



Subject: Spanish		Year Group: 10		Term: 1.1	
Module/Theme: ¡Diviértete!					
Topic Outline & Aims (Intent) Students will develop the skills needed to be able to discuss various aspects of daily life and leisure activities. They will explore the importance of technology, sports and hobbies in their own lives and will be able to express a range of opinions on these. They will also develop the confidence to communicate in a range of real-life contexts by making arrangements to meet up, as well as recounting the events of days that went wrong.					
Key Skills and Knowledge taught through this topic: (Intent) <u>Vocabulary</u> : Discussing life online, talking about sports and free-time activities, arranging to go out, saying what you did at the weekend, describing days that went wrong. <u>Grammar</u> : Using the present tense for regular and irregular verbs, using the near future tense, using the preterite tense, using direct object pronouns. <u>Phonics</u> : Continued practice of key differences in sound-symbol correspondences between Spanish and English.					
Prior Learning: (Context) KS3: Free-time activities, uses of technology and media, using tenses.		Future Learning: (Context) KS4: Talking about identity, lifestyle and wellbeing.		National Curriculum Links: (Context) Developing students’ ability to communicate independently in speech and writing for authentic purposes and enabling them to step beyond familiar cultural boundaries. (GCSE Subject Content)	
RRSA Links: <ul style="list-style-type: none">• 17 – Access to Information• 31 - Rest, Play, Culture, Arts			Assessment of Learning: (Impact) Assessment for Learning: <ul style="list-style-type: none">• Low-stake quizzes, questioning, whiteboards, live marking, weekly self-marking vocabulary and grammar quizzes. Assessment of Learning: <ul style="list-style-type: none">• Mini-Test: Infinitive Structures.• End of Topic Test: Read Aloud task.		
British Values Links: <ul style="list-style-type: none">• Mutual Respect and Tolerance• Individual Liberty• The Rule of Law					
Eco Schools Links: <ul style="list-style-type: none">• Healthy Living					
Reading / Enrichment: <ul style="list-style-type: none">• BBC Bitesize• Linguascope• Lyrics Training• Duolingo• Seneca A selection of MFL books can also be accessed in the school library.		Key Vocabulary: (Literacy) Please refer to the vocabulary lists on pages 28-29 of the Pearson textbook. This vocabulary can also be accessed as online flashcards via Quizlet .		Numeracy Opportunities: Dates, time, frequency, numbers, prices.	
				Career Links: <ul style="list-style-type: none">• Event Organiser• Language Learning App Developer• Multilingual Vlogger• Museum Curator• Publisher• Sports Journalist• Translator	



¡Diviértete!

Viajes

Mi gente,
mi mundo

Mi estilo
de vida

¡A clase!

Subject: Spanish		Year Group: 10		Term: 1.2	
Module/Theme: Viajes					
Topic Outline & Aims (Intent) Students will be equipped with the vocabulary, grammar and cultural knowledge required to discuss and navigate topics relating to travel and tourism in the Spanish-speaking world. They will learn practical communication skills for real-world situations, such as booking accommodation, describing destinations and sharing opinions about trips. They will also develop their understanding of different cultural traditions and festivals in Hispanic countries.					
Key Skills and Knowledge taught through this topic: (Intent) <u>Vocabulary</u> : Describing locations, discussing travel plans, describing accommodation and talking about holiday activities. <u>Grammar</u> : Using singular and plural opinions, using comparative and superlative structures, using “if” clauses with the present tense, using key verb structures with an infinitive, using the imperfect tense. <u>Phonics</u> : Continued practice of key differences in sound-symbol correspondences between Spanish and English.					
Prior Learning: (Context) KS3: Holiday destinations, transport, holiday activities, opinion phrases, using the present tense.		Future Learning: (Context) KS4: Describing the natural world and environmental issues (transport).		National Curriculum Links: (Context) Developing students’ ability to communicate independently in speech and writing for authentic purposes and enabling them to step beyond familiar cultural boundaries. (GCSE Subject Content)	
RRSA Links: <ul style="list-style-type: none">• 7 - Name and Nationality• 30 - Minority Culture, Language and Religion• 31 - Rest, Play, Culture, Arts			Assessment of Learning: (Impact) Assessment for Learning: <ul style="list-style-type: none">• Low-stake quizzes, questioning, whiteboards, live marking, weekly self-marking vocabulary and grammar quizzes. Assessment of Learning: <ul style="list-style-type: none">• Mini-Test: Photo description structures.• End of Topic Test: Listening (including dictation), Reading and Translation (Spanish into English).		
British Values Links: <ul style="list-style-type: none">• Mutual Respect and Tolerance• Individual Liberty					
Eco Schools Links: <ul style="list-style-type: none">• Global Citizenship• Transport					
Reading / Enrichment: <ul style="list-style-type: none">• BBC Bitesize• Linguascope• Lyrics Training• Duolingo• Seneca A selection of MFL books can also be accessed in the school library.		Key Vocabulary: (Literacy) Please refer to the vocabulary lists on pages 52-53 of the Pearson textbook. This vocabulary can also be accessed as online flashcards via Quizlet .		Numeracy Opportunities: Dates, time, frequency, numbers, prices.	
				Career Links: <ul style="list-style-type: none">• Air Traffic Controller• Cruise Ship Worker• Hospitality Manager• International Event Coordinator• Tour Guide• Travel Consultant• Travel Writer	



