






Key Stage 3 Spanish Curriculum Journey:

The curriculum in Year 7 will inspire learners to appreciate Spanish by immersing them into the language and cultural practices of Spain and other Spanish speaking countries in order that they can communicate confidently

THE YEAR 7 SPANISH CURRICULUM JOURNEY

	HALF TERM 1 and 2	HALF TERM 3 and 4	HALF TERM 5 and 6
Topic and learning focus	<p>Year 7 Language Rotation (4 weeks of Spanish = 12 lessons)</p> 	<p>My Life at School</p> 	<p>Food and Drink</p> 
Foundational Knowledge Prior learning needed	<ul style="list-style-type: none"> Knowledge of grammatical structures such as verbs, nouns, adjectives and pronouns in English. 	<ul style="list-style-type: none"> School subjects vocabulary : nouns & adjectives high frequency vocabulary including : opinions, connectives, intensifiers, positive / negative adjectives 	<ul style="list-style-type: none"> high frequency vocabulary including : opinions, connectives, intensifiers, first verb conjugation, positive / negative adjectives other people's opinions / reasons (using he / she verbs)
Core Knowledge and skills	<ul style="list-style-type: none"> Alphabet and Phonics greetings Core topic -specific vocabulary from the Knowledge Organiser: School subjects Genders of nouns Spelling and recognising basic opinion words Connectives Intensifiers 	<ul style="list-style-type: none"> Core topic-specific vocabulary from the Knowledge Organiser: school subjects, teachers, school facilities, activities at break time and school uniform Genders of nouns Singular and plural nouns Adjective word order and adjectival agreements Using hay/no hay 1st person verb conjugations 	<ul style="list-style-type: none"> Core topic -specific vocabulary from the Knowledge Organiser: Food and drink items, meal times, buying food in a shop/market, ordering in a restaurant Genders of nouns Singular and plural nouns Adjective word order and adjectival agreements -ar and -er verb conjugations Telling the time The near future tense Infinitive structures
Developmental Knowledge and Skills	<ul style="list-style-type: none"> Singular and plural nouns Adjectives and adjective agreements Accessing longer material with familiar language Giving contrasting opinions using connectives 	<ul style="list-style-type: none"> Extended topic-specific vocabulary from the Knowledge Organiser: wider range of vocabulary Using a wider range of opinion phrases Using a wider range of connectives Comparatives Talking about other people Infinitive phrases Accessing longer material with familiar language 	<ul style="list-style-type: none"> Extended topic-specific vocabulary from the Knowledge Organiser: wider range of vocabulary Using a wider range of opinion phrases Using a wider range of connectives Using the preterite tense Accessing longer material with familiar language
Complex Knowledge	<ul style="list-style-type: none"> Comparatives Manipulating a wider range of structures and complex vocabulary 	<ul style="list-style-type: none"> Move between 1st person and 3rd person verbs forms Using the conditional in basic phrases Complex opinion phrases and intensifiers 	<ul style="list-style-type: none"> Complex opinion phrases and intensifiers Using the preterite and near future tenses across a variety of persons



	<ul style="list-style-type: none"> Complex opinions : contracting opinions and agree/ disagree Accessing longer material including unfamiliar vocabulary 	<ul style="list-style-type: none"> Accessing longer material including unfamiliar vocabulary 	<ul style="list-style-type: none"> Accessing longer material including unfamiliar vocabulary
Links with the National Curriculum	<ul style="list-style-type: none"> speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation use accurate grammar, spelling and punctuation transcribe words and short sentences that they hear with increasing accuracy 	<ul style="list-style-type: none"> express and develop ideas clearly and with increasing accuracy, both orally and in writing 	<ul style="list-style-type: none"> listen to a variety of forms of spoken language to obtain information and respond appropriately speak coherently and confidently, with increasingly accurate pronunciation and intonation
Literacy (including reading)	<ul style="list-style-type: none"> Writing : spellings of key words Grammar : adjective and verb agreements Reading : from sentence level to short paragraphs Listening : recognising words to sentences Speaking : pronunciation of letters/phonics and words 	<ul style="list-style-type: none"> writing : accurate spellings on word and sentence levels grammar : conjugation in present tense, adjectives, infinitive phrases reading / listening : accessing longer material and applying skills to succeed in exam style questions (true / false / nm + who says what + answer in English) speaking : sentence level to express opinions / contrast with someone else's 	<ul style="list-style-type: none"> writing : accurate spellings on word and sentence levels grammar : conjugation in present tense, noun and adjective agreements, tense verb endings reading / listening : accessing longer material and applying skills to succeed in exam style questions (true / false / nm + who says what + answer in English) speaking : sentence level to express opinions / contrast with someone else's
Cultural Capital	<ul style="list-style-type: none"> Appreciate that Spanish is a dynamic and mainstream foreign language underpinning a rich and varied culture with global significance 	<ul style="list-style-type: none"> Contrasting life at school in England with that in Spain and other Spanish speaking countries Differences in school subjects Differences in school uniform 	<ul style="list-style-type: none"> Insight into Hispanic food and drinks Introduce typical dishes and meals from Spanish speaking countries Spanish mealtimes Enhance pupils' knowledge about Spanish market traditions, the importance of eating fresh food, show them pictures of markets in Spain (La Boqueria) Enhance students about the importance of healthy living in general – including an active lifestyle and a balanced diet.
Social, Moral, Spiritual and Cultural Development	<p>Cultural : Include key customs and festivals in England and Spain/Spanish speaking world:</p> <p>European day of languages el día de los muertos (1st and 2nd November) Día de Todos los Santos / Día de los difuntos (1st November) Christmas / New Year</p>	<p>Social: discussing likes and dislikes. Using social skills in different contexts</p> <p>Cultural/Spiritual : School uniforms in Spanish speaking countries</p> <p>Cultural : Include key customs and festivals in England and Spain/Spanish speaking world:</p> <p>NYE Pancake day Valentine's Day Aprils' fool Day Las Fallas de Valencia (15-19th March) Día de San Jorge (23rd April) El Carnaval de Santa Cruz de Tenerife/Cadiz (Thursday before Ash Wednesday) Feria de Abril (1 or 2 weeks after Easter)</p>	<p>Social: discussing likes and dislikes. Using social skills in different contexts</p> <p>Cultural: exposure to popular cuisine from around the World and its popularity</p> <p>Cultural : Include key customs and festivals in England and Spain/Spanish speaking world:</p> <p>Mental health week mid June - Healthy eating week 29th June - LGBT (gay pride, etc) July 31st : Eid Día de San Isidro (15th May) Noche de San Juan (23rd June) Día de San Fermin (7th July) La Tomatina (Last Wednesday of August)</p>






