

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	<b>Identity and culture</b>  Meeting and greeting people; Talking about your personality using the verb <i>ser</i> (to be) – singular and understanding adjective agreement (singular);  Talking about age, brothers and sisters using the verb <i>tener</i> (to have) – singular and counting up to 15;  Saying when your birthday is using days of the week and months of the year, counting up to 30 and asking and saying how to spell words using the Spanish alphabet;  Talking about your pets using colours and making adjectives agree with nouns.  <b>Phonics</b> a: <i>panda</i> o: <i>oso</i> e: <i>elefante</i> i: <i>tigre</i> u: <i>búfalo</i> ll: <i>camello</i> ce: <i>cebra</i> z: <i>zorro</i> go: <i>gorila</i> j: <i>jirafa</i> v: <i>vaca</i> rr: <i>zorro</i> <b>silent h:</b> <i>hipopótamo</i>  <b>Phonics</b> a: (revision) <i>carácter</i> u: (revision) <i>fútbol</i> <b>silent h:</b> (revision) <i>héroe</i>  <b>Phonics</b> ñ: <i>años</i>  <b>Phonics</b> j: (revision) <i>junio, julio</i> z: (revision) <i>marzo</i> b: <i>febrero</i> v: (revision) <i>noviembre</i> cu: <i>cumpleaños</i>  <b>Phonics</b>	<b>Identity and culture</b>  Saying what you like and don't like doing giving opinions using (no) <i>me gusta</i> + infinitive;  Saying what you do in your spare time using -ar verbs in the present tense;  Talking about the weather saying what you do in different weather using connective <i>cuando</i> (when);  Saying what sports you do using <i>hacer</i> (to do) and <i>jugar</i> (to play).  <b>Phonics</b> j: (revision) <i>jugar, videojuegos</i> <b>ch:</b> <i>chatear, escuchar</i>  <b>Phonics</b> gui: <i>guitarra</i>  <b>Phonics</b> ll: (revision) <i>llueve</i>  <b>Phonics</b> ce: (revision) <i>hace</i> ci: <i>natación</i>  <b>Revision and Assessment :</b> Project Writing and Translation into Spanish	<b>School</b> Saying what subjects you study on different days and you're your favourite day is giving reasons and using -ar verbs to say what 'we' do;  Giving opinions and reasons about school subjects using <i>me gusta(n) + el/la/los/las</i> and making adjectives agree (plural);  Describing your school using <i>hay/no hay</i> using indefinite/definite article to say 'a', 'some' and 'the';  Talking about break time activities using -er and -ir verbs.  <b>Phonics</b> ca: <i>música</i> ci: (revision) <i>ciencias</i> gi: <i>tecnología</i>  <b>Phonics</b> gu: <i>gusta</i> ge: <i>geografía</i>  <b>Phonics</b> gi: (revision) <i>gimnasio</i> <b>silent h</b> (revision): <i>hay</i>  <b>Phonics</b> ch: (revision) <i>chocolatina, chicle</i> ce: (revision) <i>veces</i>  <b>Revision and Assessment :</b> Project Listening and Dictation	<b>Identity and culture</b>  Describing your family giving information about family members using possessive adjectives and counting up to 100;  Describing hair and eye colour using adjectives correctly and verbs <i>ser</i> and <i>tener</i> ;  Saying what other people look like using verbs in the third person and making adjectives agree;  Describing where you live using the verb <i>estar</i> (to be).  <b>Phonics</b> cu + vowel: (revisión) <i>cuarenta</i> ci: (revision) <i>cien</i>  <b>Phonics</b> ll: (revision) <i>llamo, llevo</i>  <b>Phonics</b> j: (revision) <i>bajo, joven, viejo</i> v: (revision) <i>joven, viejo</i>  <b>Phonics</b> ñ: (revision) <i>pequeño, montaña</i>  <b>Revision and Assessment :</b> Project Writing and Translation into Spanish	<b>Local area, holiday and travel</b>  Describing your town or village saying what there is using 'a', 'some' and 'many' in Spanish;  Telling the time and saying at what time you do something using the verb <i>ir</i> (to go) at present tense;  Ordering food and drink in a café using the verb <i>querer</i> (to want);  Saying what you are going to do at the weekend using the near future tense.  <b>Phonics</b> u: (revisión) <i>universidad, museo</i>  <b>Phonics</b> z: (revision) <i>diez, plaza</i>  <b>Phonics</b> e: (revision) <i>café, té</i> <b>que:</b> <i>qué, querer</i> <b>qui:</b> (revision) <i>quiero, quieren</i>  <b>Phonics</b> v: (revision) <i>voy</i>  <b>Revision and Assessment :</b> Project Reading and Translation into English	<b>Revision and Assessment Modules 1-5 (EOY)</b>  Project  Listening and Dictation  Speaking (if time allows)
	Assessment 1	Assessment 2	Assessment 3	Assessment 3	Assessment 3	

