

Year	HT1/2	HT2/3	HT3/4	HT4/5	HT5/6	HT6
<p><b>Year 7 Spanish Learning question</b></p> <p><b>Key knowledge</b></p>	<p><b>Hola</b></p> <p>¿Quién eres?</p> <p>Numbers 1-31, concept of masculine and feminine nouns, definite and indefinite articles, verbs in 1<sup>st</sup> person, key Spanish phonics rules</p>	<p><b>Mi Familia</b></p> <p>Habláme de tu familia</p> <p>Adjectival agreement and placement, possessive pronouns, key verbs tener and ser in the present tense</p>	<p><b>Mi Colegio</b></p> <p>¿Cómo es tu colegio?</p> <p>Opinions and justifications, Cultural awareness of Spanish school system, conjugating verbs into the present tense</p>	<p><b>Mi Casa</b></p> <p>¿Dónde vives?</p> <p>Conjugating stem changing verbs into the present tense, using reflexive verbs, using prepositions to say where things are</p>	<p><b>Mi Ciudad</b></p> <p>¿Cómo es tu ciudad?</p> <p>Comparative structures, using estar, introducing the near future tense</p>	<p><b>End of year cultural focus: Coco</b></p> <p>¿Cómo se celebra el día de los Muertos en Mexico?</p> <p>History behind Day of the Dead, how/why it is celebrated, describing a Spanish film</p>
<b>Building and revisiting</b>	Students arrive with varying KS2 experience with languages, HT1 is spend ensuring all students have basic vocab and grammar awareness in Spanish	Revisiting the concept of masculine and feminine and building on this by introducing adjectival agreement to describe family members.	Revisiting definite article and using it alongside opinion phrases	Revisiting the process of conjugating into the present tense and building on this by incorporating stem changing verbs and reflexive verbs	Recap of adjectival agreement, revisiting present tense of the verb “ir” and building on this by using it to form the near future tense	Recap of adjectival agreement for describing characters and events, recap of present tense and future tense conjugations
<b>Assessment</b>	RAP: Standardised writing mid way through unit End of unit assessment – speaking and writing	RAP: Standardised writing mid way through unit KAST 1 – reading and listening	RAP: Standardised writing mid way through unit End of unit assessment – speaking and writing	RAP: Standardised writing mid way through unit End of unit assessment – reading and listening	RAP: Standardised writing mid way through unit End of year KAST	

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<b>Year 8 French Learning question</b>  <b>Key knowledge</b>	<b>La Nourriture</b>  <b>Qu'est-ce que tu manges normalement?</b>  Life skills of understanding a French menu and ordering different courses, use of conditional phrases je voudrais and j'aimerais	<b>Mon Temps Libre</b>  <b>Qu'est-ce que tu aimes faire pendant ton temps libre?</b>  Rules for key verbs, jouer vs faire, intro to irregular verbs, frequency phrases	<b>Chez Moi</b>  <b>C'est cmoment ta maison?</b>  Adjectives that go before a noun (B.A.G.S), comparative structures, using prepositions to say where things are	<b>T'es Branché(e)?</b>  <b>T'es Branché(e)?</b>  Justifying preferences, introduction to the perfect tense for regular –er verbs	<b>J'adore Paris!</b>  <b>Qu'est-ce que tu as fait à Paris le weekend dernier?</b>  Perfect tense of regular and some irregular verbs, perfect tense structures with both avoir and être, cultural awareness of Paris landmarks	<b>End of year cultural focus – Les Vacances du Petit Nicolas</b>  <b>Où va-t-on pour les vacances en France?</b>  French holiday destinations, describing a French film
<b>Building and revisiting</b>	Recap of indefinite and paritive articles – both studied in Y7, revisiting key question words	Revisiting adjectives to justify opinions, recapping present tense conjugations first seen in Y7	Recap of adjectival agreement and key conditional phrases “je voudrais” and “j'aimerais” seen in Unit 1, building on knowledge of adjective placement	Revisiting formation of the present tense for –er, ir and –re verbs, frequency phrases, building on Y7 by giving more detailed opinions	Revisiting the perfect tense and building a deeper knowledge of the formation of perfect tense structures.	Recap of adjectival agreement for describing characters and events, recap of present tense and perfect tense conjugations
<b>Assessment</b>	RAP: Standardised writing mid way through unit End of unit assessment – speaking and writing	RAP: Standardised writing at mid way point KAST 1 – reading and listening	RAP: Standardised writing at mid way point and end of unit assessment – reading and listening	RAP: Standardised writing at mid way point End of unit assessment – speaking and writing	RAP: Standardised writing at mid way point End of year KAST	

