

Year 7 Spanish : Curriculum Intent

The MFL department aims to provide students with an excellent foundation in language learning through a skills based curriculum, building students confidence in the four skills essential to learning a language; speaking, listening, reading and writing.

The Year 7 curriculum builds from basic vocabulary and sentences which allow students to give basic information about themselves to them being able to give opinions and reasons in Spanish about topics such as school and free time activities.

A range of knowledge and skills will be developed throughout each unit with repeated practice. Key structures sequenced through each topic so that via the constant repetition of familiar concepts with increasing complexity, our pupils will be able to make links between each area to develop their understanding of how Spanish works.

Year 7 Spanish Essential Knowledge Summary

Topic 1: My life	Topic 2: My spare time	Topic 3: My school
<p>Composite Knowledge: Pupils will gain an understanding of how we structure and give basic information in Spanish</p> <p>Component Knowledge:</p> <p>Foundational Knowledge:</p> <p>Declarative Knowledge:</p> <ul style="list-style-type: none"> Spanish phonics Giving personal information Adjectives to describe personality Opinion phrases Numbers 1-31 Months of the year Pets vocabulary Colour vocabulary <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> Asking and answering questions about ourselves Adjectival agreement Using the verb ser to describe ourselves Giving opinions <p>Upper Hierarchical Knowledge</p> <ul style="list-style-type: none"> Recognising patterns in sentence structure. Understanding different sounds in Spanish. 	<p>Composite Knowledge: Pupils will gain an understanding of how to describe what they do in their spare time and about sports in Spanish speaking countries.</p> <p>Component Knowledge:</p> <p>Foundational Knowledge:</p> <p>Declarative Knowledge:</p> <ul style="list-style-type: none"> Free time activities infinitive phrases Opinion phrases Frequency phrases Sports vocabulary Weather vocabulary Linked sentences using the phrases cuando or si <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> Opinion phrase + infinitive Use of adverbs of frequency to add detail Sentence structure for giving and justifying opinions How to conjugate -ar verbs in the present tense Understanding when to use <i>hacer</i> and <i>jugar</i> to say what sports I do Understanding longer written texts <p>Upper Hierarchical Knowledge</p> <ul style="list-style-type: none"> Using connectives to give contrasting opinions Listening for gist and detail Focus on Spanish pronunciation 	<p>Composite Knowledge: Pupils will gain an understanding of how to describe nouns and how to give opinions and reasons in Spanish</p> <p>Component Knowledge:</p> <p>Foundational Knowledge:</p> <p>Declarative Knowledge:</p> <ul style="list-style-type: none"> School subject vocabulary Days of the week Opinions and reasons Some food and drink vocabulary School description vocabulary <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> Time sequencers Understanding verbs like 'me gusta' How to conjugate -er and -ir verbs in the present tense Use of hay and no hay Using connectives and negatives to make language more interesting <p>Upper Hierarchical Knowledge</p> <ul style="list-style-type: none"> Using a variety of structures in writing – connectives, negatives and qualifiers. Reading for detail and avoiding distractors.

Year 7 Final Composite Knowledge End Point

- Sentence structure in Spanish
- Opinions and reasons (positive and negative)
- Adjectival agreement
- Able to give introductory personal information
- Understanding longer texts in listening tasks
- Ability to describe nouns with adjectives.
- Cultural awareness of differences in Spanish school system.
- Cultural awareness of sports in Spanish speaking countries.
- Reading for detail and dealing with unexpected vocabulary in texts.

Year 8 Spanish: Curriculum Intent

The MFL department aims to provide students with an excellent foundation in language learning through a skills based curriculum, building students confidence in the four skills essential to learning a language; speaking, listening, reading and writing.

The Year 8 curriculum builds from the composite end point of Year 7, building on from forming opinions and reasons and giving introductory information . Pupils will learn how to describe their home and local area, their experiences of holidays, their relationship with the media and food.

A range of knowledge and skills will be developed throughout each unit with repeated practice. Key structures sequenced through each topic so that via the constant repetition of familiar concepts with increasing complexity, our pupils will be able to make links between each area to develop their understanding of how Spanish works.