		Semana Santa (East Time)	
Fundamental British Values	<ul style="list-style-type: none"> ● Democracy : respectful of other people’s views and lifestyles ● Tolerance and respect : Through our study of Spanish speaking people, we learn to value and tolerate other ways of living ● Mutual respect : develop our knowledge of how people live in Spain and other Spanish-speaking countries, we come to respect their different way of life and through comparison, recognise and appreciate our own values more deeply 	<ul style="list-style-type: none"> ● Democracy : respectful of other people’s views and lifestyles ● Tolerance and respect : Through our study of Spanish speaking people, we learn to value and tolerate other ways of living ● Mutual respect : develop our knowledge of how people live in Spain and other Spanish-speaking countries, we come to respect their different way of life and through comparison, recognise and appreciate our own values more deeply 	<ul style="list-style-type: none"> ● Democracy : respectful of other people’s views and lifestyles ● Tolerance and respect : Through our study of Spanish speaking people, we learn to value and tolerate other ways of living ● Mutual respect : develop our knowledge of how people live in Spain and other Spanish-speaking countries, we come to respect their different way of life and through comparison, recognise and appreciate our own values more deeply
Assessment	vocabulary tests (2 tests) : ES to EN and EN to ES extended piece of writing from the activity workbook produced reading assessment (end of rotation test)	vocabulary tests related to topic specific vocabulary detailed above. extended pieces of writing from their speaking / writing booklet (on a 2 week basis) on school subjects, opinions of teachers, school facilities, break time activities, school uniform. writing assessment - 90 word task based on the topic of school with a particular focus on the vocabulary and grammar concepts detailed above.	vocabulary tests related to topic specific vocabulary detailed above. extended pieces of writing from their speaking / writing booklet (on a 2 week basis) on opinions of food and drinks, breakfast habits, break time, yesterday’s meals, plans for today. Assessment on topics of school and food and drink: 3 listening questions (Variety of potential question styles e.g. Multiple choice, P,N,P+N, Answer in English, Answer in Spanish) 3 reading questions (Variety of potential question styles e.g. Multiple choice, T/F/NM, Answer in English, Answer in Spanish) 1 translation into English 1 grammar exercise - Key verbs written in Spanish



Key Stage 3 Spanish Curriculum Journey:

The curriculum in Year 8 will consolidate learners ability to communicate in Spanish by immersing them into the language and cultural practices of Spain and other Spanish speaking countries in order that they can communicate confidently and fluently

THE YEAR 8 SPANISH CURRICULUM JOURNEY

	HALF TERM 1 and 2	HALF TERM 3 and 4	HALF TERM 5 and 6
Topic and learning focus	<p>Free Time Activities</p> 	<p>Home and Local Area</p> 	<p>Holidays</p> 
Foundational Knowledge Prior learning needed	<ul style="list-style-type: none"> ● High frequency vocabulary including : opinions, connectives, intensifiers, first verb conjugation, positive / negative adjectives ● Conjugation of key topic verbs 	<ul style="list-style-type: none"> ● High frequency vocabulary including : opinions, connectives, intensifiers, positive, negative adjectives ● Conjugation of -ar, -er and -ir verbs in the present tense 	<ul style="list-style-type: none"> ● High frequency vocabulary including opinions / reasons / higher opinions / sequencers / narration / intensifiers / connectives ● other people's opinions / reasons (using he / she verbs) ● Knowledge of a range of regular and irregular verbs in the present tense
Core Knowledge and skills	<ul style="list-style-type: none"> ● Core topic-specific vocabulary from the Knowledge Organiser: free time activities, weather, sports, mobile phones, music, television ● Using opinion phrases with verbs ● -ar, -er and -ir verb conjugations ● Using cuando as a connective ● The irregular verb 'jugar' ● the irregular verb 'hacer' 	<ul style="list-style-type: none"> ● Core topic-specific vocabulary from the Knowledge Organiser: places to live, describing a home, indicating preference, describing a town/city, activities in town, telling the time, describing plans for the weekend ● Using the verb 'estar' ● Singular and plural nouns ● Using a, some and many ● Using the verb 'ir' ● Using sequencers ● Using the near future tense ● Using the verb 'querer' 	<ul style="list-style-type: none"> ● Core topic -specific vocabulary from the Knowledge Organiser: holidays destinations, transport, accommodation, activities, weather ● The preterite tense ● Using negatives ● Using exclamations ● Giving opinions in the past ● Using 'se puede'