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<b>Year 9 French</b>	<b>La Nourritue</b>	<b>Chez Moi, Chez Toi</b>	<b>Ma Vie Sociale d'Ado</b>	<b>Bien Dans sa Peau</b>	<b>Les Vacances</b>	<b>Les Choristes</b>
<b>Learning question</b>	<b>Qu'est-ce que tu voudrais manger?</b>	<b>Tu habites où?</b>	<b>Tu est quelle type d'ado?</b>	<b>Que fais-tu pour rester en forme?</b>	<b>Ou aimes-tu aller en vacances?</b>	<b>Cultural focus – analysis of a French film followed by a film review.</b>
<b>Key knowledge</b>	Partitive and indefinite articles, key verbs manger and boire, conditional phrase “je voudrais”, numbers 1-100+ for prices and quantities	Adjectives that go before a noun (BAGS), using prepositions to say where things are, comparative structures	Using the present and perfect tenses, introducing the near future tense, direct object pronouns	Using three tenses together, using “Il faut” to give advice, forming negative structures in all tenses.	Using three tenses together, introducing reflexive verbs, asking questions using key questioning words	
<b>Building and revisiting</b>	Revisiting the indefinite and partitive articles seen throughout Y7 and 8	Recap of adjectival agreement and key conditional phrases “je voudrais” and “j’aimerais” seen in Unit 1, building on knowledge of adjective placement	Revisiting adjectival agreement, present and perfect tenses	Revisiting present, perfect and near future tenses	Revisiting “je voudrais” and “j’aimerais”, building on ability to use present, perfect and near future tenses accurately	Consolidating using 3 tenses (present, perfect and near future) + je voudrais alongside adjectival agreement and opinions/justificatio ns
<b>Assessment</b>	RAP: Standardised writing at mid way point and end of unit assessment – speaking and writing	RAP: Standardised writing at mid way point KAST 1 – reading and listening	RAP: Standardised writing at mid way point and end of unit assessment – reading and listening	RAP: Standardised writing at mid way point and end of unit assessment – speaking and writing	RAP: Standardised writing at mid way point End of Year KAST	RAP: Film review of Les Choristes

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<b>Year 9 Spanish</b>  <b>Learning question</b>  <b>Key knowledge</b>	<b>En Casa</b>  <b>¿Cómo es tu casa?</b>  Present tense of regular and stem changing verbs, reflexive verbs, prepositions	<b>Mi Ciudad</b>  <b>¿Qué hay en tu ciudad?</b>  Comparative structures, using estar, the near future tense	<b>La Comida</b>  <b>¿Qué te gusta comer durante un día normal?</b>  Tu vs usted form of address, using present and preterite tenses together, numbers 1-100+ for prices and quantities	<b>La Ropa</b>  <b>¿Qué tipo de ropa prefieres llevar?</b>  Using two verb structures to express obligation, using two tenses together	<b>La Salud</b>  <b>¿Qué necesitas hacer para mantener una vida sana?</b>  Using three tenses together (present, preterite and near future), key phrase “me duele(n)”	<b>Valentin</b>  <b>Cultural focus – analysis of an Argentinian film followed by a film review</b>
<b>Building and revisiting</b>	Revisiting adjectival agreement and concept of stem changing verbs	Revisiting the near future tense	Revisiting indefinite articles, present and preterite tenses	Revisiting definite/indefinite articles and adjectival agreement	Revisiting two verb structures to express obligation, revisiting key verb estar	Consolidating use of three tenses(present, preterite and near future) alongside adjectival agreement and opinions/justifications
<b>Assessment</b>	RAP: Standardised writing at mid way point and end of unit assessment – reading and listening	RAP: Standardised writing at mid way point and end of unit assessment – speaking and writing	RAP: Standardised writing at mid way point and end of unit assessment – reading and listening	RAP: Standardised writing at mid way point and end of unit assessment – speaking and writing	RAP: Standardised writing at mid way point and end of year exam – reading and listening	RAP: Film review of Valentin

