

<b>SPANISH</b> <b>Year 7</b>	<b>Curriculum Intent:</b> In year 7 pupils are culturally aware and know that life and language is different in other parts of the world and start to appreciate the broad culture of the Hispanic world. They will study topics which are pertinent to their life. These focus on developing effective memory skills through the acquisition of new vocabulary which will allow pupils to express and understand descriptions and opinions. Grammatical knowledge will be built upon with key structures for each topic alongside transferable knowledge that is relevant for future learning, such as opinions and the beginnings of the present tense verb conjugation. A strong focus on phonics will ensure that students learn how to pronounce unfamiliar Spanish vocabulary accurately from the start of their language journey, supporting both confident communication and effective spelling. Continual skill development will occur through the inclusion of listening, speaking, reading and writing. Students will make links between these areas to develop their understanding of how languages work in preparation for a deeper knowledge and further study. A range of skills within these key areas will be developed throughout each unit with repeated practice. Assessments will be used to inform future learning, allowing teachers to focus on key areas of understanding which may need further practice. Language lessons should foster a love of language learning and refer to links between Spanish and other languages that students may already know.			
<b>Module</b>	<b>Mi Vida</b>	<b>Mi tiempo libre</b>	<b>Mi insti</b>	<b>Mi familia y mis amigos</b>
<b>Interleaving</b>	<i>Previous knowledge and understanding revisited throughout the year, with a focus on key verbs (tener, jugar, hacer) in context and phrases to express opinion and reasons.</i>			<i>The verb “tener”</i>
<b>Knowledge</b>	Introducing yourself: Describing personality, age, numbers of brothers and sisters, your birthday and talking about pets.	Talking about what you like to do in your spare time. Talking about the weather. Saying what sports you do.	Saying what subjects you study and giving opinions on them. Describing your school and talking about breaktime.	Describing who is in your family, describing hair and eye colour and physical descriptions and describing where you live and a variety of different houses.
<b>Understanding</b>	Students will understand and apply the following grammatical structures:  Noun genders, adjectival agreement, using “soy”, present tense of tener (1 <sup>st</sup> , 2 <sup>nd</sup> and 3 <sup>rd</sup> person singular),	Students will understand and apply the following grammatical structures:  Using “opinion + infinitive”, using “-ar” verbs in the present tense, using “cuando”, using “hacer” and “jugar” in the present tense.	Students will understand and apply the following grammatical structures:  Using “-ar” verbs in the “we” form, using “me gusta(n) +el/la/los/las, using “un/una”, “unos/unas” and “el/la/los/las” and using “-er” and “-ir” verbs in the present tense.	Students will understand and apply the following grammatical structures:  Using possessive adjectives, using the verbs “ser” and “tener”, using verbs in the third person, using the verb “estar”.

