

Spanish Curriculum Journey

KS1/ KS2 Knowledge and Skills
Recognition of patterns and sounds, high frequency verbs, expressing simple opinions, speaking in sentences using familiar vocabulary, phrases and basic language structures, description of people, places, things and actions, develop understanding of pronunciation and intonation.

In Year 7, pupils learn both Spanish and French, alternating between one and two hours per week



Y8 Key Skills Transfer
Pupils are able to understand (reading and listening) and communicate (speaking and writing) personal and factual information that goes beyond their immediate needs and interests. This includes comparisons with other cultures. Pupils can develop and justify points of view in speech and writing, with increased spontaneity, independence and accuracy. Pupils communicate with an increasingly wide range of grammar and vocabulary which covers the past, present and future.

Y10 Key Skills Transfer
Pupils deepen their knowledge about how language works. Pupils are able to communicate confidently and coherently with native speakers in speech and writing with increasing accuracy. Pupils initiate and develop conversations, cope with unfamiliar language (reading) and unexpected responses (listening).

KS3 Year 7: Autumn Term
V – greetings, classroom items, numbers, dates, months, birthdays, colours, family members, pets.
G – word order, verb endings, nouns and their gender, negatives, ‘tener’, question words, opinions, connectives, articles, possessive adjectives, verbs in the third person, adjectival agreements.
P - the Spanish alphabet, ‘a’, ‘e’, ‘i’, ‘c’, ‘u’, ‘ll’, ‘l’, ‘ca’, ‘co’, ‘cu’, ‘cue’, ‘cua’, ‘cui’.

Spanish speaking countries, the Spanish Royal Family, famous Spanish monuments and artists, Hispanic Day, Christmas in Spain.

KS3 Year 7: Spring Term
V – hair, eyes, features, physical descriptions, personality descriptions, describing self, family and friends.
G – ‘tener’, comparatives, adjectival agreements, ‘ser’, negatives, opinions, me gustaría, adverbs of frequency, recognising the imperfect tense, forming the present tense.
P - ‘ce’, ‘ci’, ‘z’, ‘que’, ‘qui’, ‘ga’, ‘go’, ‘gu’, ‘ge’, ‘gi’, ‘j’, ‘n’, ‘ñ’, ‘v’, ‘b’.

The Three Kings, Easter traditions in Spain.

KS3 Year 7: Summer Term
V – hobbies, free time activities, sports, weather, weekend plans.
G – infinitive constructions (OVENPIGGS), irregular verbs ‘jugar’ and ‘hacer’, recognising the imperfect tense, justifying opinions, complex verbs of opinion, adjectival agreements, using ‘si’ and ‘cuando’, the immediate future tense.
P - ‘r’, ‘rr’, silent ‘h’, revisit: ‘a’, ‘o’, ‘e’, ‘i’, ‘u’, ‘ca’, ‘co’, ‘cu’ ‘cue’, ‘cua’, ‘cui’, ‘ce’, ‘ci’.

Latin American sports, basketball in Spain, Spanish football culture, Famous Spanish musicians.

KS3 Year 8: Summer Term
V – holiday destinations, where I usually go on holiday, holiday activities, describing a past holiday, weather in the past tense, a future holiday.
G – present tense, prepositions with ‘ir’, infinitive structures, the verb ‘soler’, forming the preterite tense, irregular verbs in the preterite (ir), past tense opinions, ‘gustar’ and ‘encantar’ in the preterite, the immediate future tense.
P - ‘r’, ‘rr’, silent ‘h’, revisit: ‘a’, ‘o’, ‘e’, ‘i’, ‘u’, ‘ca’, ‘co’, ‘cu’ ‘cue’, ‘cua’, ‘cui’, ‘ce’, ‘ci’.

Spanish holiday destinations, the Amazon Rainforest, exploring Guatemala.

KS3 Year 8: Spring Term
V – food and drink, mealtimes, opinions on food, recipes, ordering food, discussing a healthy diet, illness, health problems and treatments.
G – present tense, radical changing verbs, adjectival agreements, rules relating to ‘me gusta(n)’, the imperative, using ‘tú’ and ‘usted’, using ‘mucho’ and ‘poco’, using ‘desde hace’.
P - ‘ce’, ‘ci’, ‘z’, ‘que’, ‘qui’, ‘ga’, ‘go’, ‘gu’, ‘ge’, ‘gi’, ‘j’, ‘n’, ‘ñ’, ‘v’, ‘b’.

