

**CURRICULUM MAP**

Subject	MFL - Spanish
Head of Department	Ms T Minier
Subject Lead	Ms F Holloway

SCHOOL 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. Through all we do, we prepare students for opportunities, responsibilities and experiences later in life for them to be aware of their responsibilities and feel confident to participate and contribute to society. We aim to inspire, enable and facilitate lifelong learners that build on their individual strengths and capabilities and achieve their ambitions. We seek to support our students in becoming healthy, happy, successful modern people young adults, who are knowledgeable, kind, aware, confident, capable and skilful members of society.

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; all students can access the curriculum offer, with planning and teaching that support, stretch and challenge all learners across a full range of abilities, and making any reasonable adjustments required where particular needs are identified;
- provide a curriculum that is sequenced to build skills and knowledge throughout students' time at Rutlish School, to promote a deeper understanding of the world outside the classroom and equip them for their next steps in education, careers and in life;
- ensure that our curriculum offer support different educational and career pathways, including EBACC and vocational;
- ensure our curriculum consistently promotes high moral standards, social and self-awareness and allows students to formulate informed opinions on social issues such as, equality, diversity and inclusivity as well as the practical aspects of society;
- enrich the curriculum and provide opportunities for students to build cultural capital, enhance a wide range of skills and knowledge beyond requirements of the national curriculum, and personalise and apply learning in other contexts;
- provide students with the skills and knowledge necessary to becoming independent, analytical, critical, and innovative thinkers and encourage students' curiosity, creativity, self-expression, resilience, and confidence;
- 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, dictation tasks.
- Speaking: asking and answering questions; giving and justifying opinions; expanding answers in speaking (using the AVOCADO technique); promoting confidence and accurate pronunciation; reading aloud.
- 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 Teams 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	UNIT OF WORK: Topic 1 – My Life	UNIT OF WORK: Topic 2 – My Free Time	UNIT OF WORK: Topic 3 – My School	UNIT OF WORK: Topic 4 – Friends and Family	UNIT OF WORK: Topic 5 – My City	UNIT OF WORK: Post Assessments
	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"> Content is delivered through lessons incorporating varied activities (listening, speaking, reading, writing and grammar and learning tasks which reflect GCSE exam style questioning. 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. <p>Strategies for learning more and remembering more are incorporated into all lessons:</p> <ul style="list-style-type: none"> Retrieval practise: starters regularly re-cap on prior learning Spacing: grammar is consolidated in every lesson Interleaving: high frequency vocabulary is regularly revised and recapped Dual coding – content is delivered via various medium and alongside visual aids. 					
HOW DO WE BUILD ON SKILLS AND KNOWLEDGE?	<p>NEW: Content: Spanish alphabet; introducing yourself; describing your personality; saying if you have siblings and pets; giving your birthday; numbers. Grammar: masculine, feminine, singular and plural nouns; adjective agreement. Skills: strategies for listening, speaking, reading, writing and vocabulary learning are revisited continuously.</p>	<p>NEW: Content: 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. Grammar: introducing impersonal verbs + infinitive (me gusta); introducing –AR verbs in the present tense; introducing boot verbs;</p> <p>Learning Journey (REVISED): Skills: strategies for listening, speaking, reading, writing and vocabulary learning are revisited continuously.</p>	<p>NEW: Content: saying which subjects you study; giving your opinion on subjects; describing your school; talking about break time activities. Grammar: introducing –ER and –IR verbs; using impersonal verbs with singular and plural nouns (me gusta); using “hay”</p> <p>Learning Journey (REVISED): Content: giving opinions Grammar: AR verbs; masculine, feminine, plural and singular nouns; adjective agreement. Skills: strategies for listening, speaking, reading, writing and vocabulary learning are revisited continuously.