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<b>Year 10 French</b>  <b>Learning question</b>  <b>Key knowledge</b>	<b>Theme 1 Unit 1 – Identity and relationships with others</b>  Discussing family and friends, personal qualities, describing relationships with others and giving views on marriage, Introducing the simple future tense	<b>Theme 1 Unit 2 – Healthy living and lifestyle</b>  Sports, healthy vs unhealthy lifestyle choices, making resolutions, describing daily routine, bad habits	<b>Theme 1 Unit 3 – Education and work</b>  Describing all aspects of school life, post-16 options and future careers, introducing the imperfect and conditional tenses	<b>Theme 2 Unit 1 – free time activities</b>  Sports, TV and cinema, plans for last weekend and next weekend, perfect tense of reflexive verbs	<b>Theme 2 Unit 2 – Customs, festivals and celebrations</b>  Describing birthdays, Christmas/New Year, Muslim and Jewish traditions, Bastille Day, Festivals in the francophone world, superlative adjectives, relative clauses qui/que	<b>Exam Skills</b> <ul style="list-style-type: none"> <li>• Reading comprehension</li> <li>• Listening comprehension and dictation</li> <li>• Writing – 90 and 150 word tasks</li> <li>• Speaking – roleplays, photo cards, reading aloud, phonics</li> </ul>
<b>Building and revisiting</b>	Revisiting adjectival agreement, present and near future tenses, reflexive verbs	Revisiting perfect and future tenses, recapping reflexive verbs, revisiting il faut + infinitive seen in Y9	Recapping adjectival agreement, using three non-negotiable tenses together	Consolidation of three non-negotiable tenses	Consolidation of three non-negotiable tenses, recap of imperfect and conditional tenses	Consolidating topics from across the year as well as non-negotiable tenses and adjectival agreement
<b>Assessment</b>	RAP: Mid-unit standardized writing – 90-150 words End of unit assessment – writing and translation	RAP: Mid-unit standardized writing – 90-150 words KAST 1 – reading and listening	RAP: Mid-unit standardized writing – 90-150 words End of Theme speaking assessment	RAP: Mid-unit standardized writing – 90-150 words End of unit assessment – writing and translation	RAP: Mid-unit standardized writing – 90-150 words End of year KAST – reading, listening and writing	

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<b>Year 10 Spanish</b>  <b>Learning question</b>  <b>Key knowledge</b>	<b>Theme 1 Unit 1 – Identity and relationships with others</b>  Discussing family and friends, personal qualities, describing relationships with others and giving views on marriage	<b>Theme 1 Unit 2 – Healthy living and lifestyle</b>  Sports, healthy vs unhealthy lifestyle choices, making resolutions, describing daily routine, bad habits, Spanish lifestyles	<b>Theme 1 Unit 3 – Education and work</b>  Describing all aspects of school life, post-16 options and future careers, introducing the imperfect tense	<b>Theme 2 Unit 1 – free time activities</b>  Sports, TV and cinema, plans for last weekend and next weekend, unusual hobbies, introducing the present continuous and superlatives	<b>Theme 2 Unit 2 – Customs, festivals and celebrations</b>  Christmas/New Year, birthdays, celebrations around the world inc Eid and Chinese New Year, Spanish regional festivals Dia de los Muertos Las Fallas Hispanic music and dance, intro to the conditional tense and adjectives that precede a noun	<b>Exam Skills</b> <ul style="list-style-type: none"> <li>• Reading comprehension</li> <li>• Listening comprehension and dictation</li> <li>• Writing – 90 and 150 word tasks</li> <li>• Speaking – roleplays, photo cards, reading aloud, phonics</li> </ul>
<b>Building and revisiting</b>	Revisiting adjectival agreement, present and near future tenses, reflexive verbs	Revisiting preterite and near future tenses, recap of reflexive verbs, recap of two verb structures using tener	Revisiting adjectival agreement, using 3 non-negotiable tenses together,	Consolidation of 3 non-negotiable tenses, recap of irregular verbs in the preterite tense	Building on the preterite tense by looking at stem changing verbs, revisiting the imperfect tense	Consolidating topics from across the year as well as non-negotiable tenses and adjectival agreement
<b>Assessment</b>	RAP: Mid-unit standardized writing – 90-150 words End of unit assessment – writing and translation	RAP: Mid-unit standardized writing – 90-150 words KAST 1 – reading and listening	RAP: Mid-unit standardized writing – 90-150 words End of Theme speaking assessment	RAP: Mid-unit standardized writing – 90-150 words End of unit assessment – writing and translation	RAP: Mid-unit standardized writing – 90-150 words End of year KAST – reading, listening and writing	