Spanish cities: Seville, Valencia, Bilbao, Sóller, the geography and languages of Spain, traditional foods, tapas, Easter foods.

KS3 Year 8: Autumn Term
V – the area where I live, my home, my bedroom, household tasks, places in town, what I do in town, directions, comparing environments, my town in the past.
G – ‘ser’ and ‘estar’, me gustaría, the definite vs the indefinite article, prepositions of place, recognising the conditional tense, positioning of adjectives, the imperative, asking questions, the imperfect tense, the immediate future tense, comparatives.
P - ‘a’, ‘e’, ‘i’, ‘c’, ‘u’, ‘ll’, ‘l’, ‘ca’, ‘co’, ‘cu’, ‘cue’, ‘cua’, ‘cui’.

Types of houses in Spain, the Canary Islands, bullfighting, Hispanic countries in Central America, Cuba, Christmas traditions.

Y7 Key Skills Transfer
Pupils build on the foundations of language learning laid at KS2 through the implementation of core grammar and vocabulary. Pupils are able to understand (reading and listening) and communicate (speaking and writing) personal and factual information and express their opinions and ideas with increasing confidence. Pupils deepen their understanding of Hispanic culture and learn about where Spanish is spoken. Through the Y7 careers project, pupils learn about the benefits of speaking a foreign language and get a flavour of Spanish speaking jobs.



KS3 Year 9: Autumn Term
V – extended family members, describing friends and family, discussing relationships, future relationship and marriage plans.
G – nouns, articles, subject pronouns, regular and irregular present tense verbs, preterite tense, ‘ser’ and ‘tener’, agreement and position of adjectives, justifying opinions, direct object pronouns, reflexive verbs, possessive pronouns and adjectives, the immediate future tense.
P - ‘a’, ‘e’, ‘i’, ‘c’, ‘u’, ‘ll’, ‘l’, ‘ca’, ‘co’, ‘cu’, ‘cue’, ‘cua’, ‘cui’.

Spanish Christmas traditions.

KS3 Year 9: Spring Term
V – the Internet and social media, keeping in touch online, online activities, pros and cons of social networks, mobile phones, mobile technology.
G – negatives, comparatives, the perfect tense, verbs with prepositions, justifying opinions, uses of ‘por’ and ‘para’, the present continuous tense
P - ‘ce’, ‘ci’, ‘z’, ‘que’, ‘qui’, ‘ga’, ‘go’, ‘gu’, ‘ge’, ‘gi’, ‘j’, ‘n’, ‘ñ’, ‘v’, ‘b’.

Spanish Easter traditions.

KS3 Year 9: Summer Term
V – free time interests, tv, film and music interests, sports and hobbies, when I was younger, plans for the weekend, food and eating out, changes in lifestyle and diet (present and past).
G – present tense, rules relating to ‘me gusta(n)’ and ‘me encanta(n)’, ‘mejor’ and ‘peor’, using ‘acabar de’, the imperfect tense, use of ‘solía’, the immediate future tense, justifying opinions.
P - ‘r’, ‘rr’, silent ‘h’, revisit: ‘a’, ‘o’, ‘e’, ‘i’, ‘u’, ‘ca’, ‘co’, ‘cu’ ‘cue’, ‘cua’, ‘cui’, ‘ce’, ‘ci’.

Spanish foods and meal traditions.

Y9 Key Skills Transfer
Pupils develop a greater awareness and understanding of the culture and identity of Hispanic countries and communities. Pupils communicate and interact effectively in speech and writing for a variety of purposes. Pupils can initiate and develop conversations (speaking), cope with unfamiliar language (reading/listening) and unexpected responses and express ideas clearly with increasing accuracy. Pupils can translate short written text and write independently and accurately in the target language.

KS4 Year 10: Summer Term
V – poverty, homelessness, helping those in need, healthy living, healthy and unhealthy lifestyles, problems amongst young people (smoking, drugs and alcohol).
G – reflexive constructions (se puede/se debe), the subjunctive mood, expressions with ‘tener’.