Developmental Knowledge and Skills	<ul style="list-style-type: none"> ● Extended topic-specific vocabulary from the Knowledge Organiser: wider range of vocabulary ● Using a wider range of opinion phrases ● Using a wider range of connectives ● Using a range of verb conjugations across the topic 	<ul style="list-style-type: none"> ● Extended topic-specific vocabulary from the Knowledge Organiser: wider range of vocabulary ● Using a wider range of opinion phrases ● Using a wider range of connectives ● Understanding the topic specific difference between ‘ser’ and ‘estar’ ● Using ‘donde se puede’ ● Introducing more complex opinion phrases 	<ul style="list-style-type: none"> ● Extended topic-specific vocabulary from the Knowledge Organiser: wider range of vocabulary ● Using a wider range of opinion phrases ● Using a wider range of connectives ● Understanding the topic specific difference between ‘ser’ and ‘estar’ ● Using more complex opinion phrases ● Describing weather in the past ● Using the imperfect tense to describe a place
Complex Knowledge	<ul style="list-style-type: none"> ● Complex opinion phrases and intensifiers ● Using the preterite and near future tenses across a variety of persons ● Using soler + infinitive ● Accessing longer material including unfamiliar vocabulary 	<ul style="list-style-type: none"> ● Complex opinion phrases and intensifiers ● Accessing longer material including unfamiliar vocabulary ● The difference between ser and estar ● Using the imperfect and future with tener and haber ● Giving verbal reasons for an opinion 	<ul style="list-style-type: none"> ● Complex opinion phrases and intensifiers ● Using the preterite tense across a variety of persons ● Using the imperfect tense across a wider variety of verbs ● Accessing longer material including unfamiliar vocabulary
Links with the National Curriculum	<ul style="list-style-type: none"> ● can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt ● discover and develop an appreciation of a range of writing in the language studied 	<ul style="list-style-type: none"> ● develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues 	<ul style="list-style-type: none"> ● initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address ● identify and use tenses or other structures which convey the present, past, and future as appropriate to the language being studied
Literacy (including reading)	<ul style="list-style-type: none"> ● writing : accurate spellings on word and sentence levels ● grammar : conjugation in present tense, noun and adjective agreements, tense verb endings, infinitive structures, irregular verbs ● reading / listening : accessing longer material and applying skills to succeed in exam style questions (true / false / nm + who says what + answer in English, etc) ● speaking : sentence level to express opinions / contrast with someone else’s 	<ul style="list-style-type: none"> ● writing : accurate spellings on word and sentence levels ● grammar : conjugation in present tense, infinitive phrases, ser vs. estar, tense verb endings, irregular verbs, ● reading / listening : accessing longer material and applying skills to succeed in exam style questions (true / false / nm + who says what + answer in English, etc) ● speaking : sentence level to express opinions / contrast with someone else’s 	<ul style="list-style-type: none"> ● writing : accurate spellings on word and sentence levels ● grammar : conjugation in present and preterite tenses, noun and adjective agreements, tense verb endings, ser vs. estar, infinitive phrases, exclamations, negatives ● reading / listening : accessing longer material and applying skills to succeed in exam style questions (true / false / nm + who says what + answer in English, etc) ● speaking : sentence level to express opinions / contrast with someone else’s
Cultural Capital	<ul style="list-style-type: none"> ● Sports, music and television programmes popular in Spain and other Spanish-speaking countries 	<ul style="list-style-type: none"> ● Cities in Spain and Spanish-speaking countries ● An in-depth look at the city of Barcelona ● Typical Spanish houses/apartments ● Typical Spanish shops 	<ul style="list-style-type: none"> ● Popular holidays destinations in Spain and Latin America ● An in-depth look at the city of Santander ● The weather in different regions of Spain






<p>Social, Moral, Spiritual and Cultural Development</p>	<p>Social: discussing likes and dislikes. Using social skills in different contexts Cultural/Spiritual : Popular hispanic music Cultural : Include key customs and festivals in England and Spain/Spanish speaking world:</p> <ul style="list-style-type: none"> ● European Day of Languages ● el día de los muertos (1st and 2nd November) ● Día de Todos los Santos / Día de los difuntos (1st November) ● Christmas / New Year 	<p>Social: discussing likes and dislikes. Using social skills in different contexts Cultural/Spiritual : Difference between cities, shops and houses in Spain and England Cultural : Include key customs and festivals in England and Spain/Spanish speaking world:</p> <ul style="list-style-type: none"> ● NYE ● Pancake Day ● Valentine’s Day ● Aprils’ Fool Day ● Las Fallas de Valencia (15-19th March) ● Día de San Jorge (23rd April) ● El Carnaval de Santa Cruz de Tenerife/Cadiz (Thursday before Ash Wednesday) ● Feria de abril (1 or 2 weeks after Easter) ● Semana Santa (East Time) 	<p>Social: discussing likes and dislikes. Using social skills in different contexts Cultural/spiritual: Popular cities and destinations across Spanish-speaking countries Cultural : Include key customs and festivals in England and Spain/Spanish speaking world:</p> <ul style="list-style-type: none"> ● Mental health week ● mid-June - Healthy eating week ● 29th June - LGBT (gay pride, etc) ● July 31st : Eid ● Día de San Isidro (15th May) ● Noche de San Juan (23rd June) ● Día de San Fermín (7th July) ● La Tomatina (Last Wednesday of August)
<p>Fundamental British Values</p>	<ul style="list-style-type: none"> ● Democracy : respectful of other people’s views and lifestyles ● British cultural traditions and past times 	<ul style="list-style-type: none"> ● Tolerance and respect : Through our study of Spanish speaking people, we learn to value and tolerate other ways of living ● Equality: understanding of how we belong to and identify with our communities 	<ul style="list-style-type: none"> ● Mutual respect : develop our knowledge of how people live in Spain and other Spanish-speaking countries, we come to respect their different way of life and through comparison, recognise and appreciate our own values more deeply ● Tolerance and respect: how we behave when we are abroad, how we respect the traditions of other cultures and other communities
<p>Assessment</p>	<p>Vocabulary tests related to topic specific vocabulary detailed above.</p> <p>Extended pieces of writing from their speaking / writing booklet (on a 2 week basis) on hobbies, mobile phone use, sports, music and television.</p> <p>Assessment on topic of free time activities:</p> <ul style="list-style-type: none"> ● 3 listening questions (Variety of potential question styles e.g. Multiple choice, P,N,P+N, Answer in English, Answer in Spanish) ● 3 reading questions (Variety of potential question styles e.g. Multiple choice, T/F/NM, Answer in English, Answer in Spanish) ● 1 translation into English ● 1 grammar exercise - Key verbs written in Spanish 	<p>Vocabulary tests related to topic specific vocabulary detailed above.</p> <p>Extended pieces of writing from their speaking / writing booklet (on a 2 week basis) on where you live, describing your house, describing your town/city, activities in the town, future plans</p> <p>Writing assessment - 90 word task based on a choice of the topics of free time or local area with a particular focus on the vocabulary and grammar concepts detailed above.</p>	<p>Vocabulary tests related to topic specific vocabulary detailed above.</p> <p>Extended pieces of writing from their speaking / writing booklet (on a 2 week basis) on a past holiday, possible activities, holiday activities, accommodation, future plans</p> <p>Assessment on topics of free time, local area and holidays:</p> <ul style="list-style-type: none"> ● 3 listening questions (Variety of potential question styles e.g. Multiple choice, P,N,P+N, Answer in English, Answer in Spanish) ● 3 reading questions (Variety of potential question styles e.g. Multiple choice, T/F/NM, Answer in English, Answer in Spanish) ● 1 translation into English ● 1 grammar exercise - Key verbs written in Spanish