Year 8 Spanish Essential Knowledge Summary

Topic 1: My family and friends	Topic 2: Town	Topic 3: Holidays
<p>Composite Knowledge: Pupils will gain an understanding of how to describe the members of their family, their physical appearance, others' personalities and what type of area they live in.</p> <p>Component Knowledge:</p> <p>Foundational Knowledge:</p> <p>Declarative Knowledge:</p> <ul style="list-style-type: none"> Family member vocab Describing physical appearance Describing what other people look like Describing where I live Describing a festival Cultural understanding of a carnival in Cadiz <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> Understand possessive pronouns Using higher numbers Full paradigm of the verbs tener and ser Using the third person singular of verbs Using the verb estar <p>Upper Hierarchical Knowledge</p> <ul style="list-style-type: none"> Using connectives to give contrasting opinions Listening for gist and detail Focus on Spanish pronunciation 	<p>Composite Knowledge: Pupils will gain an understanding of how to describe our local area and how to use the near future.</p> <p>Component Knowledge:</p> <p>Foundational Knowledge:</p> <p>Declarative Knowledge:</p> <ul style="list-style-type: none"> Places in town vocabulary Telling the time vocabulary Vocabulary for ordering snacks in a café bar Describing future plans <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> Use of hay and no hay to describe a local area The verb ir – to go Stem changing verbs Modal verbs Forming the near future <p>Upper Hierarchical Knowledge</p> <ul style="list-style-type: none"> Understanding extended listening texts and listening for detail Using two tenses at the same time 	<p>Composite Knowledge: Pupils will gain an understanding of how to describe past holiday by learning how to use the preterite tense to give an account.</p> <p>Component Knowledge:</p> <p>Foundational Knowledge:</p> <p>Declarative Knowledge:</p> <ul style="list-style-type: none"> To describe where you went on a past holiday and how you got there Describing activities you did on a past holiday Describing what your holiday was like <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> The preterite tense of the verb ir Formation of regular -ar verbs in the preterite tense Stem changing verbs in the preterite tense Irregular verbs in the preterite tense <p>Upper Hierarchical Knowledge</p> <ul style="list-style-type: none"> Giving a verbal presentation about a past holiday Interchanging three tenses in written / spoken texts to demonstrate a variety of structures.

Year 8 Spanish Final Composite Knowledge End Point

- Describe family members
- Give and understand information about physical appearance
- Describing my local area in Spanish.
- Understanding how to tell the time in Spanish.

- Expressing future plans.
- Good understanding of the preterite tense to describe completed actions in the past.

Year 9 Spanish: Curriculum Intent

The MFL department aims to provide students with an excellent foundation in language learning through a skills based curriculum, building students confidence in the four skills essential to learning a language; speaking, listening, reading and writing.

Year 9 2024-2025 are following an outgoing curriculum journey based on less curriculum time devoted to Spanish.

The Year 9 curriculum builds from the composite end point of Year 8, building on from forming opinions and reasons and giving introductory information . Pupils will learn how to describe their school, their family and friends and describing people.

A range of knowledge and skills will be developed throughout each unit with repeated practice. Key structures sequenced through each topic so that via the constant repetition of familiar concepts with increasing complexity, our pupils will be able to make links between each area to develop their understanding of how Spanish works.