Subject: Spanish		Year Group: 10		Term: 2.1	
Module/Theme: Mi gente, mi mundo					
Topic Outline & Aims (Intent) Students will develop their ability to use Spanish to discuss notions of identity, as well as describe the qualities of positive role models and friendships. They will also explore ideas of diversity by describing a range of people and families. They will also develop their ability to talk about problems and offer advice.					
Key Skills and Knowledge taught through this topic: (Intent) <u>Vocabulary</u> : Talking about family members, describing what people look like, talking about role models, describing a good friend, talking about the things that are important to me, talking about problems and giving advice. <u>Grammar</u> : Using possessive adjectives, using <i>ser</i> for physical descriptions and <i>estar</i> for location, using the personal <i>a</i> , using the pronouns <i>me</i> and <i>te</i> before a verb, using <i>para</i> + infinitive, using <i>estar</i> to express moods, using <i>podrías</i> and <i>deberías</i> + infinitive. <u>Phonics</u> : Continued practice of key differences in sound-symbol correspondences between Spanish and English.					
Prior Learning: (Context) KS3: Describing appearance and personality, talking about friends, using <i>ser</i> and <i>estar</i> .		Future Learning: (Context) KS4: Picture task descriptions, talking about famous Spanish-speakers.		National Curriculum Links: (Context) Developing students’ ability to communicate independently in speech and writing for authentic purposes and enabling them to step beyond familiar cultural boundaries. (GCSE Subject Content)	
RRSA Links: <ul style="list-style-type: none">• 2 – No Discrimination• 8 – Identity• 12 – Respect for Children’s Views			Assessment of Learning: (Impact) Assessment for Learning: <ul style="list-style-type: none">• Low-stake quizzes, questioning, whiteboards, live marking, weekly self-marking vocabulary and grammar quizzes. Assessment of Learning: <ul style="list-style-type: none">• Mini-Test: ‘Shine Like a Star’ vocabulary.• End of Topic Test: Writing (90 words).		
British Values Links: <ul style="list-style-type: none">• Mutual Respect and Tolerance• Individual Liberty					
Eco Schools Links: <ul style="list-style-type: none">• Global Citizenship					
Reading / Enrichment: <ul style="list-style-type: none">• BBC Bitesize• Linguascope• Lyrics Training• Duolingo• Seneca A selection of MFL books can also be accessed in the school library.		Key Vocabulary: (Literacy) Please refer to the vocabulary lists on pages 78-79 of the Pearson textbook. This vocabulary can also be accessed as online flashcards via Quizlet .		Numeracy Opportunities: Dates, numbers, frequency.	
				Career Links: <ul style="list-style-type: none">• Community Outreach Coordinator• Cultural Liaison Officer• Diplomatic Service• Humanitarian Worker• Social Worker• Teacher• Youth Worker	



¡Diviértete!