Key Stage 3 Spanish Curriculum Journey:

The curriculum in Year 9 will deepen learners to use of Spanish by immersing them into the language and cultural practices of Spain and other Spanish speaking countries in order that they can communicate confidently and fluently

THE YEAR 9 SPANISH CURRICULUM JOURNEY

	HALF TERM 1 and 2	HALF TERM 3 and 4	HALF TERM 5 and 6
Topic and learning focus	<p>¡Oriéntate! Understanding Self</p> 	<p>En forma Healthy Lifestyle</p> 	<p>Jóvenes en acción Young People's Rights</p> 
Foundational Knowledge Prior learning needed	<ul style="list-style-type: none"> • High frequency vocabulary including opinions / reasons / higher opinions / sequencers / narration / intensifiers / connectives • Other people's opinions / reasons (using he / she verbs) • Knowledge of a range of regular and irregular verbs in the present tense • Knowledge of the preterite tense 	<ul style="list-style-type: none"> • High frequency vocabulary including opinions / reasons / higher opinions / sequencers / narration / intensifiers / connectives / family members • Other people's opinions / reasons (using he / she verbs) • Knowledge of a range of verbs across 3 time frames 	<ul style="list-style-type: none"> • High frequency vocabulary including opinions / reasons / higher opinions / sequencers / narration / intensifiers / connectives / family members • Other people's opinions / reasons (using he / she verbs) • Knowledge of a range of verbs across 3 time frames
Core Knowledge and skills	<ul style="list-style-type: none"> • Core topic-specific vocabulary from the Knowledge Organiser: describing yourself and other people, relationships, jobs and responsibilities, wider future plans • Using tener, ser and estar. • Reflexive verbs 	<ul style="list-style-type: none"> • Core topic-specific vocabulary from the Knowledge Organiser: Diets, active lifestyles, daily routine, telling the time, ailments, getting fit, going to the pharmacy • Using negatives • Using sequencers 	<ul style="list-style-type: none"> • Core topic -specific vocabulary from the Knowledge Organiser: children's lives and rights, fair trade, journeys to school, environmental issues, recycling, describing change • Using 3 person verb forms • Using 1st person plural verb forms



	<ul style="list-style-type: none"> • Adjective placement and adjectival agreements • Using 'me gustaría' • Using 'tener que' • The near future tense 	<ul style="list-style-type: none"> • Using stem-changing verbs • Using reflexive verbs • Using modal verbs 	<ul style="list-style-type: none"> • Using the verb 'poder' • Using the near future tense • Using para + infinitive
Developmental Knowledge and Skills	<ul style="list-style-type: none"> • Extended topic-specific vocabulary from the Knowledge Organiser: wider range of vocabulary • Using a wider range of opinion phrases • Using a wider range of connectives • Using a range of reflexive verbs • Using a range of future tense phrases 	<ul style="list-style-type: none"> • Extended topic-specific vocabulary from the Knowledge Organiser: wider range of vocabulary • Using a wider range of opinion phrases • Using a wider range of connectives • Using direct object pronouns • Using a range of infinitive structures 	<ul style="list-style-type: none"> • Extended topic-specific vocabulary from the Knowledge Organiser: wider range of vocabulary • Using a wider range of opinion phrases • Using a wider range of connectives • Using 3rd person plural verb forms • Using the imperfect tense
Complex Knowledge	<ul style="list-style-type: none"> • Complex opinion phrases and intensifiers • Using the subjunctive following cuando • Using a range of modal verbs • Using 3 tenses together • Accessing longer material including unfamiliar vocabulary 	<ul style="list-style-type: none"> • Complex opinion phrases and intensifiers • Accessing longer material including unfamiliar vocabulary • Using a range of modal verbs • Using 3 tenses together 	<ul style="list-style-type: none"> • Complex opinion phrases and intensifiers • Accessing longer material including unfamiliar vocabulary • Using 3 tenses together • Using the subjunctive to express points of view
Links with the National Curriculum	<ul style="list-style-type: none"> • read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material 	<ul style="list-style-type: none"> • understand and respond to spoken and written language from a variety of authentic sources 	<ul style="list-style-type: none"> • read literary texts in the language [such as stories, songs, poems and letters], to stimulate ideas, develop creative expression and expand understanding of the language and culture • write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language • use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate
Literacy (including reading)	<ul style="list-style-type: none"> • writing : accurate spellings on word and sentence levels • grammar : conjugation in present, preterite and future tenses, noun and adjective agreements, tense verb endings, ser vs. estar, infinitive phrases, exclamations, negatives, reflexive verbs, modal verbs • reading / listening : accessing longer material and applying skills to succeed in exam style questions (true / false / nm + who says what + answer in English,etc) • speaking : sentence level to express opinions / contrast with someone else's 	<ul style="list-style-type: none"> • writing : accurate spellings on word and sentence levels • grammar : conjugation in present, preterite and future tenses, noun and adjective agreements, tense verb endings, infinitive phrases, reflexive verbs, modal verbs, stem-changing verbs • reading / listening : accessing longer material and applying skills to succeed in exam style questions (true / false / nm + who says what + answer in English, etc) • speaking : sentence level to express opinions / contrast with someone else's 	<ul style="list-style-type: none"> • writing : accurate spellings on word and sentence levels • grammar : conjugation in present, preterite and future tenses, noun and adjective agreements, tense verb endings, ser vs. estar, infinitive phrases, the imperfect tense • reading / listening : accessing longer material and applying skills to succeed in exam style questions (true / false / nm + who says what + answer in English, etc) • speaking : sentence level to express opinions / contrast with someone else's
Cultural Capital	<ul style="list-style-type: none"> • The family unit in Spain • Jobs in Spanish speaking countries • The importance of learning Spanish for the future 	<ul style="list-style-type: none"> • Taking part in a role play at a Spanish pharmacy • Differences in British and Mediterranean diets 	<ul style="list-style-type: none"> • Fair Trade and its impact in Latin America • The rights and lives of children in Latin America