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<b>Year 11 French</b>  <b>Learning question</b>  <b>Key knowledge</b>	<b>Theme 2 Unit 1 – Home and Local Area</b> Tu aimes où tu habites? Discuss in detail you house and your town including pros and cons of where you live, demonstrative adjectives	<b>Theme 2 Unit 2 – Social Issues</b> Qu'est-ce qu'on peut faire pour aider les autres? Discuss the importance of charity and of taking care of others, lifestyle choices, Intro to "il vaut mieux"+ infinitive and vouloir+ subjunctive (higher tier only)	<b>Theme 2 Unit 3 – Global Issues</b> Que fais-tu pour aider l'environnement? Discussing environmental issues and potential solutions, poverty and unemployment, Intro to the pluperfect tense	<b>Theme 2 Unit 4 – Travel and Tourism</b> Comment passes-tu tes vacances? Discussing holiday preferences including past and ideal holidays	Exam Revision	
<b>Building and revisiting</b>	Revisit negative structures, imperfect tense and conditional tense	Revisiting conditional and imperfect tenses, revisit "il faut" + infinitive	Revisiting devoir/pouvoir+ infinitive, si clauses and pronouns y and en	Revising the present, perfect, future and conditional tenses		
<b>Assessment</b>	RAP: Standardised writing at mid point, Mock exams in reading listening and writing	RAP: Standardised writing at mid point, end of unit assessment – writing and translation	RAP: Standardised writing at mid point, Mock speaking exam	RAP: Standardised writing at mid point, Mock exams in reading, listening and writing	Final GCSE exams	

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<b>Year 11 Spanish</b>  <b>Learning question</b>  <b>Key knowledge</b>	<b>Theme 2 Unit 1 – Home and Local Area</b> ¿Qué piensas de dónde vives? Discuss in detail you house and your town including pros and cons of where you live, demonstrative adjectives and pronouns	<b>Theme 2 Unit 2 – Social Issues</b> ¿Porqué necesitamos ayudar a los demás? Discuss the importance of charity and of taking care of others, lifestyle choices	<b>Theme 2 Unit 3 – Global Issues</b> ¿Cómo ayudas al medio ambiente? Discussing environmental issues and potential solutions, poverty and unemployment, “if” clauses, modal verbs, opinion + subjunctive (higher tier only)	<b>Theme 2 Unit 4 – Travel and Tourism</b> ¿Qué haces durante las vacaciones? Disuccing holiday preferences including past and ideal holidays	Exam revision	
<b>Building and revisiting</b>	Revisiting formation of questions and possessive pronouns	Revising conditional tense and present subjunctive (higher tier only), idiomatic language	Revisiting reflexive phrases “se puede” and “se debe” + infinitive	Revising the present, preterite, future and conditional tenses		
<b>Assessment</b>	RAP: Standardised writing at mid point, Mock exams in reading, listening and writing	RAP: Standardised writing at mid point, end of unit assessment – writing and translation	RAP: Standardised writing at mid point, Mock speaking exam	RAP: Standardised writing at mid point, Mock exams in reading, listening and writing	Final GCSE exams	