

**CURRICULUM MAP**

<b>Subject</b>	<b>MFL - Spanish</b>
<b>Head of Department</b>	<b>Frances Holloway</b>

**SCHOOL INTENT**

**Rutlish School Vision:** Rutlish School is committed in providing **the highest quality education and opportunities** for students.

*Through all we do, we prepare students for opportunities, responsibilities and experiences later in life. We aim to inspire, enable and facilitate lifelong learners able to build on their individual strengths and capabilities, who achieve their ambitions. We seek to support our students becoming **healthy, happy, successful** modern people young adults; knowledgeable, kind, aware, confident, capable and skilful members of society. (Curriculum Intent)*

**Rutlish School Mission Statement: “Modeste, Strenue, Sancte: Be modest, be thorough, pursue righteousness”**

*We want students to:*

***succeed** (we strive to provide pathways to support their success)*

***embrace challenge**, build resilience, overcome setbacks and become increasingly independent in pursuit of their goals*

***be aware of their responsibilities** and feel confident to participate and contribute to society. (Curriculum Intent)*

**Rutlish School: Curriculum Intent**

Rutlish School provides a meaningful, broad and balanced curriculum, which is accessible to all, as well as supports and challenges all students.

**The School aims to:**

- ensure that the curriculum is designed for every student of every ability and every background to be supported in making the best possible progress and attainment from their starting point;
- ensure all students can successfully access the curriculum offer, making any reasonable adjustments required where particular needs are identified;
- ensure that the curriculum is accessible to all abilities and that planning and teaching aim to support, stretch and challenge all learners across a full range of abilities;
- provide a curriculum that is sequenced to build skills and knowledge throughout students’ time at Rutlish School, to equip them for their next steps in education, and careers and in life;
- provide a curriculum that promotes a deeper and wider understanding of the world outside of the classroom;
- ensure our curriculum consistently promotes high moral standards, social and self-awareness and allow students to form informed opinions on social issues such as, equality, diversity and inclusivity as well as the practical aspects of society;
- provide opportunities for students to personalise and apply learning in other contexts, including personal and cross-curricular;
- provide students with the skills and knowledge necessary to becoming independent, analytical, critical, and innovative thinkers;
- provide opportunity to encourage students’ curiosity, creativity, self-expression, resilience, and confidence;
- develop staff to deliver skills beyond their own subject specialism and incorporate cross curricular initiatives, in particular Literacy, Reading, Numeracy, ICT and Enterprise;
- ensure that our curriculum offer support for different educational and career pathways, including EBACC and vocational;
- provide consistent opportunities for students to develop and enhance their reading skills, and support is provided to ensure all students are able to access the curriculum.

**DEPARTMENT INTENT**

The MFL department at Rutlish strives to develop a love of languages amongst students. We offer an engaging curriculum that helps to develop intercultural awareness alongside linguist ability. Our students understand the importance of learning a language, which is communicated through areas of the curriculum as well as through teachers’ experience and options assemblies.

MFL lessons at Rutlish are dynamic and lively with students actively engaged and enjoying their learning. We ensure all abilities of MFL students are successful by carefully scaffolding learning activities for the less able and embedding challenges in lessons for the more able.

The skills learnt in MFL lessons can be applied to many other areas of the curriculum, for instance developing both the ability to coherently express and justify an opinion as well as the understanding of grammar and how language works. The MFL curriculum builds students’ confidence and helps them to become strong communicators, which is vital for their future studies and working life. Furthermore, the MFL department supports students in developing a strong work ethic through setting consistently high standards.

Trips abroad at both KS3 and KS4 are available to all MFL students and offer the opportunity to put their language skills into practice whilst learning about the culture of the country visited. MFL students at KS5 are supported in applying for scholarships to spend extended periods of time abroad during which they develop international friendships and truly appreciate the value of their advanced language skills. As fluent speakers of the language studied, our previous A-level students have often continued to study languages at university or even enrolled in a university abroad. The combination of an engaging curriculum offered at school and the first-hand experience of using their language abroad encourages MFL students to become citizens of the world and opens their eyes to opportunities of travel and working and living abroad.

The curriculum we offer enables students to continually build on prior knowledge and rewards a continued effort in their language learning from their first day in year 7 up until the completion of their GCSE or A-level.

**KEY STAGE 3 RATIONALE/ INTENT**

- Creating enthusiasm and interest in languages through enabling students to be successful
- Ensuring students of all abilities acquire building blocks in terms of vocabulary and grammar to enable them to access the GCSE course. This is achieved through setting students, using foundation and higher resources and assessments as well as in class differentiation.
- Provide opportunities to develop their cultural knowledge and awareness. Cultural knowledge is incorporated into the curriculum and consolidated through films and trips abroad.
- Provide a foundation for understanding and success when tackling GCSE style questions.
- Developing a self-awareness of how to learn and how to improve.
- Familiarising students with strategies to acquire and retain language.
- Ensuring students understand phonics in the language they are learning and constantly review and question pronunciation.

**KEY STAGE 4 RATIONALE/ INTENT**

- Enabling students to be successful within the GCSE curriculum and maintaining enthusiasm for the subject.
- Ensuring students of all abilities build on their prior knowledge of vocabulary and grammar to enable them to access the GCSE course. This is achieved through setting students, using foundation and higher resources and assessments as well as in class differentiation. All lessons include opportunities review and reinforce prior learning.
- Continue to build on students' cultural knowledge and awareness both in lessons and on trips abroad.
- Allow for plenty of opportunities to practice a range of GCSE style exam questions.
- Developing a self-awareness of techniques to tackle GCSE tasks and how to improve.
- Continue to discuss strategies to acquire and retain language.
- Continue to focus on phonics in the language they are learning and accurate pronunciation.