Habits among Spanish young people.

KS4 Year 10: Spring Term
V – reducing, reusing and recycling, ways of protecting the environment, volunteering, charities and helping others in the community.
G – using prefixes, ‘si’ clauses, modal verbs, the indicative and the subjunctive mood, using ‘me gustaría’ and ‘quisiera’, the conditional tense.

Spanish charitable organisations

KS4 Year 10: Autumn Term
V – Spanish life and routines, festivals in Hispanic countries, a special day/occasion, my house, my area, what my area used to be like, problems in town.
G – the preterite tense, the time, opinions in the past tense, ‘ser’ and ‘ir’ in the preterite, the imperfect tense, using the verbs ‘hay’, ‘ser’ and ‘estar’, justifying opinions, using ‘se puede’

Spanish festivals: The Tomatina, El Colacho, San Fermín, human towers, The Day of the Dead.

KS4 Year 11: Autumn Term
V – my studies, life at school, post-16 choices, jobs and career ambitions, applying for jobs, future plans.
G – reflexive constructions (se puede/se debe), the subjunctive mood, expressions with ‘tener’, ‘hay que’, ‘lo que’, ‘lo’ + adjective.

The Spanish education system, school differences

KS4 Year 11: Spring Term
V – revisit prior GCSE topics on a weekly rotation, preparation for final examinations.
G – present, past and future tenses, justifying opinions, recognising tenses, negatives, distractors.
Exam preparation: all skill areas. Spanish Speaking exam.

KS4 Year 11: Summer Term
GCSE exams begin.
Listening and Reading exam: 26th May 2021.
Writing exam: 7th June 2021.

Post-16 Pathways
A-Level Spanish (SJR, WIN, CAR, PR)
Travel and tourism (W&L, PR, WVR)
Evening classes (Instituto Cervantes)
Taking up a second language
University studies
Employment
Travelling
Volunteering abroad
Working abroad

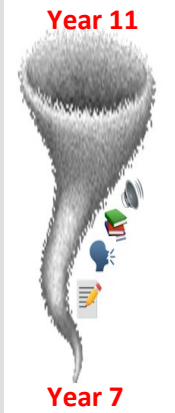


Key Concepts



Vocabulary
Grammar
Phonics

Content is taught, revisited & upscaled systematically across the 5 years.



Year 11



French Curriculum Journey



KS1/ KS2

Knowledge and Skills

Recognition of patterns and sounds, high frequency verbs, expressing simple opinions, speaking in sentences using familiar vocabulary, phrases and basic language structures, description of people, places, things and actions, develop understanding of pronunciation and intonation.

In Year 7, pupils learn both French and Spanish, alternating between one and two hours per week

Y8 Key Skills Transfer

Pupils are able to understand **(reading and listening)** and communicate **(speaking and writing)** personal and factual information that goes beyond their immediate needs and interests. This includes **comparisons with other cultures**. Pupils can develop and justify points of view in speech and writing, with **increased spontaneity, independence and accuracy**. Pupils communicate with an increasingly **wide range of grammar and vocabulary which covers the past, present and future**.

Y10 Key Skills Transfer

Pupils deepen their knowledge about how language works. Pupils are able to **communicate confidently and coherently with native speakers in speech and writing** with increasing accuracy. Pupils initiate and develop conversations, cope with **unfamiliar language (reading) and unexpected responses (listening)**.

KS3 Year 7: Autumn Term

V – greetings, where you live, languages, classroom commands and items, numbers, months, birthdays, hair and eyes descriptions, physical and personal descriptions, my family.
G – asking/answering questions, the indefinite article, negatives, dates, opinions, present tense of ‘avoir’ and ‘être’, adjectival agreements, possessive adjectives.
P – the French alphabet, silent final consonant, ‘i’, ‘e’, silent final ‘e’, ‘u’, ‘ou’, ‘é’, ‘en’, ‘an’, ‘on’, ‘ain’, ‘in’, ‘è’, ‘è’.

French-speaking parts of the world, Christmas traditions in France.