	<p><b>r:</b> <i>amarillo</i> <b>rr:</b> (revision) <i>marrón</i> <b>co:</b> <i>cobaya, caballo, conejo</i></p> <p><b>Revision and Assessment :</b> Project Reading and Translation into English</p>								
<p><b>Year 8</b></p>	<p><b>Local area, holiday and travel</b></p> <p>Talking about a past holiday using the preterite of <i>ir</i>;</p> <p>Saying what you did on holiday using the preterite of regular -<i>ar</i> verbs ;</p> <p>Describing the last day on holiday using the preterite of -<i>er</i> and <i>–ir</i> verbs;</p> <p>Saying what your holiday was like using the preterite of <i>ser</i>.</p> <p><b>Phonics</b> <b>a:</b> (revision) <i>familia</i> <b>i:</b> (revision) <i>familia</i> <b>o:</b> (revision) <i>avión</i></p> <p><b>Phonics</b> <b>e:</b> (revision) <i>bailé, monté, tomé</i> <b>que:</b> (revision) <i>saqué</i></p> <p><b>Phonics</b> <b>ci:</b> (revision) <i>hiciste, conocí</i> <b>v:</b> (revision) <i>ver, vi</i></p> <p><b>Phonics</b> <b>rr:</b> (revision) <i>horroroso</i></p> <p><b>Revision and Assessment :</b> Project Listening and dictation</p>	<p><b>Assessment 1</b></p>	<p><b>Identity and culture</b></p> <p>Saying what you use your phone for and revising the present tense of regular verbs;</p> <p>Saying what type of music you like and dislike giving a range of opinions and reasons;</p> <p>Talking about TV programmes you like and dislike using the comparative;</p> <p>Saying what you did yesterday using the preterite of <i>hacer</i>.</p> <p><b>Phonics</b> <b>ce:</b> (revision) <i>veces</i> <b>ca:</b> (revision) <i>música, nunca</i> <b>co:</b> (revision) <i>comparto, saco</i></p> <p><b>Phonics</b> <b>gu:</b> (revision) <i>gusta</i></p> <p><b>Phonics</b> <b>e:</b> (revision) <i>telenovela</i></p> <p><b>Phonics</b> <b>cu + vowel:</b> (revision) <i>cuarto</i> <b>gi:</b> (revision) <i>gimnasia</i> <b>gue:</b> <i>jugué</i></p> <p><b>Revision and Assessment :</b> Project Writing and translation into English</p>	<p><b>Assessment 2</b></p>	<p><b>Identity and culture</b></p> <p>Saying what food you like and dislike using a wider range of opinions;</p> <p>Saying what you have for different meals using negatives;</p> <p>Ordering a meal in a restaurant using <i>usted / ustedes</i>;</p> <p>Discussing what to buy for a party using the near future;</p> <p>Giving an account of a party using three tenses together.</p> <p><b>Phonics</b> <b>ñ:</b> (revision) <i>ñam-ñam</i></p> <p><b>Phonics</b> <b>ll:</b> (revision) <i>bocadillo, paella, pollo</i> <b>rr:</b> (revision) <i>churros</i></p> <p><b>Phonics</b> <b>cu + vowel:</b> (revision) <i>cuenta</i></p> <p><b>Phonics</b> <b>j:</b> (revision) <i>fajitas</i> <b>ll:</b> (revision) <i>quesadillas, tortillas</i></p> <p><b>Phonics</b> <b>v:</b> (revision) <i>viernes, viene</i></p> <p><b>Revision and Assessment :</b> Project Reading and Translation into English</p>	<p><b>Identity and culture</b></p> <p>Arranging to go out using <i>me gustaría</i> + infinitive; Making excuses using <i>tengo que + infinitive and verbs querer and poder</i>;</p> <p>Discussing getting ready to go out using reflexive verbs;</p> <p>Talking about clothes saying ‘this/these’and using colours understanding adjective agreement;</p> <p>Talking about sporting events using three tenses.</p> <p><b>Phonics</b> <b>silent h:</b> (revision) <i>hola, hielo</i></p> <p><b>Phonics</b> <b>cu + vowel:</b> (revision) <i>cuidar</i> <b>que:</b> (revision) <i>querer, que</i> <b>qui:</b> (revision) <i>quiero, quieres</i></p> <p><b>Phonics</b> <b>go:</b> (revision) <i>pongo, gomina, luego</i></p> <p><b>Phonics</b> <b>j:</b> (revision) <i>jersey, rojo, naranja</i> <b>z:</b> (revision) <i>zapatos, zapatillas, azul</i></p> <p><b>Revision and Assessment :</b> Project Listening and Dictation</p>	<p><b>Assessment 3</b></p>	<p><b>Local area, holiday and travel</b></p> <p>Describing a holiday home using the comparative;</p> <p>Describing holiday activities using the superlative;</p> <p>Asking for directions using the imperative (<i>tú</i> form);</p> <p>Talking about summer camps learning more about using three tenses.</p> <p><b>Phonics</b> <b>co:</b> (revision) <i>cocina, comedor</i></p> <p><b>Phonics</b> <b>ce:</b> (revision) <i>hacer</i> <b>ci:</b> (revision) <i>marciales</i></p> <p><b>Phonics</b> <b>z:</b> (revision) <i>zoo, cruza, plaza, izquierda</i> <b>a:</b> (revision) <i>catedral, está, toma</i> <b>gue:</b> (revision) <i>sigue</i></p> <p><b>Phonics</b> <b>ge:</b> (revision) <i>escoger</i> <b>gu:</b> (revision) <i>gusta, gustaría</i></p> <p><b>Revision and Assessment :</b> Project Writing and Translation into Spanish</p>	<p><b>Revision and Assessment Modules 1-5 (EOY)</b></p> <p>Project Reading and Translation into English Speaking (if time allows)</p>