**KEY STAGE 5 RATIONALE/ INTENT**

- Continuation with all aspects of the KS3 and KS4 intent.
- Develop deeper understanding of culture, politics, arts and society in countries where the target language is spoken.
- Develop deeper understanding of grammar and syntax and linguists.
- Develop research skills and how to present ideas and debate on key issues.
- Develop analytical and essay writing skills in the target language through studying literature and film.

**QUALITY FIRST TEACHING**

- Differentiated resources and assessments (Foundation and Higher) to match students' abilities.
- Scaffolding, modelling and sample answers incorporated into all lesson resources.
- All tasks set in GCSE exam question format from Y7 and strategies to tackle such questions are taught explicitly.
- Metacognition strategies incorporated into lessons through providing opportunities to peer and self-assess and reflect on progress.
- Vocabulary drilling and opportunities to speak in lessons encourage awareness of phonics and accurate pronunciation.
- Explicit and discreet teaching of grammar to promote accurate production of target language.
- Continuous recap and revise promote knowing more and remembering more.
- Use of student friendly trackers and grade descriptors encourage students to track their progress

**FOCUS SKILLS**

- Pronunciation and phonics.
- Listening: strategies to tackle listening tasks, including brainstorming vocabulary and pre-empting responses.
- Speaking: asking and answering questions; giving and justifying opinions; expanding answers in speaking (using the AVOCADO technique); promoting confidence and accurate pronunciation
- Reading: strategies to tackle reading tasks including checking for cognates; identifying word families; recognising grammar; reading for gist and deducing meaning.
- Writing: accurate spelling, accents, syntax and grammar; giving and justifying opinions; expanding answers in speaking (using the AVOCADO technique)
- Vocabulary learning: providing strategies for learning vocabulary including, "look, cover, write, check" and using online tools such as memrise.
- Teaching how to self and peer assess.

**HOMEWORK**

- A range of vocabulary learning, reading tasks set weekly to retain language and see it applied in receptive skills.
- Extensive use of Fronter and online resources to enhance learning and help students become independent learners.
- Revision materials provided before assessments.



## YEAR 7

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE	<b>UNIT OF WORK: Topic 1 – My Life</b>	<b>UNIT OF WORK: Topic 2 – My Free Time</b>	<b>UNIT OF WORK: Topic 3 – My School</b>	<b>UNIT OF WORK: Topic 4 – Friends and Family</b>	<b>UNIT OF WORK: Topic 5 – My City</b>	<b>UNIT OF WORK: Post Assessments</b>
	Spanish alphabet and pronunciation; giving basic information about yourself	Giving information about what you do in your free time, when and how often	Giving information about your school life including subjects, activities you do at break and describing your school	Describing your friends and family and your home	Describing your town and activities in your town, ordering food at the café	Cultural lessons covering cultural events in Spanish speaking countries, film and music
KEY SKILLS	<ul style="list-style-type: none"> <li>Content is delivered through lessons incorporating varied activities (listening, speaking, reading, writing and grammar and learning tasks which reflect GCSE exam style questioning.</li> <li>Grammar is taught both explicitly as well as discretely embedded in most learning tasks and through teacher feedback. Grammar practice and consolidation is incorporated into every lesson.</li> <li> <b>Strategies for learning more and remembering more are incorporated into all lessons:</b> <ul style="list-style-type: none"> <li>Retrieval practise: starters regularly re-cap on prior learning</li> <li>Spacing: grammar is consolidated in every lesson</li> <li>Interleaving: high frequency vocabulary is regularly revised and recapped</li> <li>Dual coding – content is delivered via various medium and alongside visual aids.</li> </ul> </li> </ul>					
HOW DO WE BUILD ON SKILLS AND KNOWLEDGE?	<p><b>NEW:</b> <b>Content:</b> Spanish alphabet; introducing yourself; describing your personality; saying if you have siblings and pets; giving your birthday; numbers. <b>Grammar:</b> masculine, feminine, singular and plural nouns; adjective agreement. <b>Skills:</b> strategies for listening, speaking, reading, writing and vocabulary learning are revisited continuously.</p>	<p><b>NEW:</b> <b>Content:</b> giving opinions on free time activities; saying what you do when the weather is good/bad; saying which sports you do; giving information about your favourite things. <b>Grammar:</b> introducing impersonal verbs + infinitive (me gusta); introducing –AR verbs in the present tense; introducing boot verbs;  <b>Learning Journey (REVISED):</b> <b>Skills:</b> strategies for listening, speaking, reading, writing and vocabulary learning are revisited continuously.</p>	<p><b>NEW:</b> <b>Content:</b> saying which subjects you study; giving your opinion on subjects; describing your school; talking about break time activities. <b>Grammar:</b> introducing –ER and –IR verbs; using impersonal verbs with singular and plural nouns (me gusta); using “hay”  <b>Learning Journey (REVISED):</b> <b>Content:</b> giving opinions <b>Grammar:</b> AR verbs; masculine, feminine, plural and singular nouns; adjective agreement. <b>Skills:</b> strategies for listening, speaking, reading, writing and vocabulary learning are revisited continuously.</p>	<p><b>NEW:</b> <b>Content:</b> describing your family; describing what people look like; describing where you live. <b>Grammar:</b> possessive adjectives; introducing irregular verb “ser”.  <b>Learning Journey (REVISED):</b> <b>Content:</b> numbers. <b>Grammar:</b> boot verbs (tener); adjective agreement. <b>Skills:</b> strategies for listening, speaking, reading, writing and vocabulary learning are revisited continuously.</p>	<p><b>NEW:</b> <b>Content:</b> describing your town; telling the time; ordering from a menu; saying what you are going to do at the weekend. <b>Grammar:</b> introducing irregular verb “ir”; introducing future tense.  <b>Learning Journey (REVISED):</b> <b>Content:</b> numbers; giving opinions. <b>Grammar:</b> using “hay”; boot verbs (querer). <b>Skills:</b> strategies for listening, speaking, reading, writing and vocabulary learning are revisited continuously.</p>	<p><b>NEW:</b> <b>Content:</b> cultural aspects of the Spanish speaking world.  <b>Learning Journey (REVISED):</b> <b>Content:</b> giving opinions. <b>Skills:</b> strategies for listening, speaking, reading, writing and vocabulary learning are revisited continuously.</p>