</p>	<p>NEW: Content: describing your family; describing what people look like; describing where you live. Grammar: possessive adjectives; introducing irregular verb “ser”.</p> <p>Learning Journey (REVISED): Content: numbers. Grammar: boot verbs (tener); adjective agreement. Skills: strategies for listening, speaking, reading, writing and vocabulary learning are revisited continuously.</p>	<p>NEW: Content: describing your town; telling the time; ordering from a menu; saying what you are going to do at the weekend. Grammar: introducing irregular verb “ir”; introducing future tense.</p> <p>Learning Journey (REVISED): Content: numbers; giving opinions. Grammar: using “hay”; boot verbs (querer). Skills: strategies for listening, speaking, reading, writing and vocabulary learning are revisited continuously.</p>	<p>NEW: Content: cultural aspects of the Spanish speaking world.</p> <p>Learning Journey (REVISED): Content: giving opinions. Skills: 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	Gender – masculine and feminine nouns Numeracy – numbers and birthday Literacy – spellings, accents and grammar	Geography – weather and seasons Literacy – spellings, accents and grammar	School life and opinions on school subjects Literacy – spellings, accents and grammar	Gender – describing people of different genders Ethnicity – describing people of different ethnicities Numeracy – giving peoples ages Literacy – spellings, accents and grammar	Culture – food Numeracy – giving and understanding prices Literacy – spellings, accents and grammar	Geography – Spanish speaking countries Culture – film, music and cultural events Literacy – spellings, accents and grammar
ASSESSMENTS Summative and Formative as applicable	FORMATIVE: constant AFL; self and peer assessment of reading and listening tasks; regular book marking with specific targets; target setting following assessments. October assessments: Topic 1 Skills: grammar, writing, reading, listening and speaking	FORMATIVE: constant AFL; self and peer assessment of reading and listening tasks; regular book marking with specific targets; target setting following assessments. December Assessments: Topics 2 Skills: speaking (picture based and general conversation); reading; grammar	FORMATIVE: constant AFL; self and peer assessment of reading and listening tasks; regular book marking with specific targets; target setting following assessments.	FORMATIVE: constant AFL; self and peer assessment of reading and listening tasks; regular book marking with specific targets; target setting following assessments. March Assessments: Topics 3 & 4 Skills: listening; grammar; writing	FORMATIVE: constant AFL; self and peer assessment of reading and listening tasks; regular book marking with specific targets; target setting following assessments.	FORMATIVE: constant AFL; self and peer assessment of reading and listening tasks; regular book marking with specific targets; target setting following assessments. June EoY assessments: Topics 1-5 Skills: listening; speaking (role play and general conversation); reading; writing and grammar
FEEDBACK SUPPORTS LEARNING	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. 	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. 	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. 	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. 	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. 	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. 
SPECIALIST VOCABULARY	See topic 1 vocabulary sheet.	See topic 2 vocabulary sheet.	See topic 3 vocabulary sheet.	See topic 4 vocabulary sheet.	See topic 5 vocabulary sheet.	Vocabulary related to cultural topics e.g.: countries, food, music.
QUALITY FIRST TEACHING	<ul style="list-style-type: none"> ✓ Strategies to learn more, remember more (metacognition) used in lessons e.g. retrieval, elaboration, interleaving, dual coding, etc. ✓ Differentiation and reasonable adjustments for students with SEND, EAL, etc. such as scaffolding, visual aids, audio, physical resources, planned questioning, etc. ✓ Opportunities for Literacy, Numeracy and Oracy, including a focus on reading ✓ Opportunities to apply key concepts and address misconceptions 					