Viajes

Mi gente,
mi mundo

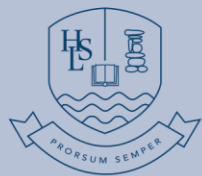
Mi estilo
de vida

¡A clase!

Subject: Spanish		Year Group: 10		Term: 2.2	
Module/Theme: Mi estilo de vida					
Topic Outline & Aims (Intent) Students will continue to build on their linguistic skills to be able to talk about lifestyle and wellbeing. They will develop their cultural knowledge of the Hispanic world by learning about typical foods in Spanish-speaking countries. They will learn to describe healthy daily routines and discuss future plans for health and wellbeing. They will also learn practical communication skills for real-world situations such as describing illnesses and seeking remedies from a doctor or pharmacist.					
Key Skills and Knowledge taught through this topic: (Intent) <u>Vocabulary</u> : Talking about Hispanic food, describing diet, talking about daily routine, discussing healthy and unhealthy habits, talking about illnesses and remedies. <u>Grammar</u> : Using adjectives of nationality, using indefinite adjectives, using <i>tener</i> + noun, using direct object pronouns, using the imperfect tense to say what you used to do, using <i>ya no</i> + verb, using reflexive verbs in the preterite tense, giving advice with <i>debes</i> , <i>tienes que</i> and <i>necesitas</i> , using the simple future tense, using ‘if’ clauses. <u>Phonics</u> : Continued practice of key differences in sound-symbol correspondences between Spanish and English.					
Prior Learning: (Context) KS3: Talking about food, sport and exercise, describing routines.		Future Learning: (Context) KS4: Using the imperfect continuous tense.		National Curriculum Links: (Context) Developing students’ ability to communicate independently in speech and writing for authentic purposes and enabling them to step beyond familiar cultural boundaries. (GCSE Subject Content)	
RRSA Links: <ul style="list-style-type: none">• 6 – Life, Survival and Development• 24 – Health, Water, Food, Environment			Assessment of Learning: (Impact) Assessment for Learning: <ul style="list-style-type: none">• Low-stake quizzes, questioning, whiteboards, live marking, weekly self-marking vocabulary and grammar quizzes. Assessment of Learning: <ul style="list-style-type: none">• Mini-Test: Regular verbs in the present, preterite and near future tenses.• End of Topic Test: Grammar.		
British Values Links: <ul style="list-style-type: none">• Individual Liberty					
Eco Schools Links: <ul style="list-style-type: none">• Healthy Living					
Reading / Enrichment: <ul style="list-style-type: none">• BBC Bitesize• Linguascope• Lyrics Training• Duolingo• Seneca A selection of MFL books can also be accessed in the school library.		Key Vocabulary: (Literacy) Please refer to the vocabulary lists on pages 102-103 of the Pearson textbook. This vocabulary can also be accessed as online flashcards via Quizlet .		Numeracy Opportunities: Time, frequency, sequencing, prices.	
				Career Links: <ul style="list-style-type: none">• Humanitarian Aid Worker• Medical Translator• Mental Health Support Worker• Physiotherapist• Personal Trainer	