LINKS TO THE WORLD i.e. links to careers; equality; gender, class, ethnicity, etc.; different subjects	<p><b>Gender</b> – masculine and feminine nouns</p> <p><b>Numeracy</b> – numbers and birthday</p> <p><b>Literacy</b> – spellings, accents and grammar</p>	<p><b>Geography</b> – weather and seasons</p> <p><b>Literacy</b> – spellings, accents and grammar</p>	<p>School life and opinions on school subjects</p> <p><b>Literacy</b> – spellings, accents and grammar</p>	<p><b>Gender</b> – describing people of different genders</p> <p><b>Ethnicity</b> – describing people of different ethnicities</p> <p><b>Numeracy</b> – giving peoples ages</p> <p><b>Literacy</b> – spellings, accents and grammar</p>	<p><b>Culture</b> – food</p> <p><b>Numeracy</b> – giving and understanding prices</p> <p><b>Literacy</b> – spellings, accents and grammar</p>	<p><b>Geography</b> – Spanish speaking countries</p> <p><b>Culture</b> – film, music and cultural events</p> <p><b>Literacy</b> – spellings, accents and grammar</p>
ASSESSMENTS Summative and Formative as applicable	<p><b>FORMATIVE:</b> constant AFL; self and peer assessment of reading and listening tasks; regular book marking with specific targets; target setting following assessments.</p> <p><b>October assessments:</b> Topic 1 <b>Skills:</b> grammar, writing, reading, listening and speaking</p>	<p><b>FORMATIVE:</b> constant AFL; self and peer assessment of reading and listening tasks; regular book marking with specific targets; target setting following assessments.</p> <p><b>December Assessments:</b> Topics 2 <b>Skills:</b> speaking (picture based and general conversation); reading; grammar</p>	<p><b>FORMATIVE:</b> constant AFL; self and peer assessment of reading and listening tasks; regular book marking with specific targets; target setting following assessments.</p>	<p><b>FORMATIVE:</b> constant AFL; self and peer assessment of reading and listening tasks; regular book marking with specific targets; target setting following assessments.</p> <p><b>March Assessments:</b> Topics 3 &amp; 4 <b>Skills:</b> listening; grammar; writing</p>	<p><b>FORMATIVE:</b> constant AFL; self and peer assessment of reading and listening tasks; regular book marking with specific targets; target setting following assessments.</p>	<p><b>FORMATIVE:</b> constant AFL; self and peer assessment of reading and listening tasks; regular book marking with specific targets; target setting following assessments.</p> <p><b>June EoY assessments:</b> Topics 1-5 <b>Skills:</b> listening; speaking (role play and general conversation); reading; writing and grammar</p>
FEEDBACK SUPPORTS LEARNING	<p>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</p> <p>✓</p>	<p>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</p> <p>✓</p>	<p>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</p> <p>✓</p>	<p>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</p> <p>✓</p>	<p>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</p> <p>✓</p>	<p>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</p> <p>✓</p>
SPECIALIST VOCABULARY	<p>See topic 1 vocabulary sheet.</p>	<p>See topic 2 vocabulary sheet.</p>	<p>See topic 3 vocabulary sheet.</p>	<p>See topic 4 vocabulary sheet.</p>	<p>See topic 5 vocabulary sheet.</p>	<p>Vocabulary related to cultural topics e.g.: countries, food, music.</p>
QUALITY FIRST TEACHING	<ul style="list-style-type: none"> <li>✓ Strategies to learn more, remember more (metacognition) used in lessons e.g. retrieval, elaboration, interleaving, dual coding, etc.</li> <li>✓ Differentiation and reasonable adjustments for students with SEND, EAL, etc. such as scaffolding, visual aids, audio, physical resources, planned questioning, etc.</li> <li>✓ Opportunities for Literacy, Numeracy and Oracy, including a focus on reading</li> <li>✓ Opportunities to apply key concepts and address misconceptions</li> </ul>					