Year 9	<p><b>Identity and culture</b></p> <p>Talking about things you like using irregular verbs in the present tense;</p> <p>Talking about your week using regular verbs in the present tense;</p> <p>Talking about films using the near future tense;</p> <p>Talking about a birthday using the preterite of regular verbs and verbs <i>ir</i> and <i>ser</i>;</p> <p>Talking about life as a celebrity using present and preterite of verb <i>hacer</i>.</p> <p><b>Phonics</b> <b>ca:</b> (revision) <i>música</i> <b>ci:</b> (revision) <i>marciales</i></p> <p><b>Phonics</b> <b>v:</b> (revision) <i>veo</i> <b>z:</b> (revision) <i>organizas</i></p> <p><b>Phonics</b> <b>ci:</b> (revision) <i>animación, acción, ciencia ficción</i> <b>rr:</b> (revision) <i>terror</i> <b>silent h:</b> (revision) <i>superhéroes</i></p> <p><b>Phonics</b> <b>ñ:</b> (revision) <i>cumpleaños, montaña</i> <b>i:</b> (revision) <i>hiciste, invité, increíble</i> <b>v:</b> (revision) <i>invité, ver, aventura</i></p> <p><b>Phonics</b> <b>qui:</b> (revision) <i>máquina</i></p> <p><b>Revision and Assessment :</b> Project Writing and translation into Spanish</p>		<p><b>Future aspirations, study and work</b></p> <p>Saying what you have to do at work using <i>tener que+ infinitive</i>;</p> <p>Saying what job you would like to do using correct adjectival agreement;</p> <p>Talking about your future using the present and the near future tenses;</p> <p>Describing your job using the present, preterite and near future tense and saying why languages are important.</p> <p><b>Phonics</b> <b>j:</b> (revision) <i>jardinero, trabajo, jefe</i></p> <p><b>Phonics</b> <b>ci:</b> (revision) <i>policía, paciente, ambicioso, sociable</i></p> <p><b>Phonics</b> <b>v:</b> (revision) <i>voy, va, viajar, vivir, voluntario, universidad</i></p> <p><b>Phonics</b> <b>cu + vowel:</b> (revision) <i>cualidades, cuáles</i></p> <p><b>Revision and Assessment :</b> Project Reading and Translation into English</p>		<p><b>Identity and culture</b></p> <p>Talking about diet using direct object pronouns;</p> <p>Talking about an active lifestyle using stem-changing verbs;</p> <p>Talking about your daily routine using reflexive verbs;</p> <p>Talking about getting fit using <i>se debe/no se debe + infinitive</i>;</p> <p>Talking about aliments using <i>me duele(n)+ definite articles + nouns</i>.