Year 9 Spanish Essential Knowledge Summary

Topic 1: My school	Topic 2: My family and friends	Topic 3: Town
<p>Composite Knowledge: Pupils will gain an understanding of how to describe nouns and how to give opinions and reasons in Spanish</p> <p>Component Knowledge:</p> <p>Foundational Knowledge:</p> <p>Declarative Knowledge:</p> <ul style="list-style-type: none"> ● School subject vocabulary ● Days of the week ● Opinions and reasons ● Some food and drink vocabulary ● School description vocabulary <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> ● Time sequencers ● Understanding verbs like ‘me gusta’ ● How to conjugate -er and -ir verbs in the present tense ● Use of hay and no hay ● Using connectives and negatives to make language more interesting <p>Upper Hierarchical Knowledge</p> <ul style="list-style-type: none"> ● Using a variety of structures in writing – connectives, negatives and qualifiers. ● Reading for detail and avoiding distractors. 	<p>Composite Knowledge: Pupils will gain an understanding of how to describe the members of their family, their physical appearance, others’ personalities and what type of area they live in.</p> <p>Component Knowledge:</p> <p>Foundational Knowledge:</p> <p>Declarative Knowledge:</p> <ul style="list-style-type: none"> ● Family member vocab ● Describing physical appearance ● Describing what other people look like ● Describing where I live ● Describing a festival ● Cultural understanding of a carnival in Cadiz <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> ● Understand possessive pronouns ● Using higher numbers ● Full paradigm of the verbs tener and ser ● Using the third person singular of verbs ● Using the verb estar <p>Upper Hierarchical Knowledge</p> <ul style="list-style-type: none"> ● Using connectives to give contrasting opinions ● Listening for gist and detail ● Focus on Spanish pronunciation 	<p>Composite Knowledge: Pupils will gain an understanding of how to describe our local area and how to use the near future.</p> <p>Component Knowledge:</p> <p>Foundational Knowledge:</p> <p>Declarative Knowledge:</p> <ul style="list-style-type: none"> ● Places in town vocabulary ● Telling the time vocabulary ● Vocabulary for ordering snacks in a café bar ● Describing future plans <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> ● Use of hay and no hay to describe a local area ● The verb ir – to go ● Stem changing verbs ● Modal verbs ● Forming the near future <p>Upper Hierarchical Knowledge</p> <ul style="list-style-type: none"> ● Understanding extended listening texts and listening for detail ● Using two tenses at the same time

Year 9 Spanish Final Composite Knowledge End Point

- Describe school subjects.
- Describe school including giving opinions and reasons.
- Accurate formation of the present tense.
- Use of time sequencers to narrate events
- Describe family members
- Give and understand information about physical appearance
- Describing my local area in Spanish.
- Understanding how to tell the time in Spanish.
- Expressing future plans.

Year 10 Spanish : Curriculum Intent

The MFL department aims to provide students with an excellent foundation in language learning through a skills based curriculum, building students confidence in the four skills essential to learning a language; speaking, listening, reading and writing.

The Year 10 curriculum builds from a strong end of key stage 3, where students are able to write detailed sentences, including opinions and reasons in Spanish about topics such as school, family, where I live and free time activities.

A range of knowledge and skills will be developed throughout each unit with repeated practice. Key structures sequenced through each topic so that via the constant repetition of familiar concepts with increasing complexity, our pupils will be able to make links between each area to develop their understanding of how Spanish works.

Year 10 Spanish Essential Knowledge Summary

Topic 1: My Free Time	Topic 2: Holidays	Topic 3: Family
<p>Composite Knowledge: Pupils will gain an understanding of how to describe their free time in three tenses and how to recognise this language in different contexts.</p> <p>Component Knowledge:</p> <p>Foundational Knowledge:</p> <p>Declarative Knowledge:</p> <ul style="list-style-type: none"> ● Talking about Spanish sports stars ● Describing my life online ● Arranging to meet up with friends ● Describing what I did last weekend ● Narrating events in the past <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> ● Adjective agreement ● Recapping formation of the present tense ● Using expressions of frequency ● The near future ● Tener que + infinitive ● Formation of the preterite tense ● Key irregular verbs in the preterite tense 	<p>Composite Knowledge: Pupils will gain an understanding of how to describe holidays in three tenses and holiday experiences.</p> <p>Component Knowledge:</p> <p>Foundational Knowledge:</p> <p>Declarative Knowledge:</p> <ul style="list-style-type: none"> ● Understanding information about Andalucia. ● Discussing travel plans ● Describing festivals in the Spanish-speaking world. ● Describing a past holiday. ● Giving detail about holiday accommodation. ● Using the past and future to give information about holidays. <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> ● Understanding the difference between me gusta and me gustan ● Using comparatives ● The superlative ● Time sequencers ● Question words ● Infinitive phrases 	<p>Composite Knowledge: Pupils will gain an understanding of how to describe their family, different families and traditions, relationships and giving problems and advice.</p> <p>Component Knowledge:</p> <p>Foundational Knowledge:</p> <p>Declarative Knowledge:</p> <ul style="list-style-type: none"> ● Understanding information in Spanish about different types of family ● Describing other people ● Talking about who I admire ● Describing friendships and relationships ● Talking about my identity and what matters to me ● Talking about problems and giving advice <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> ● Possessive adjectives ● Revisiting adjective agreement ● Using desde hace to describe how long I have been doing something ● Reflexive verbs ● Para + infinitive ● More opinion verbs

