-style-type: none"> • La inteligencia artificial está cambiando el mundo. (Artificial intelligence is changing the world.) • Los robots pueden hacer trabajos peligrosos o repetitivos. (Robots can do dangerous or repetitive jobs.) • La IA puede mejorar la eficiencia en muchas industrias. (AI can improve efficiency in many industries.) • Sin embargo, la IA también puede causar desempleo. (However, AI can also cause unemployment.) • Es importante considerar la ética y la privacidad. (It's important to consider ethics and privacy.) <p>Grammar focus:</p> <ul style="list-style-type: none"> • Present tense for facts and general statements |
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| | | <p>words (e.g., <i>además, también, sin embargo</i>).</p> <ul style="list-style-type: none"> • Varying sentence structure to avoid repetition (e.g., using infinitives after modal verbs <i>puedo ayudar, or me gusta ayudar</i> + infinitive). • Using reflexive verbs or impersonal constructions if relevant (e.g., <i>se ayuda a los demás</i>). • Expressing frequency with adverbs (e.g., <i>siempre, a veces, nunca</i>) to give a fuller picture of your involvement. • Using question forms to ask or reflect about community issues (e.g., <i>¿Cómo puedo ayudar más?</i>). <p>2. Talking about climate change</p> <p>Disciplinary knowledge includes:</p> <ul style="list-style-type: none"> • Presenting factual information using the present simple tense and impersonal expressions (<i>es importante, hay muchos problemas</i>). • Using complex sentences to explain causes and effects (e.g., <i>porque, debido a que, por eso</i>). • Using the passive voice or impersonal constructions to focus on the issue rather than the doer (e.g., <i>se contamina mucho el aire</i>). • Employing topic-specific vocabulary correctly and linking it coherently to build a clear argument. | <p>or letters, informal for conversations).</p> <p>2. Talking about solutions to protect our planet</p> <p>Disciplinary knowledge involves:</p> <ul style="list-style-type: none"> • Using the imperative mood to give advice or commands (<i>Recicla, No uses bolsas de plástico</i>). • Employing modal verbs to express necessity or obligation (<i>debemos, hay que, podemos</i>). • Using the subjunctive mood after expressions of necessity, doubt, or importance (<i>Es importante que cuidemos el planeta</i>)—this is often introduced at GCSE. • Building cause-effect relationships with conjunctions (<i>porque, por eso, debido a</i>) to explain why solutions are necessary. • Using conditional sentences to express consequences of actions or inactions (<i>Si no reciclamos, habrá más contaminación</i>). • Using passive or impersonal constructions to focus on actions and effects rather than the subject (<i>Se recicla más que antes</i>). • Structuring responses clearly by introducing the problem, presenting solutions, and justifying them, using cohesive devices (<i>en primer lugar, además, finalmente</i>). | <p>2. Talking about future career intentions</p> <p>Disciplinary knowledge includes:</p> <ul style="list-style-type: none"> • Using the near future tense to discuss future plans (<i>Voy a estudiar derecho</i>). • Using the simple future tense to express firm intentions or predictions (<i>Trabajaré como médico</i>). • Expressing hopes, desires, and ambitions with modal verbs and verbs of intention (<i>quiero, espero, pienso</i>) plus infinitive. • Using purpose clauses with <i>para</i> + infinitive to explain reasons for career choices (<i>Estudio para ser ingeniero</i>). • Using conditionals to talk about hypothetical future scenarios (<i>Si estudio mucho, tendré un buen trabajo</i>). • Linking ideas logically with conjunctions (<i>porque, aunque, pero</i>) and sequencing words (<i>primero, finalmente</i>). • Formulating extended responses to justify choices and explain goals clearly. • Adjusting tone and register for formal writing or speaking situations. | <ul style="list-style-type: none"> • Using <i>puede</i> + infinitive to talk about possibility • Using contrast connectors (<i>sin embargo, pero</i>) • Using subjunctive mood if expressing doubt or uncertainty (<i>Es importante que la IA no cause problemas</i>) — if within level <p>Disciplinary Knowledge</p> <p>1. Talking about the importance of learning languages</p> <p>Disciplinary knowledge involves:</p> <ul style="list-style-type: none"> • Using the present tense to state facts and general truths (<i>Aprender idiomas es importante</i>). • Expressing reasons and causes with conjunctions like <i>porque, ya que, debido a que</i>. • Using comparatives and superlatives to highlight benefits (<i>es más fácil, la mejor manera</i>). • Formulating opinions and justifications clearly with phrases like <i>creo que, pienso que</i>. • Linking ideas coherently with connectives (<i>además, también, por ejemplo</i>). • Using modal verbs (<i>puede, debe</i>) to express possibility or necessity. • Expressing hypothetical situations or wishes using the conditional or subjunctive (<i>Si aprendieras idiomas...</i>). |