## YEAR 8

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE	<b>UNIT OF WORK: Topic 1 – Holidays</b>	<b>UNIT OF WORK: Topic 2 – All About Me</b>	<b>UNIT OF WORK: Topic 3 – Eating</b>	<b>UNIT OF WORK: Topic 4 – Going Out</b>	<b>UNIT OF WORK: Topic 5 – Summer</b>	<b>UNIT OF WORK: Post Assessments</b>
	Describing a holiday, what you did and your opinion.	Giving opinions about technology, music and television, saying what you did yesterday.	Giving opinions on food, describing mealtimes, ordering in a restaurant and describing food at a party.	Making plans with friends, giving excuses, describing how you get ready and what you wear.	Giving opinions about summer activities at home and on holiday, giving directions, describing activities at a summer camp.	Cultural lessons covering cultural events in Spanish speaking countries, film and music.
KEY SKILLS	<ul style="list-style-type: none"> <li>Content is delivered through lessons incorporating varied activities (listening, speaking, reading, writing and grammar and learning tasks which reflect GCSE exam style questioning.</li> <li>Grammar is taught both explicitly as well as discretely embedded in most learning tasks and through teacher feedback. Grammar practice and consolidation is incorporated into ever lesson.</li> </ul> <p><b>Strategies for learning more and remembering more are incorporated into all lessons:</b></p> <ul style="list-style-type: none"> <li>Retrieval practise: starters regularly re-cap on prior learning</li> <li>Spacing: grammar is consolidated in every lesson</li> <li>Interleaving: high frequency vocabulary is regularly revised and recapped</li> <li>Dual coding – content is delivered via various medium and alongside visual aids.</li> </ul>					
HOW DO WE BUILD ON SKILLS AND KNOWLEDGE?	<p><b>NEW:</b> <b>Content:</b> countries; holiday activities; sequencers <b>Grammar:</b> past tense</p> <p><b>Learning Journey (REVISED):</b> <b>Content:</b> opinions and adjectives <b>Grammar:</b> verb conjugation <b>Skills:</b> strategies for listening, speaking, reading, writing and vocabulary learning are revisited continuously.</p>	<p><b>NEW:</b> <b>Content:</b> activities using your mobile phone; types of music; types of TV shows <b>Grammar:</b> comparisons</p> <p><b>Learning Journey (REVISED):</b> <b>Content:</b> free time activities; adverbs of frequency; opinions. <b>Grammar:</b> boot verbs; verb conjugations; past tense <b>Skills:</b> strategies for listening, speaking, reading, writing and vocabulary learning are revisited continuously.</p>	<p><b>NEW:</b> <b>Content:</b> food and drink; ordering in a restaurant; measurements <b>Grammar:</b> tú and usted; negatives</p> <p><b>Learning Journey (REVISED):</b> <b>Content:</b> telling the time <b>Grammar:</b> future tense; verb conjugations; past tense <b>Skills:</b> strategies for listening, speaking, reading, writing and vocabulary learning are revisited continuously.</p>	<p><b>NEW:</b> <b>Content:</b> places in town; excuses; getting ready to go out; clothes <b>Grammar:</b> reflexive verbs; demonstrative pronouns</p> <p><b>Learning Journey (REVISED):</b> <b>Content:</b> colours; telling the time <b>Grammar:</b> boot verbs (querer); adjective endings; present, past and future tenses <b>Skills:</b> strategies for listening, speaking, reading, writing and vocabulary learning are revisited continuously.</p>	<p><b>NEW:</b> <b>Content:</b> describing your house; holiday activities; directions; time expressions <b>Grammar:</b> superlative; imperative</p> <p><b>Learning Journey (REVISED):</b> <b>Content:</b> free time activities; opinions <b>Grammar:</b> comparisons; present, past and future tenses <b>Skills:</b> strategies for listening, speaking, reading, writing and vocabulary learning are revisited continuously.</p>	<p><b>NEW:</b> <b>Content:</b> cultural aspects of the Spanish speaking world.</p> <p><b>Learning Journey (REVISED):</b> <b>Content:</b> giving opinions. <b>Skills:</b> strategies for listening, speaking, reading, writing and vocabulary learning are revisited continuously.</p>
LINKS TO THE WORLD i.e. links to careers; equality; gender, class, ethnicity, etc.; different subjects	<b>Geography</b> - countries <b>Literacy</b> - spellings, accents and grammar	<b>Media and Technology</b> <b>Literacy</b> - spellings, accents and grammar	<b>Culture</b> - food and drink <b>Literacy</b> - spellings, accents and grammar	<b>Numeracy</b> - telling the time <b>Literacy</b> - spellings, accents and grammar	<b>Orienteering</b> - giving directions <b>Numeracy</b> - telling the time <b>Literacy</b> - spellings, accents and grammar	<b>Geography</b> - Spanish speaking countries <b>Culture</b> - film, music and cultural events <b>Literacy</b> - spellings, accents and grammar









<b>ASSESSMENTS</b> Summative and Formative as applicable	<p><b>In class:</b> constant AFL; self and peer assessment of reading and listening tasks; regular book marking with specific targets; target setting following assessments.</p> <p><b>October assessments:</b> Topic 1 <b>Skills:</b> grammar, writing and listening</p>	<p><b>In class:</b> constant AFL; self and peer assessment of reading and listening tasks; regular book marking with specific targets; target setting following assessments.</p> <p><b>December Assessments:</b> Topics 2 <b>Skills:</b> speaking (picture based and general conversation); reading; grammar</p>	<p><b>In class:</b> constant AFL; self and peer assessment of reading and listening tasks; regular book marking with specific targets; target setting following assessments.</p>	<p><b>In class:</b> constant AFL; self and peer assessment of reading and listening tasks; regular book marking with specific targets; target setting following assessments.</p> <p><b>March Assessments:</b> Topics 3 &amp; 4 <b>Skills:</b> listening; grammar; writing</p>	<p><b>In class:</b> constant AFL; self and peer assessment of reading and listening tasks; regular book marking with specific targets; target setting following assessments.</p>	<p><b>In class:</b> constant AFL; self and peer assessment of reading and listening tasks; regular book marking with specific targets; target setting following assessments.</p> <p><b>June EoY assessments:</b> Topics 1-5 <b>Skills:</b> listening; speaking (role play and general conversation); reading; writing and grammar</p>
<b>FEEDBACK SUPPORTS LEARNING</b>	<p>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</p> 	<p>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</p> 	<p>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</p> 	<p>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</p> 	<p>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</p> 	<p>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</p> 
<b>SPECIALIST VOCABULARY</b>	<p>See topic 1 vocabulary sheet.</p>	<p>See topic 2 vocabulary sheet.</p>	<p>See topic 3 vocabulary sheet.</p>	<p>See topic 4 vocabulary sheet.</p>	<p>See topic 5 vocabulary sheet.</p>	<p>Vocabulary related to cultural topics e.g.: countries, food, music.</p>
<b>QUALITY FIRST TEACHING</b>	<ul style="list-style-type: none"> <li>✓ Strategies to learn more, remember more (metacognition) used in lessons e.g. retrieval, elaboration, interleaving, dual coding, etc.</li> <li>✓ Differentiation and reasonable adjustments for students with SEND, EAL, etc. such as scaffolding, visual aids, audio, physical resources, planned questioning, etc.</li> <li>✓ Opportunities for Literacy, Numeracy and Oracy, including a focus on reading</li> <li>✓ Opportunities to apply key concepts and address misconceptions</li> </ul>					