<p>Upper Hierarchical Knowledge</p> <ul style="list-style-type: none"> Using direct object pronouns Understanding unfamiliar language about familiar topics. 	<p>Upper Hierarchical Knowledge</p> <ul style="list-style-type: none"> Using the imperfect tense of key verbs Interchanging tenses in extended texts 	<p>Upper Hierarchical Knowledge</p> <ul style="list-style-type: none"> Listening for gist Using modal verbs to give advice
<p>Topic 4: Health</p> <p>Composite Knowledge: Pupils will gain an understanding of how to describe daily routine, food and health.</p> <p>Component Knowledge:</p> <p>Foundational Knowledge:</p> <p>Declarative Knowledge:</p> <ul style="list-style-type: none"> Understanding of some typical foods in Spanish speaking countries Describing healthy daily routines Talking about mealtimes and food time trends. Comparing old and new habits Talking about illness and injuries Vocabulary for parts of the body Future plans for health and well-being <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> Adjectives of nationality Indefinite adjectives Impersonal verbs The imperfect tense The simple future tense <p>Upper Hierarchical Knowledge</p> <ul style="list-style-type: none"> Using reflexive verbs in the preterite tense to describe former illnesses. Preparing for extended writing with advanced structures. 	<p>Topic 5: School</p> <p>Composite Knowledge: Pupils will gain an understanding of how to describe their lives at school, their studies, the people that make up a school, their ideal school and a past school event.</p> <p>Component Knowledge:</p> <p>Foundational Knowledge:</p> <p>Declarative Knowledge:</p> <ul style="list-style-type: none"> Understanding of education in Spain Talking about a typical school day Talking about my studies Describing changes I would make to a school Describing the students and teachers at my school Narrating events – a past school trip <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> Relative pronouns The conditional tense Different negatives Forming questions Recapping adjective agreement Understanding longer written texts <p>Upper Hierarchical Knowledge</p> <ul style="list-style-type: none"> Accurate translation into English Absolute superlatives 	
Year 10 Final Composite Knowledge End Point		
<ul style="list-style-type: none"> Ability to speak and write accurately in three tenses (present, preterite and near future) Understanding of how to describe key elements of a photo. Awareness of Spanish phonics when reading aloud Able to complete short unprepared conversations. Understand spoken Spanish and able to respond to it in a variety of contexts. Understand written Spanish and able to respond to it in a variety of contexts. Able to write extended texts on all topics studied. Able to translate into English. Able to translate into Spanish. 		
Year 11 Spanish: Curriculum Intent		
<p>Please note that Year 11 Spanish are following an outgoing specification</p> <p>The MFL department aims to provide students with an excellent foundation in language learning through a skills based curriculum, building students confidence in the four skills essential to learning a language; speaking, listening, reading and writing.</p> <p>The Year 11 curriculum builds from Year 10 , where students are able to complete all elements of the GCSE exam and have done a full suite of past papers, they can write detailed sentences in three tenses, including opinions and reasons in Spanish about topics such as family, free time, technology and customs and festivals.</p> <p>A range of knowledge and skills will be developed throughout each unit with repeated practice. Key structures sequenced through each topic so that via the constant repetition of familiar concepts with increasing complexity, our pupils will be able to make links between each area to develop their understanding of how Spanish works.</p>		
Year 11 Spanish Essential Knowledge Summary		