<p>Social, Moral, Spiritual and Cultural Development</p>	<p>Social: discussing likes and dislikes. Using social skills in different contexts Cultural/Spiritual : Importance of Spanish Cultural : Include key customs and festivals in England and Spain/Spanish speaking world:</p> <ul style="list-style-type: none"> ● European Day of Languages ● el día de los muertos (1st and 2nd November) ● Día de Todos los Santos / Día de los difuntos (1st November) ● Christmas / New Year 	<p>Social: discussing likes and dislikes. Using social skills in different contexts Cultural/Spiritual : Differences in British and Mediterranean diets Cultural : Include key customs and festivals in England and Spain/Spanish speaking world:</p> <ul style="list-style-type: none"> ● NYE ● Pancake Day ● Valentine’s Day ● Aprils’ Fool Day ● Las Fallas de Valencia (15-19th March) ● Día de San Jorge (23rd April) ● El Carnaval de Santa Cruz de Tenerife/Cadiz (Thursday before Ash Wednesday) ● Feria de abril (1 or 2 weeks after Easter) ● Semana Santa (East Time) 	<p>Social: discussing likes and dislikes. Using social skills in different contexts Cultural/spiritual: The lives of children their age in different countries Cultural : Include key customs and festivals in England and Spain/Spanish speaking world:</p> <ul style="list-style-type: none"> ● Mental health week ● mid June - Healthy eating week ● 29th June - LGBT (gay pride, etc) ● July 31st : Eid ● Día de San Isidro (15th May) ● Noche de San Juan (23rd June) ● Día de San Fermín (7th July) ● La Tomatina (Last Wednesday of August)
<p>Fundamental British Values</p>	<ul style="list-style-type: none"> ● Democracy : respectful of other people’s views and lifestyles ● Individual liberty: understanding ourselves and respecting others ● Tolerance of differences in other people 	<ul style="list-style-type: none"> ● Mutual respect : develop our knowledge of how people live in Spain and other Spanish-speaking countries, we come to respect their different way of life and through comparison, recognise and appreciate our own values more deeply 	<ul style="list-style-type: none"> ● Rule of law: how young people can express themselves and what they believe are important issues ● Respect for cultural traditions
<p>Assessment</p>	<p>Vocabulary tests related to topic specific vocabulary detailed above.</p> <ul style="list-style-type: none"> ● Extended pieces of writing from their speaking / writing booklet (on a 2 week basis) on family and relationships, jobs and employment, future job plans, future life plans ● Baseline test - key grammar concepts and vocabulary covered throughout Year 7 and 8 (See core and extended knowledge sections of Year 7 and 8 maps) 	<p>Vocabulary tests related to topic specific vocabulary detailed above.</p> <ul style="list-style-type: none"> ● Extended pieces of writing from their speaking / writing booklet (on a 2 week basis) on leading a healthy diet, staying fit, daily routine, illnesses and guidance on getting better ● Assessment on topics of family, jobs, healthy diet and sport ● 3 listening questions (Variety of potential question styles e.g. Multiple choice, P,N,P+N, Answer in English, Answer in Spanish) ● 3 reading questions (Variety of potential question styles e.g. Multiple choice, T/F/NM, Answer in English, Answer in Spanish) ● 1 translation into English ● 1 grammar exercise - Key verbs written in Spanish 	<p>Vocabulary tests related to topic specific vocabulary detailed above.</p> <ul style="list-style-type: none"> ● Extended pieces of writing from their speaking / writing booklet (on a 2 week basis) on children's rights, rights of children in the 3rd world, travelling to school, the environment, future plans for a better world ● Assessment on topic of free time activities: ● 3 listening questions (Variety of potential question styles e.g. Multiple choice, P,N,P+N, Answer in English, Answer in Spanish) ● 3 reading questions (Variety of potential question styles e.g. Multiple choice, T/F/NM, Answer in English, Answer in Spanish) ● 1 translation into English ● 90 word task on choice of jobs, health or global issues



Key Stage 4 Curriculum Journey:

The curriculum in Year 10 Spanish will enable learners to develop their ability to communicate at a sophisticated level by immersing them in the language and cultural practices of Spain and other Spanish speaking countries

THE YEAR 10 CURRICULUM JOURNEY

	HALF TERM 1	HALF TERM 2	HALF TERM 3	HALF TERM 4	HALF TERM 5	HALF TERM 6
Topic and learning focus	¡Desconéctate! Holidays 	Mi vida en el insti Life at School 	Mi gente Family and Technology 	Intereses e influencias Free Time Interests 	Ciudades Cities 	De costumbre Customs and Festivals 
Foundational Knowledge Prior learning needed	- High frequency vocabulary including opinions / reasons / higher opinions / sequencers / intensifiers / connectives / family members / verb conjugation across time frames	- High frequency vocabulary including opinions / reasons / higher opinions / sequencers / intensifiers / connectives / family members / verb conjugation across time frames	- High frequency vocabulary including opinions / reasons / higher opinions / sequencers / intensifiers / connectives / family members / verb conjugation across time frames	- High frequency vocabulary including opinions / reasons / higher opinions / sequencers / intensifiers / connectives / family members / verb conjugation across time frames	- High frequency vocabulary including opinions / reasons / higher opinions / sequencers / intensifiers / connectives / family members / verb conjugation across time frames	- High frequency vocabulary including opinions / reasons / higher opinions / sequencers / intensifiers / connectives / family members / verb conjugation across time frames
Core Knowledge and skills	<ul style="list-style-type: none"> ● Core topic-specific vocabulary from the Knowledge Organiser ● Conjugating verbs in the present and preterite tenses ● Using cuando ● Giving opinions and reasons ● Giving other people's opinions 	<ul style="list-style-type: none"> ● Core topic-specific vocabulary from the Knowledge Organiser ● Using a range of opinion structures ● Genders and plurals of nouns ● Adjective agreements ● Using hay and no hay 	<ul style="list-style-type: none"> ● Core topic-specific vocabulary from the Knowledge Organiser ● Adjectival agreements ● The reflexive verb 'llevarse' ● Giving more complex, verbal reasons ● Opinion infinitive structures 	<ul style="list-style-type: none"> ● Core topic-specific vocabulary from the Knowledge Organiser ● Using the present tense ● The infinitive structure 'soler' ● Giving more complex, verbal reasons ● Object pronouns ● Using the preterite tense 	<ul style="list-style-type: none"> ● Core topic-specific vocabulary from the Knowledge Organiser ● Singular and plural nouns ● Negatives ● Using muchos/unos ● The infinitive structure 'se puede' ● Using tan/tanto 	<ul style="list-style-type: none"> ● Core topic-specific vocabulary from the Knowledge Organiser ● Verbs for different mealtimes ● The infinitive structure 'soler' ● Using sequencers ● Using 'me gustaría' ● Using a range of tenses