</p> <p><b>Phonics</b> <b>rr:</b> (revision) <i>arroz</i> <b>v:</b> (revision) <i>vez, veces</i> <b>z:</b> (revision) <i>arroz, vez</i></p> <p><b>Phonics</b> <b>ce:</b> (revision) <i>hacer, empecé</i> <b>gue:</b> (revision) <i>jugué</i> <b>j:</b> (revision) <i>jugar, juego</i></p> <p><b>Phonics</b> <b>i:</b> (revision) <i>despierto</i> <b>e:</b> (revision) <i>despierto, acuesto</i></p> <p><b>Phonics</b> <b>silent h:</b> (revision) <i>horas</i> <b>u:</b> (revision) <i>fruta, basura</i></p> <p><b>Phonics</b> <b>ga:</b> <i>garganta</i></p> <p><b>que:</b> (revision) <i>qué, quemaduras</i></p> <p><b>Revision and Assessment :</b> Project Listening and Dication</p>	<p><b>International and global dimension</b></p> <p>Talking about children’s rights using the verb <i>poder + infinitive</i>;</p> <p>Talking about fair trade using the third person singular and plural and expressing my point of view;</p> <p>Talking about recycling using (no)<i>se debería + infinitive</i> and complex sentences with <i>para + infinitive</i>;</p> <p>Talking about how a town has changed using the imperfect tense.</p> <p><b>Phonics</b> <b>ch:</b> (revision) <i>derecho</i></p> <p><b>Phonics</b> <b>j:</b> (revision) <i>trabaja, justo</i></p> <p><b>Phonics</b> <b>rr:</b> (revision) <i>cerrar, ahorrar</i></p> <p><b>Phonics</b> <b>ci:</b> (revision) <i>ciudad</i></p> <p><b>Revision and Assessment :</b> Project Reading and translation into English</p>	<p><b>Local, national, international and global areas of interest</b></p> <p>Meeting and greeting people using expressions with <i>tener</i>;</p> <p>Talking about a treasure hunt using the superlative;</p> <p>Discussing buying souvenirs using the comparative;</p> <p>Saying what you will do depending on the weather using the simple future tense;</p> <p>Making yourself understood saying the right thing in different social situations</p> <p><b>Phonics</b> <b>qui:</b> (revision) <i>quiero, quieres</i></p> <p><b>Phonics</b> <b>co:</b> (revision) <i>comprar, comer, coger, encontré, comí</i></p> <p><b>Phonics</b> <b>ll:</b> (revision) <i>llavero, collar</i> <b>rr:</b> (revision) <i>turrón</i></p> <p><b>Phonics</b> <b>e:</b> (revision) <i>tomaré, cogeré, comeré</i></p> <p><b>Phonics</b> <b>ce:</b> (revision) <i>dice</i> <b>ci:</b> (revision) <i>espacio, decir</i> <b>ñ:</b> (revision) <i>español</i> <b>que:</b> (revision) <i>qué</i> <b>silent h:</b> (revision) <i>hablar</i></p> <p><b>Revision and Assessment :</b> Project Listening and dictation</p>	<p><b>Revision and Assessment Modules 1-5 (EOY)</b></p> <p>Project</p> <p>Writing and Translation into Spanish</p> <p>Speaking (if time allows)</p>