YEAR 8

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE	UNIT OF WORK: Topic 1 – Holidays	UNIT OF WORK: Topic 2 – All About Me	UNIT OF WORK: Topic 3 – Eating	UNIT OF WORK: Topic 4 – Going Out	UNIT OF WORK: Topic 5 – Summer	UNIT OF WORK: Post Assessments
	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"> Content is delivered through lessons incorporating varied activities (listening, speaking, reading, writing and grammar and learning tasks which reflect GCSE exam style questioning. 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. <p>Strategies for learning more and remembering more are incorporated into all lessons:</p> <ul style="list-style-type: none"> Retrieval practise: starters regularly re-cap on prior learning Spacing: grammar is consolidated in every lesson Interleaving: high frequency vocabulary is regularly revised and recapped Dual coding – content is delivered via various medium and alongside visual aids. 					
HOW DO WE BUILD ON SKILLS AND KNOWLEDGE?	<p>NEW: Content: countries; holiday activities; sequencers Grammar: past tense</p> <p>Learning Journey (REVISED): Content: opinions and adjectives Grammar: verb conjugation Skills: strategies for listening, speaking, reading, writing and vocabulary learning are revisited continuously.</p>	<p>NEW: Content: activities using your mobile phone; types of music; types of TV shows Grammar: comparisons</p> <p>Learning Journey (REVISED): Content: free time activities; adverbs of frequency; opinions. Grammar: boot verbs; verb conjugations; past tense Skills: strategies for listening, speaking, reading, writing and vocabulary learning are revisited continuously.</p>	<p>NEW: Content: food and drink; ordering in a restaurant; measurements Grammar: tú and usted; negatives</p> <p>Learning Journey (REVISED): Content: telling the time Grammar: future tense; verb conjugations; past tense Skills: strategies for listening, speaking, reading, writing and vocabulary learning are revisited continuously.</p>	<p>NEW: Content: places in town; excuses; getting ready to go out; clothes Grammar: reflexive verbs; demonstrative pronouns</p> <p>Learning Journey (REVISED): Content: colours; telling the time Grammar: boot verbs (querer); adjective endings; present, past and future tenses Skills: strategies for listening, speaking, reading, writing and vocabulary learning are revisited continuously.</p>	<p>NEW: Content: describing your house; holiday activities; directions; time expressions Grammar: superlative; imperative</p> <p>Learning Journey (REVISED): Content: free time activities; opinions Grammar: comparisons; present, past and future tenses Skills: strategies for listening, speaking, reading, writing and vocabulary learning are revisited continuously.</p>	<p>NEW: Content: cultural aspects of the Spanish speaking world.</p> <p>Learning Journey (REVISED): Content: giving opinions. Skills: 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>Geography - countries Literacy - spellings, accents and grammar</p>	<p>Media and Technology Literacy - spellings, accents and grammar</p>	<p>Culture - food and drink Literacy - spellings, accents and grammar</p>	<p>Numeracy - telling the time Literacy - spellings, accents and grammar</p>	<p>Orienteering - giving directions Numeracy - telling the time Literacy - spellings, accents and grammar</p>	<p>Geography - Spanish speaking countries Culture - film, music and cultural events Literacy - spellings, accents and grammar</p>









ASSESSMENTS Summative and Formative as applicable	<p>In class: constant AFL; self and peer assessment of reading and listening tasks; regular book marking with specific targets; target setting following assessments.</p> <p>October assessments: Topic 1 Skills: grammar, writing and listening</p>	<p>In class: constant AFL; self and peer assessment of reading and listening tasks; regular book marking with specific targets; target setting following assessments.</p> <p>December Assessments: Topics 2 Skills: speaking (picture based and general conversation); reading; grammar</p>	<p>In class: constant AFL; self and peer assessment of reading and listening tasks; regular book marking with specific targets; target setting following assessments.</p>	<p>In class: constant AFL; self and peer assessment of reading and listening tasks; regular book marking with specific targets; target setting following assessments.</p> <p>March Assessments: Topics 3 & 4 Skills: listening; grammar; writing</p>	<p>In class: constant AFL; self and peer assessment of reading and listening tasks; regular book marking with specific targets; target setting following assessments.</p>	<p>In class: constant AFL; self and peer assessment of reading and listening tasks; regular book marking with specific targets; target setting following assessments.</p> <p>June EoY assessments: Topics 1-5 Skills: 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>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> 
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"> ✓ Strategies to learn more, remember more (metacognition) used in lessons e.g. retrieval, elaboration, interleaving, dual coding, etc. ✓ Differentiation and reasonable adjustments for students with SEND, EAL, etc. such as scaffolding, visual aids, audio, physical resources, planned questioning, etc. ✓ Opportunities for Literacy, Numeracy and Oracy, including a focus on reading ✓ Opportunities to apply key concepts and address misconceptions 					