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| | <ul style="list-style-type: none">• Expressing hypothetical or future possibilities (e.g., <i>Si no actuamos, el clima empeorará</i>).• Using modal verbs to discuss necessity or obligation (<i>debemos, tenemos que</i>).• Understanding nuance and using qualifiers (e.g., <i>probablemente, posiblemente</i>) to express uncertainty or probability. <p>3. Talking about actions to help the environment</p> <p>Disciplinary knowledge includes:</p> <ul style="list-style-type: none">• Using the imperative mood to give advice or instructions (<i>recicla, no tires basura</i>).• Expressing ability, possibility, or obligation with modal verbs (<i>podemos, debemos, hay que</i>).• Formulating suggestions and plans using <i>vamos a + infinitive</i> or <i>quiero + infinitive</i>.• Structuring speech or writing logically: starting with the problem, then describing actions, and finishing with outcomes or opinions.• Using conditionals to talk about consequences or future scenarios (<i>Si reciclamos, ayudamos al planeta</i>).• Using cohesive devices to keep ideas linked and clear | <ul style="list-style-type: none">• Adapting tone and register to suit formal writing (essays, letters) versus informal speech. | | <p>2. Talking about changes in the world of work</p> <p>Disciplinary knowledge involves:</p> <ul style="list-style-type: none">• Using the present tense and present continuous (<i>está cambiando</i>) to describe ongoing changes.• Using modal verbs (<i>hay que, debemos</i>) to express obligation or necessity.• Constructing cause and effect sentences using <i>porque, por eso, debido a</i>.• Using future and conditional tenses to talk about possible or predicted changes (<i>habrá más trabajos, podrían desaparecer</i>).• Using passive and impersonal constructions (<i>se está utilizando, es necesario</i>).• Sequencing information logically with time markers and connectors (<i>primero, luego, finalmente</i>).• Expressing contrasts with <i>aunque, sin embargo, pero</i>. <p>3. Talking about the impact of AI</p> <p>Disciplinary knowledge involves:</p> <ul style="list-style-type: none">• Using present tense to state facts about AI and its uses.• Expressing possibility and capability with <i>puede + infinitive</i>.• Using contrastive language to discuss pros and cons (<i>sin embargo, aunque, pero</i>). | |
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| | | <p>(e.g., <i>por lo tanto, en resumen, sin embargo</i>).</p> <ul style="list-style-type: none"> • Adjusting register and tone according to the audience (formal when writing essays or formal letters, informal when speaking or writing to friends). | | | <ul style="list-style-type: none"> • Introducing conditional sentences to discuss consequences (<i>Si la IA avanza, cambiará el trabajo</i>). • Using subjunctive mood to express doubt, importance, or uncertainty (<i>Es importante que la IA no cause problemas</i>). • Organizing arguments clearly: stating facts, presenting benefits, and addressing risks. • Adapting tone and register for formal essays or presentations on the topic. | |
| | | <p>Skills: In addition to all Key Stage 3 skills, students will be required to recognise and understand this knowledge this via the skills of listening and reading at a deeper level and demonstrate this via the skills of speaking and writing in a more sophisticated manner.</p> | | | | |
| | <p>Rationale</p>  | <p>Links to previous learning: At Key Stage 4, learning links to Key Stage 3 study whilst delivering new themes of learning linked to the GCSE specification. Each of the topics studied at Key Stage 4 have previously been studied, at a less complex level, in Key Stage 3.</p> <p>Links to future learning: At Key Stage 4, students will continue to develop new skills and knowledge required for Key Stage 4 whilst preparing them for the study of languages at Key Stage 5. The Year 11 programme of study encompasses the curriculum as a whole and builds on prior knowledge, supporting students to further develop their language skills and knowledge required to be successful in languages and possibly further study at Key Stage 5.</p> <p>Why? Students will develop an in depth knowledge and understanding of language learning, exam technique and personal strategies to support their own learning. Learning should continue to be engaging, developmental and memorable whilst incorporating the four skill areas together with GCSE grammatical structures at both foundation and higher level and key GCSE thematic vocabulary. In Modern Foreign Languages, students are provided with opportunities which allow students to access the full curriculum and be prepared for their future by developing the ability to read, write, speak and communicate effectively. These opportunities can be found in everyday teaching.</p> | | | | |
| | Key vocabulary | <p>See curriculum intent</p> | | | | |
| | Assessment for this unit | <ul style="list-style-type: none"> • Past GCSE papers | | | | |