<p><b>SPANISH</b> <b>Year 8</b></p>	<p><b>Curriculum Intent:</b> Year 8 pupils will study topics which are pertinent to their life using skills developed in Year 7 but with greater depth and challenge. As in year 7, the topics focus on expressing and understanding descriptions, however there is an emphasis on using more developed opinions and justifications. Pupils develop an awareness of time frames and practice the formation of past and present timeframes, within context, and across listening, speaking, reading and writing. Pupils can see and apply patterns and think logically about new and previously acquired language in order to develop grammar knowledge and widen their vocabulary. Students will become more adept at recalling common structures through structured practice and exposure to comprehensible input. Assessments will be used to inform future learning, allowing teachers to focus on key areas of understanding which may need further practice. Phonics knowledge introduced in Year 7 will be revisited and built upon to further improve pupils’ pronunciation, fluency, and confidence when encountering new Spanish vocabulary. Language lessons should foster a love of language learning and refer to links between Spanish and other languages that students may already know and give students opportunities to explore Hispanic culture.</p>			
<p><b>Module</b></p>	<p><b>Mi familia y mis amigos</b></p>	<p><b>Mi ciudad</b></p>	<p><b>Mis vacaciones</b></p>	<p><b>Todo sobre mi vida</b></p>
<p><i>Interleaving</i></p>	<p><i>The verb “tener” Present tense (he/she and we form)</i></p>	<p><i>Using “un/una” and “unos/unas” Present tense</i></p>	<p><i>Family members and countries Preterite Tense</i></p>	<p><i>Present and preterite tenses</i></p>
<p><b>Knowledge</b></p>	<p>Describing who is in your family, describing hair and eye colour and physical descriptions and describing where you live and a variety of different houses.</p>	<p>Describing your town, telling the time, ordering in a café and saying what you did at the weekend.</p>	<p>Talking about a past holiday, saying what you did on holiday and saying what the holiday was like.</p>	<p>Saying what you use your phone for, expressing opinions on types of music and types of TV shows. Saying what you normally do and what you did yesterday.</p>
<p><b>Understanding</b></p>	<p>Students will understand and apply the following grammatical structures:</p> <p>Using possessive adjectives, using the verbs “ser” and “tener”, using verbs in the third person, using the verb “estar”.</p>	<p>Students will understand and apply the following grammatical structures:</p> <p>Using “un/una” and “unos/unas”, using the verb “ir” in the present tense, using the verb “querer” in the present tense and using the preterite tense.</p>	<p>Students will understand and apply the following grammatical structures:</p> <p>Using the preterit of the verb “ir”, using the preterit of regular “-ar”, “-er” and “-ir” verbs, using the preterite of “ser”</p>	<p>Students will understand and apply the following grammatical structures:</p> <p>Present tense, giving a range of opinions, using the comparative, using the present and preterit tense together.</p>

<p><b>SPANISH</b> <b>Year 9</b></p>	<p><b>Curriculum Intent:</b> In Year 9 students will study areas pertinent to their life, using skills developed in Year 7 and 8 but with greater depth and more closely related to SMSC, British Values and real-life interaction. These focus on expressing and understanding descriptions, more developed opinions and justifications including perspectives, advice and arguments. Knowledge of different verb forms increases with greater usage of timeframes, and introduction of the future tense. Pupils can solve problems and can think of another way of doing or phrasing something. They are literate, communicating clearly in another language as well as their own and are increasingly open to new experiences and cultures. Assessments will be used to inform future learning, allowing teachers to focus on key areas of understanding which may need further practice. Language lessons should foster a love of language learning and refer to links between Spanish and other languages that students may already know, give students the opportunity to explore Hispanic culture, and allow students to use language in a way that is relevant to elements of their study outside of Spanish.</p>			
<p><b>Module</b></p>	<p><b>¡A comer!</b></p>	<p><b>Somos así</b></p>	<p><b>¡Oriéntate!</b></p>	<p><b>En forma</b></p>
<p><i>Interleaving</i></p>	<p><i>Opinions and the near future</i></p>	<p><i>present and near future tenses</i></p>	<p><i>Adjectival agreement, present, immediate future and preterite tenses.</i></p>	<p><i>Using reflexive verbs and food vocabulary.</i></p>
<p><b>Knowledge</b></p>	<p>Saying what food you like, describing mealtimes, ordering a meal and discussing what to buy for a party.</p>	<p>Talking about things you like, talking about your week, talking about films and talking about birthday celebrations.</p>	<p>Identifying jobs and saying what you “have to” do at work. Saying what you would like to do. Describing your job and what you did yesterday.</p>	<p>Talking about diet and what you do to maintain an active lifestyle. Talking about your daily routine. Talking about ailments. Talking about getting fit.</p>