## YEAR 9

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE	<b>UNIT OF WORK: Topic 1 – We're Like This</b>	<b>UNIT OF WORK: Topic 2 – Work</b>	<b>UNIT OF WORK: Topic 3 – Fitness</b>	<b>UNIT OF WORK: Topic 4 – Young People in Action</b>	<b>UNIT OF WORK: Revision and Assessments</b>	<b>UNIT OF WORK: GCSE Topic 1 – Holidays</b>
	Talking about your interests and free time; describing a trip to the cinema; describing a past birthday celebration; talking about celebrities.	Describing jobs at a hotel; saying what job you would like to do; describing a day at work.	Talking about healthy eating and an active life style; describing daily routine; describing aches and pains.	Talking about your rights, fair trade and recycling		Describing what you do in summer; where you prefer to spend the holidays; a trip to Barcelona; describing a hotel; making a complaint; describing a disastrous holiday
KEY SKILLS	<ul style="list-style-type: none"> <li>Content is delivered through lessons incorporating varied activities (listening, speaking, reading, writing and grammar and learning tasks which reflect GCSE exam style questioning.</li> <li>Grammar is taught both explicitly as well as discretely embedded in most learning tasks and through teacher feedback. Grammar practice and consolidation is incorporated into every lesson.</li> </ul> <p><b>Strategies for learning more and remembering more are incorporated into all lessons:</b></p> <ul style="list-style-type: none"> <li>Retrieval practise: starters regularly re-cap on prior learning</li> <li>Spacing: grammar is consolidated in every lesson</li> <li>Interleaving: high frequency vocabulary is regularly revised and recapped</li> <li>Dual coding – content is delivered via various medium and alongside visual aids.</li> </ul>					
HOW DO WE BUILD ON SKILLS AND KNOWLEDGE?	<p><b>NEW:</b> Content: trip to the cinema; birthday celebrations</p> <p><b>Learning Journey (REVISED):</b> <b>Content:</b> opinions; free time activities; expressions of frequency; days of the week <b>Grammar:</b> impersonal verbs (me mola); using three tenses <b>Skills:</b> strategies for listening, speaking, reading, writing and vocabulary learning are revisited continuously.</p>	<p><b>NEW:</b> Content: jobs; adjectives to describe work; future plans; tasks at work Grammar: tener que + infinitive</p> <p><b>Learning Journey (REVISED):</b> <b>Content:</b> opinions <b>Grammar:</b> adjective agreement; using three tenses <b>Skills:</b> strategies for listening, speaking, reading, writing and vocabulary learning are revisited continuously.</p>	<p><b>NEW:</b> Content: food; daily routine; healthy lifestyle Grammar: direct object pronouns; se debe + infinitive</p> <p><b>Learning Journey (REVISED):</b> <b>Content:</b> opinions; adverbs of frequency; sports <b>Grammar:</b> boot verbs; reflexive verbs <b>Skills:</b> strategies for listening, speaking, reading, writing and vocabulary learning are revisited continuously.</p>	<p><b>NEW:</b> Content: rights; fair trade; environment Grammar: se debería + infinitive</p> <p><b>Learning Journey (REVISED):</b> <b>Content:</b> opinions; nationalities; numbers and money <b>Grammar:</b> boot verbs; verb conjugations <b>Skills:</b> strategies for listening, speaking, reading, writing and vocabulary learning are revisited continuously.</p>	<p><b>NEW:</b> Content: holiday activities; describing holiday destinations; making reservations; describing disasters on holidays Grammar: introducing imperfect tense</p> <p><b>Learning Journey (REVISED):</b> <b>Content:</b> all content from topics 1-4 <b>Grammar:</b> all KS3 grammar <b>Skills:</b> strategies for listening, speaking, reading, writing and vocabulary learning are revisited continuously.</p>	<p><b>NEW:</b> Content: holiday activities; describing holiday destinations; making reservations; describing disasters on holidays Grammar: introducing imperfect tense</p> <p><b>Learning Journey (REVISED):</b> <b>Content:</b> free time and holiday activities; weather; countries; opinions; adjectives <b>Grammar:</b> preterit and present tense conjugations <b>Skills:</b> strategies for listening, speaking, reading, writing and vocabulary learning are revisited continuously.</p>