Year 10	<p><b>My personal world: Media and technology</b> Talking about life online revising the present tense and using expressions of frequency;</p> <p>Talking about sports and free-time activities revising regular present tense verbs and using opinion verbs and expressions;</p> <p>Arranging to go out using the near future and planning a cinema visit;</p> <p>Saying what you did at the weekend using the preterite tense; Pronouncing the leeter “c” correctly;</p> <p>Talking about days that went wrong using direct object pronouns; Recognising and using three tenses.</p> <p><b>Pronunciation and phonics:</b> <i>un</i> <i>en, an, em, am</i></p> <p><b>Revision and Assessment:</b> Project Listening and Dictation</p>	Assessment 1	<p><b>Travel and tourism</b> Describing travel plans using comparatives and <i>se puede + infinitive</i>;</p> <p>Talking about festivals in the Spanish-speaking world using the superlative and <i>if clauses</i> in the present tense;</p> <p>Saying what you did on holiday using <i>acabar de + infinitive</i> and a range of structures to give opinions in the past;</p> <p>Describing where you stayed using the imperfect tense and giving and spotting positive/negative opinions;</p> <p>Talking about holidays using different tenses and <i>suelo + infinitive</i>; Using strategies to work out meaning.</p> <p><b>Pronunciation and phonics</b> [ll] <i>llevan, las Fallas, orgulloso/a</i></p> <p><b>Pronunciation and phonics</b> [j] [ge] [gi] silent [h]</p> <p><b>Pronunciation and phonics</b> [que] [qui]</p> <p><b>Revision and Assessment:</b> Project Reading and Translation into English</p>	Assessment 2	<p><b>My personal world: Media and technology</b> Describing people using the present continuous to describe a picture; Using <i>ser</i> for physical descriptions and <i>estar</i> for location;</p> <p>Talking about who you admire saying how long you have been doing something and the personal <i>a</i>;</p> <p>Talking about friendship and relationships using reflexive verbs; Using pronouns <i>me</i> and <i>te</i> before a verb;</p> <p>Talking about your identity and what matters to you using <i>para + infinitive</i>: Listening for gist;</p> <p>Talking about problems and giving advice using <i>estar</i> to express moods; Using <i>podrias</i> and <i>deberias + infinitive</i>.</p> <p><b>Pronunciation and phonics</b> [h] [v/b] [j/ge/gi]</p> <p><b>Revision and Assessment:</b> Project Writing and Translation into Spanish</p>	<p><b>Lifestyle and wellbeing</b> Describing healthy daily routines using indefinite adjectives and <i>tener + noun</i>;</p> <p>Talking about mealtimes and food trends using direct object pronouns; Practicing listening skills;</p> <p>Comparing old and new habits using the imperfect tense to say what you used to do and <i>ya no + verb</i>;</p> <p>Talking about illnesses and injuries using reflexive verbs in the preterite tense: Giving advice using <i>debes, tienes que and necesitas</i>;</p> <p>Future plans for health and wellbeing using the simple future tense and <i>if clauses</i>.</p> <p><b>Pronunciation and phonics</b> [ch] [r] [rr] [ce/ci] [ca/co/cu]</p> <p><b>Pronunciation and phonics</b> [ca, co, cu] [cu] + vowel</p> <p><b>Revision and Assessment:</b> Project Listening and Dictation</p>	Assessment 3	<p><b>Studying and my future</b> Talking about a typical day at school using the relative pronouns <i>que, donde, cuando</i>; Translating into English effectively;</p> <p>Talking about your studies using <i>lo que</i> and talking about the opinions of others;</p> <p>Talking about how you would change your school using the conditional tense and impersonal verbs with an infinitive;</p> <p>Talking about students and teachers at school using negatives and forming questions;</p> <p>Describing a school trip in the past using adjectives and adverbs; Identifying false friends.</p> <p><b>Pronunciation</b> <b>and phonics</b> [ce] [ci] [z]</p> <p><b>Pronunciation and phonics</b> [r] [rr]</p> <p><b>Pronunciation and phonics</b> [ñ] [u]</p> <p><b>Revision and Assessment</b> Project Writing and Translation into Spanish</p>	<p><b>Revision and Assessment Modules 1-5 (EOY)</b> Project Reading and Listening Speaking (if time allows)</p>