Subject: Spanish		Year Group: 10		Term: 3	
Module/Theme: ¡A clase!					
Topic Outline & Aims (Intent) Students will gain the vocabulary and grammar needed to talk about school life and their studies. They will describe a typical day at school, express opinions on the subjects that they study and talk about students and teachers. They will strengthen their understanding of different timeframes by describing a school trip in the past and talking about what they would change about their school. They will also gain important cultural knowledge about what schools are like in Spain.					
Key Skills and Knowledge taught through this topic: (Intent) <u>Vocabulary</u> : Talking about school uniform and facilities, giving opinions on subjects, talking about extracurricular activities, describing teachers and students, talking about school rules, describing a school trip in the past. <u>Grammar</u> : Using absolute superlatives, using the relative pronouns <i>que</i> , <i>donde</i> and <i>cuando</i> , using <i>lo que</i> , using the conditional tense, using impersonal verbs with an infinitive, using negatives, forming questions, using adjectives and adverbs. <u>Phonics</u> : Continued practice of key differences in sound-symbol correspondences between Spanish and English.					
Prior Learning: (Context) KS3: Talking about school subjects, describing the school day, making comparisons.		Future Learning: (Context) KS4: Talking about future plans and possible career paths.		National Curriculum Links: (Context) Developing students’ ability to communicate independently in speech and writing for authentic purposes and enabling them to step beyond familiar cultural boundaries. (GCSE Subject Content)	
RRSA Links: <ul style="list-style-type: none">• 28 – Access to Education• 29 – Aims of Education• 31 – Rest, Play, Culture, Arts			Assessment of Learning: (Impact) Assessment for Learning: <ul style="list-style-type: none">• Low-stake quizzes, questioning, whiteboards, live marking, weekly self-marking vocabulary and grammar quizzes. Assessment of Learning: <ul style="list-style-type: none">• Year 10 Exams (Speaking, Listening, Reading and Writing).• End of Topic Test: Roleplay.		
British Values Links: <ul style="list-style-type: none">• Mutual Respect and Tolerance					
Eco Schools Links: <ul style="list-style-type: none">• School Grounds					
Reading / Enrichment: <ul style="list-style-type: none">• BBC Bitesize• Linguascope• Lyrics Training• Duolingo• Seneca A selection of MFL books can also be accessed in the school library.		Key Vocabulary: (Literacy) Please refer to the vocabulary lists on pages 126-127 of the Pearson textbook. This vocabulary can also be accessed as online flashcards via Quizlet .		Numeracy Opportunities: Dates, ordinal numbers, times, frequency.	
				Career Links: <ul style="list-style-type: none">• Teacher• Academic Researcher• Study Abroad Co-ordinator• Educational Resource Creator• Policy Advisor in Education	



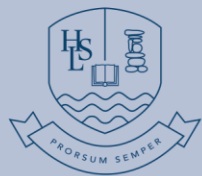
Mi barrio
y yo

Un mundo
mejor para
todos

El futuro
te espera

¡A repasar!

Subject: Spanish		Year Group: 11		Term: 1.1	
Module/Theme: Mi barrio y yo					
Topic Outline & Aims (Intent) Students will develop the skills needed to be able to talk about various aspects of their local area, using the city of Medellín in Colombia as a case study. They will be able to describe how a city has changed over time and express preferences about where they live. They will also be able to communicate their shopping preferences.					
Key Skills and Knowledge taught through this topic: (Intent) <u>Vocabulary</u> : Talking about local amenities, giving directions, describing local areas in the past and present, talking about shops and what you buy. <u>Grammar</u> : Using the perfect tense, using prepositions of place for directions, using demonstrative adjectives for descriptions, comparing now and then in the imperfect tense, revising direct object pronouns, using the present subjunctive with <i>cuando</i> , revising comparisons, using a variety of verb tenses. <u>Phonics</u> : Continued practice of key differences in sound-symbol correspondences between Spanish and English.					
Prior Learning: (Context) KS3: Describing my house, talking about my local area, using comparisons.		Future Learning: (Context) KS5: Themes of regional identity and urbanisation.		National Curriculum Links: (Context) Developing students’ ability to communicate independently in speech and writing for authentic purposes and enabling them to step beyond familiar cultural boundaries. (GCSE Subject Content)	
RRSA Links: <ul style="list-style-type: none">• 27 – Food, Clothing, A Safe Home• 31 – Rest, Play, Culture, Arts			Assessment of Learning: (Impact) Assessment for Learning: <ul style="list-style-type: none">• Low-stake quizzes, questioning, whiteboards, live marking, weekly self-marking vocabulary and grammar quizzes. Assessment of Learning: <ul style="list-style-type: none">• Mini-Test: Regular and irregular verbs in the present, preterite and near future tenses.• End of Topic Test: Writing (90 or 150 words).		
British Values Links: <ul style="list-style-type: none">• Mutual Respect and Tolerance					
Eco Schools Links: <ul style="list-style-type: none">• Biodiversity• Transport					
Reading / Enrichment: <ul style="list-style-type: none">• BBC Bitesize• Linguascope• Lyrics Training• Duolingo• Seneca A selection of MFL books can also be accessed in the school library.		Key Vocabulary: (Literacy) Please refer to the vocabulary lists on pages 154-155 of the Pearson textbook. This vocabulary can also be accessed as online flashcards via Quizlet .		Numeracy Opportunities: Dates, ordinal numbers, statistics.	
				Career Links: <ul style="list-style-type: none">• Architect• Urban Planner• Tour Guide• Civil Engineer• Hospitality Manager• Estate Agent	



Mi barrio
y yo

Un mundo
mejor para
todos

El futuro
te espera

¡A repasar!