LINKS TO THE WORLD i.e. links to careers; equality; gender, class, ethnicity, etc.; different subjects	<b>Film, Media and Culture</b> <b>Literacy</b> - spellings, accents and grammar	<b>Careers</b> - describing jobs; tasks at work; languages at work <b>Literacy</b> - spellings, accents and grammar	<b>Culture</b> - food and drink; sports in Spanish speaking countries <b>Literacy</b> - spellings, accents and grammar	<b>Equality</b> - young peoples' rights around the world and fair trade <b>Literacy</b> - spellings, accents and grammar	<b>Literacy</b> - spellings, accents and grammar	<b>Geography</b> - holiday destinations <b>Life Skills</b> - making reservations in a hotel and making complaints <b>Literacy</b> - spellings, accents and grammar
ASSESSMENTS Summative and Formative as applicable	<b>In class:</b> constant AFL; self and peer assessment of reading and listening tasks; regular book marking with specific targets; target setting following assessments.  <b>October assessments:</b> Topic 1 <b>Skills:</b> grammar, writing and listening	<b>In class:</b> constant AFL; self and peer assessment of reading and listening tasks; regular book marking with specific targets; target setting following assessments.  <b>December Assessments:</b> Topics 2 <b>Skills:</b> speaking (picture based and general conversation); reading; grammar	<b>In class:</b> constant AFL; self and peer assessment of reading and listening tasks; regular book marking with specific targets; target setting following assessments.	<b>In class:</b> constant AFL; self and peer assessment of reading and listening tasks; regular book marking with specific targets; target setting following assessments.	<b>In class:</b> constant AFL; self and peer assessment of reading and listening tasks; regular book marking with specific targets; target setting following assessments.  <b>April EoY Assessments:</b> Topics 1-4 <b>Skills:</b> listening; speaking (role play and general conversation); reading; writing and grammar	<b>In class:</b> constant AFL; self and peer assessment of reading and listening tasks; regular book marking with specific targets; target setting following assessments.  <b>June assessments:</b> GCSE Topic 1 <b>Skills:</b> grammar; writing; speaking
FEEDBACK SUPPORTS LEARNING	<b>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</b> 	<b>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</b> 	<b>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</b> 	<b>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</b> 	<b>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</b> 	<b>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</b> 
SPECIALIST VOCABULARY	See topic 1 vocabulary sheet.	See topic 2 vocabulary sheet.	See topic 3 vocabulary sheet.	See topic 4 vocabulary sheet.		See GCSE topic 1 vocabulary sheet.
QUALITY FIRST TEACHING	<ul style="list-style-type: none"> <li>✓ Strategies to learn more, remember more (metacognition) used in lessons e.g. retrieval, elaboration, interleaving, dual coding, etc.</li> <li>✓ Differentiation and reasonable adjustments for students with SEND, EAL, etc. such as scaffolding, visual aids, audio, physical resources, planned questioning, etc.</li> <li>✓ Opportunities for Literacy, Numeracy and Oracy, including a focus on reading</li> <li>✓ Opportunities to apply key concepts and address misconceptions</li> </ul>					











## YEAR 10

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE	<b>UNIT OF WORK: GCSE Topic 2 – School</b>	<b>UNIT OF WORK: GCSE Topic 3 – People</b>	<b>UNIT OF WORK: GCSE Topic 4 – Interests and influences</b>	<b>UNIT OF WORK: Revision and MOCK Assessments</b>	<b>UNIT OF WORK: GCSE Topic 5 – Towns</b>	<b>UNIT OF WORK: GCSE Topic 6 – Culture</b>
	School subjects; describing school; school rules; school exchange; extracurricular activities.	Social networks and apps; making plans; reading; describing people; family and friends.	Free time, television and film; sport; current trends; other forms of entertainment.	Revision of knowledge learned through the year.	Places in town; describing areas and regions; making plans; going shopping; city life.	Illness and injury; food and mealtimes; celebrations; eating in a restaurant; music festivals
KEY SKILLS	<ul style="list-style-type: none"> <li>Content is delivered through lessons incorporating varied activities (listening, speaking, reading, writing and grammar and learning tasks which reflect GCSE exam style questioning.</li> <li>Grammar is taught both explicitly as well as discretely embedded in most learning tasks and through teacher feedback. Grammar practice and consolidation is incorporated into every lesson.</li> </ul> <p><b>Strategies for learning more and remembering more are incorporated into all lessons:</b></p> <ul style="list-style-type: none"> <li>Retrieval practise: starters regularly re-cap on prior learning</li> <li>Spacing: grammar is consolidated in every lesson</li> <li>Interleaving: high frequency vocabulary is regularly revised and recapped</li> <li>Dual coding – content is delivered via various medium and alongside visual aids.</li> </ul>					
HOW DO WE BUILD ON SKILLS AND KNOWLEDGE?	<p><b>NEW:</b> <b>Content:</b> school exchange; extracurricular activities <b>Grammar:</b> conditional tense</p> <p><b>Learning Journey (REVISED):</b> <b>Content:</b> School subjects; describing school. <b>Grammar:</b> past (preterit, &amp; imperfect), present and future tenses; direct object pronouns; comparatives; adjective agreement; negatives <b>Skills:</b> strategies for listening, speaking, reading, writing and vocabulary learning are revisited continuously.</p>	<p><b>NEW:</b> <b>Content:</b> Social networks and apps; reading. <b>Grammar:</b> present continuous tense; para + infinitive.</p> <p><b>Learning Journey (REVISED):</b> <b>Content:</b> making plans; describing people; family and friends. <b>Grammar:</b> past (preterit, &amp; imperfect), present, future and conditional tenses; reflexive; ser and estar; adjective agreement; modal verbs querer and poder. <b>Skills:</b> strategies for listening, speaking, reading, writing and vocabulary learning are revisited continuously.</p>	<p><b>NEW:</b> <b>Content:</b> current trends; other forms of entertainment. <b>Grammar:</b> perfect tense; tener ganas de + infinitive; acabar de + infinitive</p> <p><b>Learning Journey (REVISED):</b> <b>Content:</b> free time, television and film; sport. <b>Grammar:</b> past (preterit, &amp; imperfect), present, future and conditional tenses. <b>Skills:</b> strategies for listening, speaking, reading, writing and vocabulary learning are revisited continuously.</p>	<p><b>NEW:</b></p> <p><b>Learning Journey (REVISED):</b> <b>Content:</b> topics 1-4 <b>Grammar:</b> all grammar <b>Skills:</b> strategies for listening, speaking, reading, writing and vocabulary learning are revisited continuously.</p>	<p><b>NEW:</b> <b>Content:</b> Describing areas and regions; making plans; going shopping; city life. <b>Grammar:</b> tan &amp; tanto; demonstrative adjectives; simple future</p> <p><b>Learning Journey (REVISED):</b> <b>Content:</b> Places in town <b>Grammar:</b> past (preterit, imperfect &amp; perfect), present, future and conditional tenses. <b>Skills:</b> strategies for listening, speaking, reading, writing and vocabulary learning are revisited continuously.</p>	<p><b>NEW:</b> <b>Content:</b> celebrations; music restaurants. <b>Grammar:</b> passive</p> <p><b>Learning Journey (REVISED):</b> <b>Content:</b> Illness and injury; food and mealtimes; eating in a restaurant. <b>Grammar:</b> past (preterit, imperfect &amp; perfect), present, future and conditional tenses; infinitive expressions. <b>Skills:</b> strategies for listening, speaking, reading, writing and vocabulary learning are revisited continuously.</p>