Year 11	<p><b>Identity and culture</b></p> <p>Talking about typical foods using the passive; Comparing different festivals avoiding the passive and paying attention to question words;  Describing a special day using reflexive verbs in the preterite;  Ordering in a restaurant using absolute superlatives;  Talking about a music festival using expressions followed by the infinitive.</p> <p><b>Phonics</b> <b>qui:</b> (revision) <i>quinientos</i> <b>rr:</b> (revision) <i>barra</i> <b>gu:</b> (revision) <i>gustaría</i></p> <p><b>Phonics</b> <b>ci:</b> (revision) <i>tradición</i> <b>ce:</b> (revision) <i>celebra</i> <b>co:</b> (revision) <i>construyen</i> <b>ca:</b> (revision) <i>caracteriza</i></p> <p><b>Phonics</b> <b>v:</b> (revision) <i>huevos, villancicos, navideños, uvas, pavo, levantamos, vamos</i> <b>o:</b> (revision) <i>temprano, pavo</i></p> <p><b>Phonics</b> <b>i:</b> (revision) adjectives ending in <i>-ísimo</i></p> <p><b>Phonics</b> <b>ci:</b> (revision) <i>canciones, precioso</i> <b>gi:</b> (revision) <i>imaginativo, original</i></p> <p><b>Revision, Practice Past Papers</b></p>		<p><b>Future aspirations, study and work</b></p> <p>Talking about how you earn money using <i>soler</i> in the imperfect tense and verbs in different forms; Talking about work experience using the preterite and imperfect together</p> <p><b>Phonics</b> <b>j:</b> (revision) <i>trabajo, cajero</i> <b>o:</b> (revision) <i>tiempo, dinero</i> <b>ga:</b> (revision) <i>gano</i></p> <p><b>Phonics</b> <b>gue:</b> (revision) <i>juguetes</i></p> <p><b>Revision, Practice Past Papers, and Mock Exams</b></p>		<p><b>Future aspirations, study and work</b></p> <p>Talking about the importance of learning languages using the present and the present continuous of <i>saber</i> and <i>conocer</i>; Applying for a summer job using indirect object pronouns; Discussing gap years by revising the conditional and the 24-hour clock;  Discussing plans for the future using different ways to express future plans and ‘if’ clauses.</p> <p><b>Phonics</b> <b>co:</b> (revisión) <i>confianza, conocer, encontrar</i> <b>ce:</b> (revision) <i>cerebro, hace, parecer, conocer</i> <b>cu:</b> (revision) <i>cultural</i></p> <p><b>Phonics</b> <b>a:</b> (revision) <i>amable, atentamente</i></p> <p><b>Phonics</b> <b>ñ:</b> (revision) <i>año, enseñaría</i> <b>u:</b> (revision) <i>pudiera, tuviera, mucho</i> <b>ga:</b> (revision) <i>ganaría</i></p> <p><b>Phonics</b> <b>ch:</b> (revision) <i>bachillerato</i> <b>ll:</b> (revision) <i>bachillerato</i></p> <p><b>International and global dimension</b></p> <p>Considering global issues using the superlative and listening for high numbers</p> <p><b>Phonics</b> <b>silent h:</b> (revision) <i>hambre, hogar, hagamos</i> <b>ci:</b> (revision) <i>deforestación, diferencia, drogadicción, extinción, esencial, conservación</i></p> <p><b>Revision, Practice Past Papers, and Mock Exams</b></p>	<p><b>International and global dimension</b></p> <p>Talking about local actions using the subjunctive in commands and presenting a written argument;  Discussing healthy lifestyles by understanding different tenses and giving extended reasons;  Talking about international sporting events using the pluperfect tense and explaining your point of view;  Talking about natural disasters using the imperfect continuous and grammar knowledge in translation.</p> <p><b>Phonics</b> <b>a:</b> (revision) <i>demasiada, para, plantar</i> <b>u:</b> (revision) <i>basura, reducir</i></p> <p><b>Phonics</b> <b>a:</b> (revision) <i>drogas, blandas, duras</i></p> <p><b>Phonics</b> <b>v:</b> (revision) <i>sirven, eventos, deportivos, promover</i></p> <p><b>Phonics</b> <b>e:</b> (revision) <i>estabas, estábamos, ensayando, entrando, eventos</i></p> <p><b>gu:</b> (revision) <i>algunos</i></p> <p><b>Revision, Practice Past Papers, and Mock Exams</b></p>		Revision, Practice Past Papers, and Exams	Revision, Practice Past Papers, and Exams
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## Spanish Curriculum Map 2024-2025