YEAR 9

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE	UNIT OF WORK: Topic 1 – We're Like This	UNIT OF WORK: Topic 2 – Work	UNIT OF WORK: Topic 3 – Fitness	UNIT OF WORK: Topic 4 – Young People in Action	UNIT OF WORK: Revision and Assessments	UNIT OF WORK: GCSE Foundation
	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		A mixture of mini topics revising and expanding on topics learnt during KS3 that are further developed at GCSE: holidays, school, friends and family; free time
KEY SKILLS	<ul style="list-style-type: none"> Content is delivered through lessons incorporating varied activities (listening, speaking, reading, writing and grammar and learning tasks which reflect GCSE exam style questioning. 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. <p>Strategies for learning more and remembering more are incorporated into all lessons:</p> <ul style="list-style-type: none"> Retrieval practise: starters regularly re-cap on prior learning Spacing: grammar is consolidated in every lesson Interleaving: high frequency vocabulary is regularly revised and recapped Dual coding – content is delivered via various medium and alongside visual aids. 					
HOW DO WE BUILD ON SKILLS AND KNOWLEDGE?	<p>NEW: Content: trip to the cinema; birthday celebrations</p> <p>Learning Journey (REVISED): Content: opinions; free time activities; expressions of frequency; days of the week Grammar: impersonal verbs (me mola); using three tenses Skills: strategies for listening, speaking, reading, writing and vocabulary learning are revisited continuously.</p>	<p>NEW: Content: jobs; adjectives to describe work; future plans; tasks at work Grammar: tener que + infinitive</p> <p>Learning Journey (REVISED): Content: opinions Grammar: adjective agreement; using three tenses Skills: strategies for listening, speaking, reading, writing and vocabulary learning are revisited continuously.</p>	<p>NEW: Content: food; daily routine; healthy lifestyle Grammar: direct object pronouns; se debe + infinitive</p> <p>Learning Journey (REVISED): Content: opinions; adverbs of frequency; sports Grammar: boot verbs; reflexive verbs Skills: strategies for listening, speaking, reading, writing and vocabulary learning are revisited continuously.</p>	<p>NEW: Content: rights; fair trade; environment Grammar: se debería + infinitive</p> <p>Learning Journey (REVISED): Content: opinions; nationalities; numbers and money Grammar: boot verbs; verb conjugations Skills: strategies for listening, speaking, reading, writing and vocabulary learning are revisited continuously.</p>	<p>NEW: Content: weather; school uniform; extended family; pocket money</p> <p>Learning Journey (REVISED): Content: all content from topics 1-4 Grammar: all KS3 grammar Skills: strategies for listening, speaking, reading, writing and vocabulary learning are revisited continuously.</p>	<p>NEW: Content: weather; school uniform; extended family; pocket money</p> <p>Learning Journey (REVISED): Content: holiday destinations; school subjects; family members; physical descriptions; TV shows Grammar: preterit, present and future tense verbs; boot verbs Skills: 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	Film, Media and Culture Literacy - spellings, accents and grammar	Careers - describing jobs; tasks at work; languages at work Literacy - spellings, accents and grammar	Culture - food and drink; sports in Spanish speaking countries Literacy - spellings, accents and grammar	Equality - young peoples' rights around the world and fair trade Literacy - spellings, accents and grammar	Literacy - spellings, accents and grammar	Geography - holiday destinations Life Skills - making reservations in a hotel and making complaints Literacy - spellings, accents and grammar
ASSESSMENTS Summative and Formative as applicable	In class: constant AFL; self and peer assessment of reading and listening tasks; regular book marking with specific targets; target setting following assessments. October assessments: Topic 1 Skills: grammar, writing and listening	In class: constant AFL; self and peer assessment of reading and listening tasks; regular book marking with specific targets; target setting following assessments. December Assessments: Topics 2 Skills: speaking (picture based and general conversation); reading; grammar	In class: constant AFL; self and peer assessment of reading and listening tasks; regular book marking with specific targets; target setting following assessments.	In class: constant AFL; self and peer assessment of reading and listening tasks; regular book marking with specific targets; target setting following assessments.	In class: constant AFL; self and peer assessment of reading and listening tasks; regular book marking with specific targets; target setting following assessments. April EoY Assessments: Topics 1-4 Skills: listening; speaking (role play and general conversation); reading; writing and grammar	In class: constant AFL; self and peer assessment of reading and listening tasks; regular book marking with specific targets; target setting following assessments. June assessments: GCSE Topic 1 Skills: grammar; writing; speaking
FEEDBACK SUPPORTS LEARNING	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. 	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. 	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. 	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. 	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. 	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. 
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"> ✓ Strategies to learn more, remember more (metacognition) used in lessons e.g. retrieval, elaboration, interleaving, dual coding, etc. ✓ Differentiation and reasonable adjustments for students with SEND, EAL, etc. such as scaffolding, visual aids, audio, physical resources, planned questioning, etc. ✓ Opportunities for Literacy, Numeracy and Oracy, including a focus on reading ✓ Opportunities to apply key concepts and address misconceptions 					