<b>LINKS TO THE WORLD</b> i.e. links to careers; equality; gender, class, ethnicity, etc.; different subjects	<b>Equality and Culture</b> - school life in Spanish speaking countries <b>Literacy</b> - spellings, accents and grammar	<b>IT and Media</b> - apps and social networks <b>Culture</b> - family and home life <b>Ethnicity/Equality</b> - describing people <b>Literacy</b> - spellings, accents and grammar	<b>Media, Film and Cultural Capital</b> <b>Sport and Physical Education</b> <b>Literacy</b> – spellings, accents and grammar		<b>Geography</b> - describing areas, regions and city life <b>Numeracy</b> - money and prices <b>Literacy</b> - spellings, accents and grammar	<b>Health</b> - illness and injury <b>Equality and Culture</b> - food and celebrations in Spanish speaking countries <b>Literacy</b> - spellings, accents and grammar
<b>ASSESSMENTS</b> Summative and Formative as applicable	<b>FORMATIVE:</b> constant AFL; self and peer assessment of reading and listening tasks; regular book marking with specific targets; target setting following assessments.  <b>October assessments:</b> Content: Topics 1 & 2 <b>Skills:</b> grammar, listening, reading, and writing	<b>FORMATIVE:</b> constant AFL; self and peer assessment of reading and listening tasks; regular book marking with specific targets; target setting following assessments.  <b>December assessments:</b> Topics 1-3 <b>Skills:</b> listening, reading and “written speaking”	<b>FORMATIVE:</b> constant AFL; self and peer assessment of reading and listening tasks; regular book marking with specific targets; target setting following assessments.	<b>FORMATIVE:</b> constant AFL; self and peer assessment of reading and listening tasks; regular book marking with specific targets; target setting following assessments.  <b>March MOCK assessments:</b> Content: Topics 1-5 <b>Skills:</b> listening, speaking, reading and writing	<b>FORMATIVE:</b> constant AFL; self and peer assessment of reading and listening tasks; regular book marking with specific targets; target setting following assessments.	<b>FORMATIVE:</b> constant AFL; self and peer assessment of reading and listening tasks; regular book marking with specific targets; target setting following assessments.  <b>June assessments:</b> Content: Topic 6 <b>Skills:</b> listening and reading
<b>FEEDBACK SUPPORTS LEARNING</b>	<b>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</b> 	<b>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</b> 	<b>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</b> 	<b>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</b> 	<b>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</b> 	<b>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</b> 
<b>SPECIALIST VOCABULARY</b>	See GCSE topic 2 vocabulary sheet.	See GCSE topic 3 vocabulary sheet.	See GCSE topic 4 vocabulary sheet.	See GCSE topic 1-4 vocabulary sheet.	See GCSE topic 5 vocabulary sheet.	See GCSE topic 6 vocabulary sheet.
<b>QUALITY FIRST TEACHING</b>	<ul style="list-style-type: none"> <li>✓ Strategies to learn more, remember more (metacognition) used in lessons e.g. retrieval, elaboration, interleaving, dual coding, etc.</li> <li>✓ Differentiation and reasonable adjustments for students with SEND, EAL, etc. such as scaffolding, visual aids, audio, physical resources, planned questioning, etc.</li> <li>✓ Opportunities for Literacy, Numeracy and Oracy, including a focus on reading</li> <li>✓ Opportunities to apply key concepts and address misconceptions</li> </ul>					