Subject: Spanish		Year Group: 11		Term: 1.2	
Module/Theme: Un mundo mejor para todos					
Topic Outline & Aims (Intent) Students will be equipped with the vocabulary and grammar required to discuss global issues and the environment. They will talk about how to help their local community and will be able to discuss the impact of climate change as well as actions to help the environment. They will enrich their cultural knowledge by learning about natural wonders of Spanish-speaking countries.					
Key Skills and Knowledge taught through this topic: (Intent) <u>Vocabulary</u> : Talking about social issues, discussing environmental problems, talking about actions at home to help the environment. <u>Grammar</u> : Using pronouns and prepositions, using <i>falta</i> , <i>hace falta</i> , <i>vale la pena</i> and <i>basta</i> , using the passive, using the imperfect continuous tense, practising negatives, using the present subjunctive to give opinions, using <i>(no) se debería</i> + infinitive. <u>Phonics</u> : Continued practice of key differences in sound-symbol correspondences between Spanish and English.					
Prior Learning: (Context) KS3: Talking about the weather, describing household routines.		Future Learning: (Context) KS5: Themes of sustainability, migration and inequality.		National Curriculum Links: (Context) Developing students’ ability to communicate independently in speech and writing for authentic purposes and enabling them to step beyond familiar cultural boundaries. (GCSE Subject Content)	
RRSA Links: <ul style="list-style-type: none">• 24 – Health, Water, Food, Environment• 26 – Social and Economic Help			Assessment of Learning: (Impact) Assessment for Learning: <ul style="list-style-type: none">• Low-stake quizzes, questioning, whiteboards, live marking, weekly self-marking vocabulary and grammar quizzes. Assessment of Learning: <ul style="list-style-type: none">• Mini-Test: ‘Shine Like a Star’ structures.• Year 11 Exams (Listening, Reading and Writing).		
British Values Links: <ul style="list-style-type: none">• Individual Liberty					
Eco Schools Links: <ul style="list-style-type: none">• Energy• Waste					
Reading / Enrichment: <ul style="list-style-type: none">• BBC Bitesize• Linguascope• Lyrics Training• Duolingo• Seneca A selection of MFL books can also be accessed in the school library.		Key Vocabulary: (Literacy) Please refer to the vocabulary lists on pages 178-179 of the Pearson textbook. This vocabulary can also be accessed as online flashcards via Quizlet .		Numeracy Opportunities: Numbers, statistics, frequency.	
				Career Links: <ul style="list-style-type: none">• Research Scientist• Marine Biologist• Meteorologist• Humanitarian Aid Worker• Community Outreach Worker	



Mi barrio
y yo

Un mundo
mejor para
todos

El futuro
te espera

¡A repasar!