YEAR 10

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE	UNIT OF WORK: GCSE Topic 1 – Media & technology	UNIT OF WORK: GCSE Topic 2 – Travel & tourism	UNIT OF WORK: GCSE Topic 3 – My personal world	UNIT OF WORK: Revision and MOCK Assessments	UNIT OF WORK: GCSE Topic 4 – Lifestyle & wellbeing	UNIT OF WORK: GCSE Topic 5 – School
	Technology; free time; meeting up; the weekend; an awful day out	Travel plans; festivals; a past holiday; accommodation; travel in Latin America	Describing people; role models; friends; what matters to you; problems and advice	Revision of knowledge learned through the year.	Healthy routines; mealtimes; old and new habits; illness and injury; future plans for wellbeing	Typical day at school; school subjects; how you would change school; students and teachers at school; school trips
KEY SKILLS	<ul style="list-style-type: none"> Content is delivered through lessons incorporating varied activities (listening, speaking, reading, writing and grammar and learning tasks which reflect GCSE exam style questioning). 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. <p>Strategies for learning more and remembering more are incorporated into all lessons:</p> <ul style="list-style-type: none"> Retrieval practise: starters regularly re-cap on prior learning Spacing: grammar is consolidated in every lesson Interleaving: high frequency vocabulary is regularly revised and recapped Dual coding – content is delivered via various medium and alongside visual aids. 					
HOW DO WE BUILD ON SKILLS AND KNOWLEDGE?	<p>NEW: Content: an awful day out Grammar: N/A</p> <p>Learning Journey (REVISED): Content: free time; meeting up; the weekend Grammar: present, preterit & future tenses, boot verbs, irregular verbs, impersonal verbs; direct object pronouns Skills: strategies for listening, speaking, reading, writing and vocabulary learning are revisited continuously.</p>	<p>NEW: Content: festivals; accommodation; travel in Latin America Grammar: acabar de + infinitive; lo + adjective; imperfect tense; soler + infinitive</p> <p>Learning Journey (REVISED): Content: Travel plans; a past holiday Grammar: present, preterit & future tenses; se puede(n) + infinitive; comparatives; superlatives Skills: strategies for listening, speaking, reading, writing and vocabulary learning are revisited continuously.</p>	<p>NEW: Content: role models; what matters to you; problems and advice Grammar: present continuous; desde hace + time; para + infinitive</p> <p>Learning Journey (REVISED): Describing people; friends Grammar: past (preterit & imperfect), present & future tenses; possessive adjectives; ser & estar; reflexive verbs; impersonal verbs Skills: strategies for listening, speaking, reading, writing and vocabulary learning are revisited continuously.</p>	<p>NEW:</p> <p>Learning Journey (REVISED): Content: topics 1-3 Grammar: all grammar Skills: strategies for listening, speaking, reading, writing and vocabulary learning are revisited continuously.</p>	<p>NEW: Content: old and new habits; future plans for wellbeing. Grammar: después/antes de + infinitive; indefinite adjectives; simple future</p> <p>Learning Journey (REVISED): Content: Healthy routines; mealtimes; illness and injury Grammar: past (preterit & imperfect), present & future tenses; adjective agreement; direct object pronouns Skills: strategies for listening, speaking, reading, writing and vocabulary learning are revisited continuously.