	<ul style="list-style-type: none"> Moving between 3 time frames in one piece of writing 	<ul style="list-style-type: none"> Moving between 3 time frames in one piece of writing 	<ul style="list-style-type: none"> Moving between 3 time frames in one piece of writing 	<ul style="list-style-type: none"> Moving between 3 time frames in one piece of writing 	<ul style="list-style-type: none"> Moving between 3 time frames in one piece of writing 	<ul style="list-style-type: none"> Moving between 3 time frames in one piece of writing
Links with the National Curriculum	<p>Develop awareness and understanding of the culture and identity of the country and communities where the language is spoken</p> <p>Express and develop thoughts and ideas spontaneously and fluently</p>	<p>Develop awareness and understanding of the culture and identity of the country and communities where the language is spoken</p> <p>Acquire new knowledge and skills and ways of thinking through the ability to understand and respond to spoken and written material</p>	<p>Listen to and understand articulated, normal speech at normal speed</p> <p>Develop ability to communicate confidently and coherently in speech and writing, conveying what they want to say with increasing accuracy</p>	<p>Express and develop thoughts and ideas spontaneously and fluently</p> <p>Deepen their knowledge about how language works and enrich their vocabulary to increase independent use and understanding of language in a range of contexts</p>	<p>Develop awareness and understanding of the culture and identity of the country and communities where the language is spoken</p> <p>Develop ability to communicate confidently and coherently in speech and writing, conveying what they want to say with increasing accuracy</p> <p>Make links to other areas of the curriculum</p>	<p>Deepen their knowledge about how language works and enrich their vocabulary to increase independent use and understanding of language in a range of contexts</p>
Literacy (including reading)	<ul style="list-style-type: none"> Writing: Accurate spelling and grammar across 3 time frames Speaking: Accurate pronunciation in developed answers to questions Reading and Listening: Accessing GCSE material and applying exam skills to tackle the different exam style questions 	<ul style="list-style-type: none"> Writing: Accurate spelling and grammar across 3 time frames Speaking: Accurate pronunciation in developed answers to questions Reading and Listening: Accessing GCSE material and applying exam skills to tackle the different exam style questions 	<ul style="list-style-type: none"> Writing: Accurate spelling and grammar across 3 time frames Speaking: Accurate pronunciation in developed answers to questions Reading and Listening: Accessing GCSE material and applying exam skills to tackle the different exam style questions 	<ul style="list-style-type: none"> Writing: Accurate spelling and grammar across 3 time frames Speaking: Accurate pronunciation in developed answers to questions Reading and Listening: Accessing GCSE material and applying exam skills to tackle the different exam style questions 	<ul style="list-style-type: none"> Writing: Accurate spelling and grammar across 3 time frames Speaking: Accurate pronunciation in developed answers to questions Reading and Listening: Accessing GCSE material and applying exam skills to tackle the different exam style questions 	<ul style="list-style-type: none"> Writing: Accurate spelling and grammar across 3 time frames Speaking: Accurate pronunciation in developed answers to questions Reading and Listening: Accessing GCSE material and applying exam skills to tackle the different exam style questions
Cultural Capital	<ul style="list-style-type: none"> Popular holiday destinations and cities across the Spanish-speaking world 	<ul style="list-style-type: none"> Differences between school systems, school day, uniforms and qualifications in England and Spain and other Spanish speaking countries 	<ul style="list-style-type: none"> Popular social media platforms for Spanish speakers Pages/people to follow online to increase exposure to Spanish 	<ul style="list-style-type: none"> Popular Hispanic music, films and television programmes TV series to watch online to increase exposure to Spanish 	<ul style="list-style-type: none"> Popular holiday destinations and cities across the Spanish-speaking world 	<ul style="list-style-type: none"> Hispanic customs and traditions from around the world Hispanic festivals from around the world Traditional Hispanic food and drinks