<p><b>Understanding</b></p>	<p>Students will understand and apply the following grammatical structures:</p> <p>Using a wider range of opinions, using negatives, using usted/ustedes, using the near future.</p>	<p>Students will understand and apply the following grammatical structures:</p> <p>gustar (present tense) + nouns regular present tense verbs the verb “ir” in the present tense using the near future tense using the preterite tense. using 3 tenses together.</p>	<p>Students will understand and apply the following grammatical structures:</p> <p>Tener que Adjectival agreement Immediate future tense Using the 3 tenses together.</p>	<p>Students will understand and apply the following grammatical structures:</p> <p>Using the negatives “no” and “nunca” Using reflexing verbs Using “se debe/no se debe” Using direct object pronouns. Using stem changing verbs. Using the verbs “deber” and “dolarse”</p>

<p><b>SPANISH GCSE</b></p>	<p><b>Curriculum Intent:</b> At GCSE students will study 8 modules which fall under the three themes set out by AQA examination board; Theme 1 – People and Lifestyle, Theme 2 – Popular Culture and Theme 3 – Communication and the world around us. As pupils enter their GCSE year they are able to multitask, often managing several skills at the same time. They are capable of performing well under pressure. Pupils master the formation of past, present and future time frames including irregular verb forms. As pupils progress through the course they will have highly developed listening skills, hearing the details in communication. They are skilful communicators who value the importance of precision and accuracy.</p>			
<p><b>Module</b></p>	<p><b>¡Diviértete!</b> (THEME 2: Popular Culture THEME 3: Communication and the world around us) Students learn to talk about their hobbies, free-time activities, and life online, while giving and understanding opinions. They practise using the present tense and learn how to arrange to go out and talk about weekend plans. Cultural lessons introduce the Spanish-speaking world and popular sports.</p>	<p><b>Viajes</b> (THEME 2: Popular Culture THEME 3: Communication and the world around us) This module focuses on travel and holidays, teaching students how to discuss journeys, destinations, and past trips. They learn to use a variety of tenses to describe what they did and where they stayed, as well as how to express opinions. Cultural lessons explore festivals and traditions across the Spanish-speaking world.</p>	<p><b>Mi gente, mi mundo</b> (THEME 1: People and lifestyle THEME 2: Popular Culture THEME 3: Communication and the world around us) Students learn to describe family, friendships, and identity in more detail, using a wider range of tenses, adjectives, and connectives. They explore celebrations, personal values, and family life, while discovering well-known celebrities from the Hispanic world.</p>	<p><b>Mi estilo de vida</b> (THEME 1: People and lifestyle) This module focuses on daily routines, healthy living, and dining, teaching students to talk about what they do every day, order food, and discuss their favorite meals and trends using essential verbs and vocabulary. Students will also learn to give simple advice and use direct object pronouns.</p>
<p><b>Module</b></p>	<p><b>¡A clase!</b> (THEME 1: People and lifestyle) This section centers on the school and social life of students, covering topics like typical school days, talking about friends, expressing opinions, and discussing changes they would make to their school. It builds grammar by introducing relative pronouns, adverbs, and more complex verb uses like impersonals and infinitives.</p>	<p><b>Mi barrio y yo</b> (THEME 3: Communication and the world around us) Students explore their city, neighbourhood, and local area, learning to describe places, give directions, and compare different locations. They also discuss shopping habits and how cities have changed, using a range of adjectives, comparisons, and object pronouns to add detail and accuracy.</p>	<p><b>Un mundo mejor para todos</b> (THEME 3: Communication and the world around us) This unit shifts to global and environmental issues, teaching students how to talk about nature, climate change, water resources, and community involvement. The grammar introduces more complex structures, including the present perfect continuous, prepositions, and various verb forms like "hace falta" (it is necessary).</p>	<p><b>El futuro te espera</b> (THEME 1: People and lifestyle) The final module prepares students to talk about their plans, ambitions, and the future, including discussing careers, job applications, and personal goals. It covers the future tense, the present subjunctive, and complex grammar like forming nouns from verbs and expressing hypothetical ideas with the <i>si</i> clause.</p>