### **Intent**

Languages Department aimed to promote the Catholic values of self-respect, tolerance, understanding, care, and consideration for others through a range of topics studied in KS3 and KS4.

Our curriculum is reflecting the world pupils live in, using contexts familiar to them in their everyday lives and teaching them the vocabulary that they need to communicate with young Spanish people of their own age on topics that interest and stimulate them. Students are introduced to young French people and given insight into the everyday life and culture of Spain and other Spanish speaking countries, encouraging intercultural understanding.

In addition, the curriculum has been designed carefully to allow emphasis on the following:

- recycling of language and structures throughout the course to aid language retention;
- skills pupils need to acquire for future success at GCSE (including well embedded pronunciation practice and dedicated skills spreads for listening, reading, speaking and writing)

To raise the standards of teaching and learning in KS3 and KS4, the department ensures schemes of work are up to date and that they address content, knowledge, key words and literacy, differentiation (including challenge for most able), homework (including challenge), British values, misconceptions and Enrichment.

We value the culture of our pupils and their families, so we provide a rich and varied curriculum that builds on children's experiences and their culture. Our aim is to develop a departmental understanding of 'cultural capital' and how the department could contribute to enhancing pupils' cultural capital, promoting cross-moderation between departments across the Trust to ensure accuracy of assessment and benchmarking of good practice.

### **Implementation**

The department has implemented a three-year KS3 and two-year KS4 curriculum, looking for opportunities to develop the curriculum offer to support the needs of students in the future.

The department staff ensures students' work is consistently set at the right level focusing upon teaching from the top and supporting weaker students through effective differentiation. High-ability learners are supported through effective questioning, developing highly effective strategies to encourage creative thinking and facilitate higher level independent-learning and engagement. The diverse needs of SEN and EAL students are met by setting achievable, motivational and challenging targets and implementing effective monitoring and assessment, when possible, making good use of learning support assistants and teaching assistants.

The focus on literacy is an important aspect in every lesson, so that students are able to develop strategies for accurate spelling, memorizing and retention of new vocabulary, key reading skills – skimming, scanning, research and reference skills – focus on written accuracy and the importance of checking, making links between English and the target language.

Assessment data is used to plan lessons, sequences of lessons and schemes of work and interventions. Underachieving students are identified, and they are included in an intervention program to be able to meet or exceed their target grade. Tracking progress thoroughly enabled staff to make accurate GCSE results predictions. Through regular marking in lines with school policy and use of regular landmark assessments and mid unit tests, students are making good or outstanding progress.

## **Impact**

By the end of Key Stage 3, through regular informal, formal, and standardised assessments of different skills, students are equipped with the skills necessary to communicate effectively in the Target Language using different tenses and varied vocabulary. They are able to justify their opinions on a variety of topic areas, adding extra details to make the language more impressive. They develop the awareness of different cultural aspects and acquire the necessary skills to ease transition to KS4.

In KS4 the progress is assessed using regular and standardised assessments in all 4 skills during mock exams. All these assessments require revision and recalled skills and the effective use of home learning opportunities.

Our curriculum places spiritual, moral, social, cultural, and personal development as well as the British values, at the heart of its design, with group discussion, self-expression, and the promotion of tolerance (for example working and socialising with other students, including those from different religious, ethnic and socio-economic backgrounds) and respect towards the opinions of others. Each unit of work provided opportunities to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain (through video clips that represent the diversity of ethnic groups in contemporary Spain and discussion of this).

The curriculum enables students to be reflective about their own beliefs, to develop the sense of enjoyment in learning about themselves, others and the world around them, use imagination and creativity in their learning: watching videos with young French people, listening to music, imagining their future relationships, comparing Spanish school system and English school system.

The curriculum is planned so that all learners get a good start and are well prepared for the next stage in their education, training, or employment.