<p>Social, Moral, Spiritual and Cultural Development</p>	<p>Social: discussing likes and dislikes. Using social skills in different contexts Cultural/Spiritual : Exposure to Spanish speaking cities and regions Cultural : Include key customs and festivals in England and Spain/Spanish speaking world:</p> <ul style="list-style-type: none"> ● European Day of Languages ● el día de los muertos (1st and 2nd November) ● Día de Todos los Santos / Día de los difuntos (1st November) ● Christmas / New Year 	<p>Social: discussing likes and dislikes. Using social skills in different contexts Cultural/Spiritual : Exposure to Spanish school system and key differences Cultural : Include key customs and festivals in England and Spain/Spanish speaking world:</p> <ul style="list-style-type: none"> ● European Day of Languages ● el día de los muertos (1st and 2nd November) ● Día de Todos los Santos / Día de los difuntos (1st November) ● Christmas / New Year 	<p>Social: discussing likes and dislikes. Using social skills in different contexts Cultural/Spiritual : Greater online exposure to Spanish Cultural : Include key customs and festivals in England and Spain/Spanish speaking world:</p> <ul style="list-style-type: none"> ● NYE ● Pancake Day ● Valentine’s Day ● Aprils’ Fool Day ● Las Fallas de Valencia (15-19th March) ● Día de San Jorge (23rd April) ● El Carnaval de Santa Cruz de Tenerife/Cadiz (Thursday before Ash Wednesday) ● Feria de abril (1 or 2 weeks after Easter) ● Semana Santa (East Time) 	<p>Social: discussing likes and dislikes. Using social skills in different contexts Cultural/Spiritual : Greater online exposure to Spanish Cultural : Include key customs and festivals in England and Spain/Spanish speaking world:</p> <ul style="list-style-type: none"> ● NYE ● pancake day ● Valentine’s day ● Aprils’ fool day ● Las Fallas de Valencia (15-19th March) ● Día de San Jorge (23rd April) ● El Carnaval de Santa Cruz de Tenerife/Cadiz (Thursday before Ash Wednesday) ● Feria de abril (1 or 2 weeks after Easter) ● Semana Santa (East Time) 	<p>Social: discussing likes and dislikes. Using social skills in different contexts Cultural/spiritual: Exposure to Spanish speaking cities and regions Cultural : Include key customs and festivals in England and Spain/Spanish speaking world:</p> <ul style="list-style-type: none"> ● Mental health week ● mid June - Healthy eating week ● 29th June - LGBT (gay pride, etc) ● July 31st : Eid ● Día de San Isidro (15th May) ● Noche de San Juan (23rd June) ● Día de San Fermín (7th July) ● La Tomatina (Last Wednesday of August) 	<p>Social: discussing likes and dislikes. Using social skills in different contexts Cultural/spiritual: Exposure to Hispanic customs, traditions and festivals Cultural : Include key customs and festivals in England and Spain/Spanish speaking world:</p> <ul style="list-style-type: none"> ● Mental health week ● mid June - Healthy eating week ● 29th June - LGBT (gay pride, etc) ● July 31st : Eid ● Día de San Isidro (15th May) ● Noche de San Juan (23rd June) ● Día de San Fermín (7th July) ● La Tomatina (Last Wednesday of August)
<p>Fundamental British Values</p>	<p>Mutual Respect and Tolerance and Respect of Opinions and Diversity: Study and Understanding of Spanish and Latin American cities and popular destinations. An appreciation for the geography and weather in</p>	<p>Mutual Respect and Tolerance, Democracy and Respect of Opinions and Diversity: Study and Understanding of Spanish and Latin American schools and how the school life and culture differ from England.</p>	<p>Mutual Respect and Tolerance, Democracy and Respect of Opinions and Diversity: Discussion of relationships with friends and family members and the qualities that a ‘good’ person has.</p>	<p>Mutual Respect and Tolerance and Respect of Opinions and Diversity: Students will be exposed to a range of authentic Hispanic television, cinema and music with the opportunities to discuss their opinions and preferences and how certain</p>	<p>Mutual Respect and Tolerance, Democracy and Respect of Opinions and Diversity: Study and Understanding of Spanish and Latin American cities and popular destinations. An appreciation for the geography and weather in Spain and how this affects people’s lives.</p>	<p>Mutual Respect and Tolerance and Respect of Opinions and Diversity: Study and Understanding of Spanish and Latin American customs and festivals, how these differ from those in England and for students to gain a greater appreciation</p>






	<p>Spain and how this affects people’s lives.</p> <p>Democracy, Individual Liberty and The Rule of Law:</p> <p>In lessons on this topic, students will have the opportunity to voice their opinions and respect the opinions of their peers and people from Spanish speaking countries.</p>	<p>Debating the positives and negatives of differing views on aspects of school life.</p> <p>Democracy, Individual Liberty and The Rule of Law:</p> <p>In lessons on this topic, students will have the opportunity to voice their opinions and respect the opinions of their peers and people from Spanish speaking countries.</p>	<p>Debating the positives and negatives of social media and its impact on people’s lives.</p> <p>Democracy, Individual Liberty and The Rule of Law:</p> <p>In lessons on this topic, students will have the opportunity to voice their opinions and respect the opinions of their peers and people from Spanish speaking countries.</p>	<p>aspects differ from British norms.</p> <p>Democracy, Individual Liberty and The Rule of Law:</p> <p>In lessons on this topic, students will have the opportunity to voice their opinions and respect the opinions of their peers and people from Spanish speaking countries.</p>	<p>Debating the positives and negatives of living in different countries and areas.</p> <p>Democracy, Individual Liberty and The Rule of Law:</p> <p>In lessons on this topic, students will have the opportunity to voice their opinions and respect the opinions of their peers and people from Spanish speaking countries.</p>	<p>for the customs of other cultures.</p> <p>Democracy, Individual Liberty and The Rule of Law:</p> <p>In lessons on this topic, students will have the opportunity to voice their opinions and respect the opinions of their peers and people from Spanish speaking countries.</p>
Assessment	<ul style="list-style-type: none"> - Vocabulary tests: students will be tested each week on the vocabulary list from the sub-topic they are studying (see KO for vocabulary lists) - extended pieces of writing from their speaking / writing booklet: Students will write answers to key questions linked to the sub-topics they are studying e.g. What they do in their summer holidays, a recent holiday they have been on, their plans for future holidays, subjects they enjoy in school, opinions of their teachers, their opinions on school uniform and school rules, comparing their current school to their primary school. - 90 word writing task on holidays topic across 3 time frames 	<ul style="list-style-type: none"> - Vocabulary tests: students will be tested each week on the vocabulary list from the sub-topic they are studying (see KO for vocabulary lists) - extended pieces of writing from their speaking / writing booklet e.g. describing relationships, the qualities of a good friend, uses of social media, free time interests, opinions on TV, film and music. - Reading and Listening exam on topics of holidays, school and mi gente - range of question types following GCSE specification (multiple choice, answer in English, Answer in Spanish, P / N / P+N) 	<ul style="list-style-type: none"> - Vocabulary tests: students will be tested each week on the vocabulary list from the sub-topic they are studying (see KO for vocabulary lists) - extended pieces of writing from their speaking / writing booklet e.g. their home and local area, describing Spanish cities, plans for future visits to Spanish, Hispanic culture and traditions, their plans to experience Hispanic culture. - GCSE papers in Reading, Listening and Writing 			



Key Stage 4 Curriculum Journey:

The curriculum in Year 11 Spanish will enable learners to develop their ability to communicate at a sophisticated level by immersing them in the language and cultural practices of Spain and other Spanish speaking countries