<p>Topic 1: Home, Town, Neighbourhood and Region</p> <p>Composite Knowledge: Pupils will gain an understanding of how to describe the features of a region, their town and the good things and bad things about our local area.</p> <p>Component Knowledge:</p> <p>Foundational Knowledge:</p> <p>Declarative Knowledge:</p> <ul style="list-style-type: none"> Describing where I live Using the future tense Describing problems in town Comparing town with the countryside <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> The simple future tense Subordinate clauses The conditional Forming comparisons <p>Upper Hierarchical Knowledge</p> <ul style="list-style-type: none"> Exclamations Translating accurately into Spanish 	<p>Topic 2: Travel and Tourism</p> <p>Composite Knowledge: Pupils will gain an understanding of how to describe our experiences of travel and tourism.</p> <p>Component Knowledge:</p> <p>Foundational Knowledge:</p> <p>Declarative Knowledge:</p> <ul style="list-style-type: none"> Saying what holiday activities I usually do Giving holiday preferences Describing a past holiday Tourist information and transactional language Describing holiday disasters Talking about future and ideal holidays <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> The imperfect tense for descriptions The two future tenses Applying transactional language to role plays <p>Upper Hierarchical Knowledge</p> <ul style="list-style-type: none"> Understanding extended listening texts and listening for detail Using three tenses at the same time 	<p>Topic 3: My studies and Life at school</p> <p>Composite Knowledge: Pupils will gain an understanding of how to describe their school and subjects.</p> <p>Component Knowledge:</p> <p>Foundational Knowledge:</p> <p>Declarative Knowledge:</p> <ul style="list-style-type: none"> Giving opinions about school subjects and justifying them Describing school uniform Comparing high school and primary school Describing school rules Describing problems and pressures in school Giving an account of past achievements and academic experiences. <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> Modal verb ‘se debe’ + infinitive Recapping opinions and reasons Writing in detail <p>Upper Hierarchical Knowledge</p> <ul style="list-style-type: none"> Applying vocab and grammar knowledge to challenging gapfills in a reading assessment. Interchanging three tenses in written / spoken texts to demonstrate a variety of structures.
<p>Topic 4: Education post-16 and future plans</p> <p>Composite Knowledge: Pupils will gain an understanding of how to describe their plans after school and ambitions for the future</p> <p>Component Knowledge:</p> <p>Foundational Knowledge:</p> <p>Declarative Knowledge:</p> <ul style="list-style-type: none"> Nouns for jobs and places of work in Spanish Giving details of part time work and how I earn money 	<p>Topic 5: Social and Global issues</p> <p>Composite Knowledge: Pupils will gain an understanding of how to describe environmental issues and social issues.</p> <p>Component Knowledge:</p> <p>Foundational Knowledge:</p> <p>Declarative Knowledge:</p> <ul style="list-style-type: none"> Describing environmental problems and solutions Giving examples of local problems and solutions Describing global problems in other countries Talking about health and healthy lifestyles 	

<ul style="list-style-type: none"> • Describing past work experience • Describing future plans after finishing education <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> • The simple future tense • Reinforcing subordinate clauses • Expressions with the subjunctive <p>Upper Hierarchical Knowledge</p> <ul style="list-style-type: none"> • Using connectives to give contrasting opinions • Listening for gist and detail 	<p>Procedural Knowledge:</p> <ul style="list-style-type: none"> • The imperfect tense • Modal verbs <p>Upper Hierarchical Knowledge</p> <ul style="list-style-type: none"> • Reading and listening for detail in unfamiliar texts 	
---	---	--

Year 11 Spanish Final Composite Knowledge End Point

<ul style="list-style-type: none"> • Ability to speak and write accurately in three tenses (present, preterite and near future) • Understanding of how to describe key elements of a photo. • Ability to respond to questions in Spanish. • Able to complete short unprepared conversations. • Understand spoken Spanish and able to respond to it in a variety of contexts. • Understand written Spanish and able to respond to it in a variety of contexts. • Able to write extended texts on all topics studied. • Able to translate into English. • Able to translate into Spanish.
--