Subject: Spanish		Year Group: 11	Term: 2.1		
Module/Theme: El futuro te espera					
Topic Outline & Aims (Intent) Students will develop their ability to use Spanish to discuss their future plans and career prospects. They will be able to talk about getting a job and describe changes in the world of work. They will also be able to discuss the importance of learning languages as well as the impact of artificial intelligence.					
Key Skills and Knowledge taught through this topic: (Intent) <u>Vocabulary</u> : Talking about post-18 options, describing what I do to earn money, talking about job preferences, discussing the benefits of languages, expressing opinions on artificial intelligence. <u>Grammar</u> : Using <i>seguir/continuar</i> + present participle, using possessive pronouns, using prepositions followed by the infinitive, using masculine and feminine nouns for jobs, using the suffixes <i>-dad/-idad</i> , using modal verbs, using <i>para que</i> + subjunctive. <u>Phonics</u> : Continued practice of key differences in sound-symbol correspondences between Spanish and English.					
Prior Learning: (Context) KS3: Talking about household jobs, talking about language learning.		Future Learning: (Context) KS5: Themes of employment trends and globalisation.		National Curriculum Links: (Context) Developing students’ ability to communicate independently in speech and writing for authentic purposes and enabling them to step beyond familiar cultural boundaries. (GCSE Subject Content)	
RRSA Links: <ul style="list-style-type: none">• 28 – Access to Education• 32 – Protection from Harmful Work			Assessment of Learning: (Impact) Assessment for Learning: <ul style="list-style-type: none">• Low-stake quizzes, questioning, whiteboards, live marking, weekly self-marking vocabulary and grammar quizzes. Assessment of Learning: <ul style="list-style-type: none">• Mini-Test: Picture task vocabulary.• Year 11 Exam (Speaking).		
British Values Links: <ul style="list-style-type: none">• Individual Liberty					
Eco Schools Links: <ul style="list-style-type: none">• Global Citizenship					
Reading / Enrichment: <ul style="list-style-type: none">• BBC Bitesize• Linguascope• Lyrics Training• Duolingo• Seneca A selection of MFL books can also be accessed in the school library.		Key Vocabulary: (Literacy) Please refer to the vocabulary lists on pages 204-205 of the Pearson textbook. This vocabulary can also be accessed as online flashcards via Quizlet .		Numeracy Opportunities: Numbers, dates, money, frequency, sequencing.	Career Links: <ul style="list-style-type: none">• Teacher• Academic Researcher• Foreign Correspondent• International Business Manager• Software Developer



Mi barrio
y yo

Un mundo
mejor para
todos

El futuro
te espera

¡A repasar!

Subject: Spanish		Year Group: 11		Term: 2.2 and 3	
Module/Theme: ¡A repasar!					
Topic Outline & Aims (Intent) Students will revise and consolidate all content covered in previous modules to ensure they are fully prepared for their GCSE exams. They will strengthen vocabulary, grammar and cultural knowledge across all thematic contexts, while gaining confidence in applying their knowledge to a variety of exam-style tasks.					
Key Skills and Knowledge taught through this topic: (Intent) Students will be able to use a range of topic-specific vocabulary with increasing confidence. They will consolidate their understanding of grammar, with a particular focus on using a range of tenses in different timeframes as well as higher-level structures. They will continue to practise the key differences in sound-symbol correspondences between Spanish and English.					
Prior Learning: (Context) KS4: Consolidation of knowledge and skills in previous modules.		Future Learning: (Context) KS5: Solid of grasp of key vocabulary and grammar for A Level study.		National Curriculum Links: (Context) Developing students’ ability to communicate independently in speech and writing for authentic purposes and enabling them to step beyond familiar cultural boundaries. (GCSE Subject Content)	
RRSA Links: <ul style="list-style-type: none">• 28 – Access to Education			Assessment of Learning: (Impact) Assessment for Learning: <ul style="list-style-type: none">• Low-stake quizzes, questioning, whiteboards, live marking, weekly self-marking vocabulary and grammar quizzes. Assessment of Learning: <ul style="list-style-type: none">• A range of exam-style tasks across all four skills.		
British Values Links: <ul style="list-style-type: none">• Individual Liberty					
Eco Schools Links: <ul style="list-style-type: none">• Healthy Living					
Reading / Enrichment: <ul style="list-style-type: none">• BBC Bitesize• Linguascope• Lyrics Training• Duolingo• Seneca A selection of MFL books can also be accessed in the school library.		Key Vocabulary: (Literacy) Please refer to the vocabulary lists at the end of each module in the Pearson textbook. This vocabulary can also be accessed as online flashcards via Quizlet .		Numeracy Opportunities: Dates, time, frequency, sequencing, ordinal numbers, prices, statistics.	
				Career Links: <ul style="list-style-type: none">• Translator• Interpreter• Journalist• Diplomat• Teacher• Tour Guide• International Humanitarian Aid	