</p>	<p>NEW: Content: Typical day at school; how you would change school; students and teachers at school; school trips Grammar: absolute superlatives; llevar + present participle; conditional tense; negatives; adverbs</p> <p>Learning Journey (REVISED): Content: school subjects Grammar: past (preterit & imperfect), present, future (near & simple) tenses Skills: 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	IT and Media - apps and social networks Literacy - spellings, accents and grammar	Culture – travel & festivals in Spain & Latin America Literacy - spellings, accents and grammar	Culture – famous role models Ethnicity/Equality - describing people PSHE – talking about problems Literacy – spellings, accents and grammar		Home Economics – describing food and dishes Health - illness and injury; healthy routines Culture - food in Spanish speaking countries Literacy - spellings, accents and grammar	Culture: Spanish & English schools and school trips Numeracy: describing a school timetable Literacy - spellings, accents and grammar
ASSESSMENTS Summative and Formative as applicable	FORMATIVE: constant AFL; self and peer assessment of reading and listening tasks; regular book marking with specific targets; target setting following assessments. October assessments: Content: Topics 1 & 2 Skills: grammar, listening, reading, and writing	FORMATIVE: constant AFL; self and peer assessment of reading and listening tasks; regular book marking with specific targets; target setting following assessments. December assessments: Topics 1-3 Skills: listening, reading and "written speaking"	FORMATIVE: constant AFL; self and peer assessment of reading and listening tasks; regular book marking with specific targets; target setting following assessments.	FORMATIVE: constant AFL; self and peer assessment of reading and listening tasks; regular book marking with specific targets; target setting following assessments. March MOCK assessments: Content: Topics 1-5 Skills: listening, speaking, reading and writing	FORMATIVE: constant AFL; self and peer assessment of reading and listening tasks; regular book marking with specific targets; target setting following assessments.	FORMATIVE: constant AFL; self and peer assessment of reading and listening tasks; regular book marking with specific targets; target setting following assessments. June assessments: Content: Topic 6 Skills: listening and reading
FEEDBACK SUPPORTS LEARNING	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. 	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. 	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. 	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. 	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. 	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. 
SPECIALIST VOCABULARY	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.
QUALITY FIRST TEACHING	<ul style="list-style-type: none"> ✓ Strategies to learn more, remember more (metacognition) used in lessons e.g. retrieval, elaboration, interleaving, dual coding, etc. ✓ Differentiation and reasonable adjustments for students with SEND, EAL, etc. such as scaffolding, visual aids, audio, physical resources, planned questioning, etc. ✓ Opportunities for Literacy, Numeracy and Oracy, including a focus on reading ✓ Opportunities to apply key concepts and address misconceptions 					