KS3 Year 7: Spring Term

V – school subjects, friends and relationships, family and home, my school, personal items, home/youth club activities.
G – connectives, plus/moins + adjective, pronouns: ‘le, la, les’, recognising the present and imperfect tense, adjectival agreements, justifying opinions, infinitive constructions, the present tense with ‘-ER’ verbs
P – ‘ai’, ‘oi’, ‘ch’, ‘ç’, soft ‘c’, ‘qu’, ‘j’, soft ‘g’, ‘tion’, ‘ien’, revisit: silent final consonant, ‘a’, ‘i’, ‘eu’, ‘e’.

The French school system, Easter traditions in France.

KS3 Year 7: Summer Term

V – free time activities and sports, pets and colours, wild animals and descriptions, favourite animals.
G – present tense with ‘-ER’ verbs, ‘jouer’, ‘faire’, word order, adjectival agreements, using ‘avoir’ and ‘être’, ‘je voudrais’, ‘j’avais’, recognising the perfect and imperfect tenses, plurals, justifying opinions.
P – revisit: ‘au’, ‘eau’, ‘o’, ‘u’, ‘ou’, silent final ‘e’, ‘é’, ‘an’, ‘en’, ‘on’.

Bastille Day, Tour de France

KS3 Year 8: Summer Term

V – musical and national events, usual and preferred holidays, holiday activities, weather, a past holiday, festivals in Francophone countries.
G – justifying opinions, present tense ‘-ER, -RE, -IR’ verbs, countries and prepositions, connectives, infinitive constructions, ‘quand’ + present tense, forming the perfect tense with ‘avoir’.
P – revisit: ‘au’, ‘eau’, ‘o’, ‘u’, ‘ou’, silent final ‘e’, ‘é’, ‘an’, ‘en’, ‘on’.

French music, Film Festival, Binche Carnival (Belgium).

KS3 Year 8: Spring Term

V – clothing, fashion, weather and clothing, spare time, weekend activities, routine, time.
G – present tense with ‘-ER’ verbs, justifying opinions, using ‘quand’, possessive adjectives, present tense with ‘-ER, -RE, -IR’ verbs, ‘jouer’ and ‘faire’, reflexive verbs in the first person sg, sequencing words.
P – ‘ai’, ‘oi’, ‘ch’, ‘ç’, soft ‘c’, ‘qu’, ‘j’, soft ‘g’, ‘tion’, ‘ien’, revisit: silent final consonant, ‘a’, ‘i’, ‘eu’, ‘e’.

Neighbours Day in France, Easter traditions, French Easter recipes.

KS3 Year 8: Autumn Term

V – food and drink, food opinions, ordering food, quantities and recipes, food and art, places in town, what you can do in town, weekend plans.
G – present tense with ‘-ER’ and ‘-RE’ verbs, the partitive article, justifying opinions, negatives, modal verb: ‘pouvoir’, infinitive constructions, ‘je voudrais’, identifying the perfect and immediate future tense, ‘il y a / il n’y a pas de’, ‘on peut’ + infinitive, using ‘au, à la, à l’.
P – silent final consonant, ‘i’, ‘e’, silent final ‘e’, ‘u’, ‘ou’, ‘é’, ‘en’, ‘an’, ‘on’, ‘ain’, ‘in’, ‘è’, ‘è’.

Typical French and Belgian foods/specialities, French recipes, Christmas traditions in France.

KS3 Year 9: Autumn Term

V – family members, personalities, hair/eyes/features, friendships, family relationships, arranging to go out, a day/night out, life when you were younger, role models.
G – possessive adjectives, adjectival agreements: regular and irregular, present tense, ‘avoir’ and ‘être’, pronouns: ‘le, la, les’, reflexive verbs, emphatic pronouns (avec moi/toi/lui), immediate future tense, perfect tense, imperfect tense: first/third person singular.
P – silent final consonant, ‘i’, ‘e’, silent final ‘e’, ‘u’, ‘ou’, ‘é’, ‘en’, ‘an’, ‘on’, ‘ain’, ‘in’, ‘è’, ‘è’.

French Christmas traditions.