## YEAR 11

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE	<b>UNIT OF WORK: GCSE Topic 7 – Work</b>	<b>UNIT OF WORK: GCSE Topic 8 – Global Dimension &amp; December MOCKS</b>	<b>UNIT OF WORK: GCSE Topic 8 – Global dimension</b>	<b>UNIT OF WORK: Revision and GCSE speaking exam</b>	<b>UNIT OF WORK: GCSE EXAMS</b>	<b>UNIT OF WORK:</b>
	Earning money; work experience; learning languages; applying for a job; taking a gap year; future plans	Global issues; local actions; healthy lifestyle	Sporting events; natural disasters	Revision of knowledge learned in GCSE.	<b>Revision and GCSE Listening, reading and Writing exams</b>	
KEY SKILLS	<ul style="list-style-type: none"> <li>Content is delivered through lessons incorporating varied activities (listening, speaking, reading, writing and grammar and learning tasks which reflect GCSE exam style questioning.</li> <li>Grammar is taught both explicitly as well as discretely embedded in most learning tasks and through teacher feedback. Grammar practice and consolidation is incorporated into every lesson.</li> </ul> <p><b>Strategies for learning more and remembering more are incorporated into all lessons:</b></p> <ul style="list-style-type: none"> <li>Retrieval practise: starters regularly re-cap on prior learning</li> <li>Spacing: grammar is consolidated in every lesson</li> <li>Interleaving: high frequency vocabulary is regularly revised and recapped</li> <li>Dual coding – content is delivered via various medium and alongside visual aids.</li> </ul>					
HOW DO WE BUILD ON SKILLS AND KNOWLEDGE?	<p><b>NEW:</b> <b>Content:</b> Earning money; work experience; learning languages; applying for a job; taking a gap year. <b>Grammar:</b> saber and conocer; indirect object pronouns; soler in the imperfect</p> <p><b>Learning Journey (REVISED):</b> <b>Content:</b> jobs; future plans. <b>Grammar:</b> past (preterit, imperfect &amp; perfect), present, future and conditional tenses; present continuous. <b>Skills:</b> strategies for listening, speaking, reading, writing and vocabulary learning are revisited continuously.</p>	<p><b>NEW:</b> <b>Content:</b> Global issues; local actions.</p> <p><b>Learning Journey (REVISED):</b> <b>Content:</b> healthy lifestyle. <b>Grammar:</b> past (preterit, imperfect &amp; perfect), present, future and conditional tenses. <b>Skills:</b> strategies for listening, speaking, reading, writing and vocabulary learning are revisited continuously.</p>	<p><b>NEW:</b> <b>Content:</b> sporting events; natural disasters.</p> <p><b>Grammar:</b> pluperfect tense.</p> <p><b>Learning Journey (REVISED):</b> <b>Content:</b> sports <b>Grammar:</b> past (preterit, imperfect &amp; perfect), present, future and conditional tenses. <b>Skills:</b> strategies for listening, speaking, reading, writing and vocabulary learning are revisited continuously.</p>	<p><b>Learning Journey (REVISED):</b> <b>Content:</b> GCSE topics 1- <b>Grammar:</b> all GCSE grammar <b>Skills:</b> strategies for listening, speaking, reading, writing and vocabulary learning are revisited continuously.</p>	<p><b>Learning Journey (REVISED):</b> <b>Content:</b> GCSE topics 1-8 <b>Grammar:</b> all GCSE grammar <b>Skills:</b> strategies for listening, speaking, reading, writing and vocabulary learning are revisited continuously.</p>	



LINKS TO THE WORLD i.e. links to careers; equality; gender, class, ethnicity, etc.; different subjects	<p><b>Careers</b> - describing jobs; work experience; applying for jobs; taking a gap year.</p> <p><b>Literacy</b> - spellings, accents and grammar</p>	<p><b>Science/Geography</b> - looking after the environment</p> <p><b>Citizenship and diversity</b> - local actions and supporting community</p> <p><b>Literacy</b> - spellings, accents and grammar</p>	<p><b>Citizenship</b> - international sporting events</p> <p><b>Science/Geography</b> - natural disasters</p> <p><b>Literacy</b> - spellings, accents and grammar</p>			
ASSESSMENTS Summative and Formative as applicable	<p><b>FORMATIVE:</b> constant AFL; self and peer assessment of reading and listening tasks; regular book marking with specific targets; target setting following assessments.</p>	<p><b>FORMATIVE:</b> constant AFL; self and peer assessment of reading and listening tasks; regular book marking with specific targets; target setting following assessments.</p> <p><b>December MOCK Assessments:</b> Topics 1-8 <b>Skills:</b> listening, speaking, reading and writing</p>	<p><b>FORMATIVE:</b> constant AFL; self and peer assessment of reading and listening tasks; regular book marking with specific targets; target setting following assessments.</p>	<p><b>FORMATIVE:</b> constant AFL; self and peer assessment of reading and listening tasks; regular book marking with specific targets; target setting following assessments.</p> <p><b>GCSE exam:</b> Topics 1-8 <b>Skills:</b> speaking</p>	<p><b>FORMATIVE:</b> constant AFL; self and peer assessment of reading and listening tasks; regular book marking with specific targets; target setting following assessments.</p> <p><b>GCSE exam:</b> Topics 1-8 <b>Skills:</b> listening, reading and writing</p>	
FEEDBACK SUPPORTS LEARNING	<p><b>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</b></p> <p><input checked="" type="checkbox"/></p>	<p><b>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</b></p> <p><input checked="" type="checkbox"/></p>	<p><b>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</b></p> <p><input checked="" type="checkbox"/></p>	<p><b>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</b></p> <p><input checked="" type="checkbox"/></p>		
SPECIALIST VOCABULARY	See GCSE topic 7 vocabulary sheet.	See GCSE topic 8 vocabulary sheet.	See GCSE topic 8 vocabulary sheet.	See GCSE topics 1-8 vocabulary sheet.	See GCSE topics 1-8 vocabulary sheet.	
QUALITY FIRST TEACHING	<ul style="list-style-type: none"> <li>✓ Strategies to learn more, remember more (metacognition) used in lessons e.g. retrieval, elaboration, interleaving, dual coding, etc.</li> <li>✓ Differentiation and reasonable adjustments for students with SEND, EAL, etc. such as scaffolding, visual aids, audio, physical resources, planned questioning, etc.</li> <li>✓ Opportunities for Literacy, Numeracy and Oracy, including a focus on reading</li> <li>✓ Opportunities to apply key concepts and address misconceptions</li> </ul>					