YEAR 11

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE	UNIT OF WORK: GCSE Topic 6 – My neighbourhood	UNIT OF WORK: GCSE Topic 7 – Environment & December MOCKS	UNIT OF WORK: GCSE Topic 8 – Work	UNIT OF WORK: Revision and GCSE speaking exam	UNIT OF WORK: GCSE EXAMS	UNIT OF WORK:
	Describing cities; how a city has changed; shopping; where you would live in the future; your area	Helping in the community; climate change; helping the environment; global solutions	Future plans; getting a job; career plans; learning languages; changes in the world of work; impacts of AI	Revision of knowledge learned in GCSE.	Revision and GCSE Listening, reading and Writing exams	
KEY SKILLS	<ul style="list-style-type: none"> Content is delivered through lessons incorporating varied activities (listening, speaking, reading, writing and grammar and learning tasks which reflect GCSE exam style questioning). 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. <p>Strategies for learning more and remembering more are incorporated into all lessons:</p> <ul style="list-style-type: none"> Retrieval practise: starters regularly re-cap on prior learning Spacing: grammar is consolidated in every lesson Interleaving: high frequency vocabulary is regularly revised and recapped Dual coding – content is delivered via various medium and alongside visual aids. 					
HOW DO WE BUILD ON SKILLS AND KNOWLEDGE?	<p>NEW: Content: how a city has changed; shopping; where you would live in the future; your area Grammar: perfect tense; demonstrative adjectives; present subjunctive</p> <p>Learning Journey (REVISED): Content: Describing cities Grammar: past (preterit & imperfect), present, future (near & simple) and conditional tenses; direct object pronouns Skills: strategies for listening, speaking, reading, writing and vocabulary learning are revisited continuously.</p>	<p>NEW: Content: Helping in the community; climate change; global solutions Grammar: imperative; impersonal verbs; passive; imperfect continuous</p> <p>Learning Journey (REVISED): Content: helping the environment Grammar: past (preterit, imperfect & perfect), present, future (near & simple) and conditional tenses Skills: strategies for listening, speaking, reading, writing and vocabulary learning are revisited continuously.</p>	<p>NEW: Content: career plans; learning languages; changes in the world of work; impacts of AI Grammar: seguir + present continuous; possessive pronouns.</p> <p>Learning Journey (REVISED): Content: getting a job Grammar: past (preterit, imperfect & perfect), present, future (near & simple) and conditional tenses; modal verbs Skills: strategies for listening, speaking, reading, writing and vocabulary learning are revisited continuously.</p>	<p>Learning Journey (REVISED): Content: GCSE topics 1-8 Grammar: all GCSE grammar Skills: strategies for listening, speaking, reading, writing and vocabulary learning are revisited continuously.</p>	<p>Learning Journey (REVISED): Content: GCSE topics 1-8 Grammar: all GCSE grammar Skills: 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	IT and Media – pros & cons of online shopping Geography - describing areas, regions and city life Literacy - spellings, accents and grammar	Science/Geography - looking after the environment and natural disasters Citizenship and diversity - local actions and supporting community Literacy - spellings, accents and grammar	Careers - describing jobs; work experience; applying for jobs; taking a gap year. IT and Media –impacts of AI on the world of work Literacy - spellings, accents and grammar			
ASSESSMENTS Summative and Formative as applicable	FORMATIVE: constant AFL; self and peer assessment of reading and listening tasks; regular book marking with specific targets; target setting following assessments.	FORMATIVE: constant AFL; self and peer assessment of reading and listening tasks; regular book marking with specific targets; target setting following assessments. December MOCK Assessments: Topics 1-8 Skills: listening, speaking, reading and writing	FORMATIVE: constant AFL; self and peer assessment of reading and listening tasks; regular book marking with specific targets; target setting following assessments.	FORMATIVE: constant AFL; self and peer assessment of reading and listening tasks; regular book marking with specific targets; target setting following assessments. GCSE exam: Topics 1-8 Skills: speaking	FORMATIVE: constant AFL; self and peer assessment of reading and listening tasks; regular book marking with specific targets; target setting following assessments. GCSE exam: Topics 1-8 Skills: listening, reading and writing	
FEEDBACK SUPPORTS LEARNING	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. 	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. 	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. 	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. 		
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"> ✓ Strategies to learn more, remember more (metacognition) used in lessons e.g. retrieval, elaboration, interleaving, dual coding, etc. ✓ Differentiation and reasonable adjustments for students with SEND, EAL, etc. such as scaffolding, visual aids, audio, physical resources, planned questioning, etc. ✓ Opportunities for Literacy, Numeracy and Oracy, including a focus on reading ✓ Opportunities to apply key concepts and address misconceptions 					