KS3 Year 9: Spring Term

V – marriage, ideal partner, plans for the future, TV interests, music genres, film, cinema, reading.
G – justifying opinions, key verbs in the conditional tense, direct object pronouns: ‘le, la, les’, comparative adjectives, using ‘faire’ + infinitive, using ‘rendre’ + adjective, using ‘ce que’, opinions in the past tense, negatives: ‘ne...pas/jamais/plus’.
P – ‘ai’, ‘oi’, ‘ch’, ‘ç’, soft ‘c’, ‘qu’, ‘j’, soft ‘g’, ‘tion’, ‘ien’, revisit: silent final consonant, ‘a’, ‘i’, ‘eu’, ‘e’.

Cannes film festival, French Easter traditions.

KS3 Year 9: Summer Term

V – old and new technology, online activities, dangers of social networking, pros and cons of new technology, sports: now and then, special occasions, eating out, ordering food.
G – agreement and position of adjectives, regular and irregular verbs, infinitive constructions, impersonal structures: ‘il faut’, using the preposition ‘à’ + the definite article, using ‘depuis’, justifying opinions, the imperfect tense.
P – revisit: ‘au’, ‘eau’, ‘o’, ‘u’, ‘ou’, silent final ‘e’, ‘é’, ‘an’, ‘en’, ‘on’.

Festivals and traditions in Francophone countries.

KS4 Year 10: Summer Term

V – environmental problems and solutions, social problems and solutions, global problems and solutions, charity work and volunteering,
G – modal verbs to say what one ‘could, should, would, can, could do, pour + infinitive, simple and immediate future tenses,

Environmental problems and solutions in France

KS4 Year 10: Spring Term

V – countries, destinations, transport & accommodation including transactional language, ordering food, shopping & souvenirs,
G – past tense, imperfect tense with perfect tense to narrate events, direct and indirect object pronouns (I bought it for him)

Francophone destinations, French holiday patterns, typical French dishes / drinks, foreign currency, SNCF,

KS4 Year 10: Autumn Term

V – festivals in French speaking countries, types of home, rooms of the house, places to live, regions of France, facilities in a region positive/negative features of a region, ideal homes,
G – revising adjectival order and agreement, revising present tense, the negative – including ne...pas/que/jamais/personne/aucun/plus, use of ‘y’, conditional mood and si + imperfect phrases,

Regions of France. Types of home in Francophone Countries.

KS4 Year 11: Autumn Term

V – my studies, life at school, school rules, post-16 choices, jobs and career ambitions, applying for jobs, future plans.
G – present tense, perfect and imperfect tense, future tense, subjunctive in set phrases,

The French education system, school differences

KS4 Year 11: Spring Term

V – revisit prior GCSE topics on a weekly rotation, preparation for final examinations.
G – present, past and future tenses, justifying opinions, recognising tenses, negatives, distractors.
Exam preparation: all skill areas.
 French Speaking exam.

KS4 Year 11: Summer Term

GCSE exams begin.
Listening and Reading exam: 19th May 2021.
Writing exam: 21st May 2021.

Y7 Key Skills Transfer

Pupils build on the foundations of language learning laid at KS2 through the implementation of core grammar and vocabulary. Pupils are able to understand **(reading and listening)** and communicate **(speaking and writing)** personal and factual information and express their opinions and ideas with increasing confidence. Pupils deepen their understanding of **French culture** and learn about where French is spoken. Through the Y7 careers project, pupils learn about the **benefits of speaking a foreign language** and get a flavour of French speaking jobs.

French related careers

Y9 Key Skills Transfer

Pupils develop a greater awareness and understanding of the **culture and identity of Francophone countries and communities**. Pupils communicate and interact effectively in **speech and writing for a variety of purposes**. Pupils can **initiate and develop conversations (speaking), cope with unfamiliar language (reading/listening) and unexpected responses** and express ideas clearly with increasing accuracy. Pupils can **translate** short written text and **write independently** and accurately in the target language.



Key Concepts



Vocabulary
Grammar
Phonics

Content is taught, revisited & upscaled systematically across the 5 years.

Year 11



Year 7

Post-16 Pathways

A-Level French (SJR, WIN, CAR, PR)
Travel and tourism (W&L, PR, WVR)
Evening classes (Alliance Française) (Leigh French Circle)
Taking up a second language
University studies
Employment
Travelling
Volunteering abroad
Working abroad