THE YEAR 11 CURRICULUM JOURNEY

	Term 1	Term 2	Term 3
Topic and learning focus	<p>¡A currar! Work and Future Plans + Preparation for mock examinations</p> 	<p>Hacia un mundo mejor Global and Social Issues + Preparation for oral examination</p> 	<p>Revision of all topics + Preparation for GCSE examinations</p> 
Foundational Knowledge Prior learning needed	- High frequency vocabulary including opinions / reasons / higher opinions / sequencers / intensifiers / connectives / family members / verb conjugation across time frames	- High frequency vocabulary including opinions / reasons / higher opinions / sequencers / intensifiers / connectives / family members / verb conjugation across time frames	- a knowledge of the vocabulary and grammatical structures covered throughout the course to be able to tackle exam questions.
Core Knowledge and skills	<ul style="list-style-type: none"> ● Core topic-specific vocabulary from the Knowledge Organiser (Click link above) ● Genders of nouns ● Nouns that don't change ● Using a range of infinitive structures ● Using alternatives to 'and' ● Using different ways of expressing the future ● Using 'is' clauses ● Using 'lo + adjective' 	<ul style="list-style-type: none"> ● Core topic-specific vocabulary from the Knowledge Organiser (Click link above) ● Using 'se debería' ● Using the superlative ● Using a range of modal verbs ● Combining all 3 time frames ● Giving extended opinions and reasons ● 90 Word writing tasks ● Sentence level translation into TL ● Foundation level exam style questions 	<p>Time spent during this term covering topic content which teachers/students feel is lacking - needs to be adapted to the changing needs to classes and what they feel is beneficial to re-cover and focus on.</p> <p>Time also spent covering exam skills for the reading, listening and writing exams, again with a focus on areas of weakness for students.</p>



	Time spent during this term doing 'walk and talk' reading, listening and writing exams in preparation for mock exams where teachers demonstrate necessary skills and strategies for the different papers and question types.	Time spent during this term preparing for the oral examination. Teachers will focus on the different aspects of the examination ensuring pupils have the necessary knowledge and skills to be successful.	
Developmental Knowledge and Skills	<ul style="list-style-type: none"> Extended topic-specific vocabulary from the Knowledge Organiser: wider range of vocabulary Using soler in the imperfect Using the subjunctive with 'cuando' Using the present and present continuous Using the conditional Paragraph level translation into TL Cross-over exam-style questions <p>Time spent during this term doing 'walk and talk' reading, listening and writing exams in preparation for mock exams where teachers demonstrate necessary skills and strategies for the different papers and question types.</p>	<ul style="list-style-type: none"> Extended topic-specific vocabulary from the Knowledge Organiser: wider range of vocabulary Using the present subjunctive Using the imperfect continuous Using the pluperfect tense Paragraph level translation into TL Cross-over exam-style questions <p>Time spent during this term preparing for the oral examination. Teachers will focus on the different aspects of the examination ensuring pupils have the necessary knowledge and skills to be successful.</p>	Time spent during this term covering topic content which teachers/students feel is lacking - needs to be adapted to the changing needs to classes and what they feel is beneficial to re-cover and focus on. Time also spent covering exam skills for the reading, listening and writing exams, again with a focus on areas of weakness for students.
Complex Knowledge	<ul style="list-style-type: none"> Literary texts Longer texts with unfamiliar language Higher tier exam style questions Using a range of complex phrases and structures found in the Knowledge Organisers Moving between 3 time frames in one piece of writing 	<ul style="list-style-type: none"> Literary texts Longer texts with unfamiliar language Higher tier exam style questions Using a range of complex phrases and structures found in the Knowledge Organisers Moving between 3 time frames in one piece of writing 	Time spent during this term covering topic content which teachers/students feel is lacking - needs to be adapted to the changing needs to classes and what they feel is beneficial to re-cover and focus on. Time also spent covering exam skills for the reading, listening and writing exams, again with a focus on areas of weakness for students. An understanding of the mark schemes and what is needed to achieve the top grades in the examinations.
Links with the National Curriculum	<p>Develop ability to communicate confidently and coherently in speech and writing, conveying what they want to say with increasing accuracy</p> <p>Develop language learning skills for immediate use and to prepare them for further language study or employment</p>	<p>Develop awareness and understanding of the culture and identity of the country and communities where the language is spoken</p> <p>Make links to other areas of the curriculum</p>	<p>Express and develop thoughts and ideas spontaneously and fluently</p> <p>Consolidate ability to communicate confidently and coherently in speech and writing, conveying what they want to say with increasing accuracy</p> <p>Listen to and understand articulated, normal speech at normal speed</p>
Literacy (including reading)	<ul style="list-style-type: none"> Writing: Accurate spelling and grammar across 3 time frames Speaking: Accurate pronunciation in developed answers to questions Reading and Listening: Accessing GCSE material and applying exam skills to tackle the different exam style questions 	<ul style="list-style-type: none"> Writing: Accurate spelling and grammar across 3 time frames Speaking: Accurate pronunciation in developed answers to questions Reading and Listening: Accessing GCSE material and applying exam skills to tackle the different exam style questions 	<ul style="list-style-type: none"> Writing: Accurate spelling and grammar across 3 time frames Speaking: Accurate pronunciation in developed answers to questions Reading and Listening: Accessing GCSE material and applying exam skills to tackle the different exam style questions
Cultural Capital	<ul style="list-style-type: none"> Jobs and careers in Spanish speaking countries The importance of studying languages and Spanish Spanish speaking countries as a gap-year destination 	<ul style="list-style-type: none"> Charitable organisations in Spanish speaking countries Fair trade and its impact in Latin America 	<p>Social: discussing likes and dislikes. Using social skills in different contexts</p> <p>Cultural/spiritual: Exposure to Spanish speaking cities and regions</p>



<p>Social, Moral, Spiritual and Cultural Development</p>	<p>Social: discussing likes and dislikes. Using social skills in different contexts Cultural/Spiritual : Relevance and importance of Spanish in the modern world Cultural : Include key customs and festivals in England and Spain/Spanish speaking world:</p> <ul style="list-style-type: none"> ● European Day of Languages ● el día de los muertos (1st and 2nd November) ● Día de Todos los Santos / Día de los difuntos (1st November) ● Christmas / New Year 	<p>Social: discussing likes and dislikes. Using social skills in different contexts Cultural/Spiritual : The impact of fair trade and other charitable organisations in the Spanish speaking world Cultural : Include key customs and festivals in England and Spain/Spanish speaking world:</p> <ul style="list-style-type: none"> ● NYE ● Pancake Day ● Valentine’s Day ● Aprils’ Fool Day ● Las Fallas de Valencia (15-19th March) ● Día de San Jorge (23rd April) ● El Carnaval de Santa Cruz de Tenerife/Cadiz (Thursday before Ash Wednesday) ● Feria de abril (1 or 2 weeks after Easter) ● Semana Santa (East Time) 	<p>Cultural : Include key customs and festivals in England and Spain/Spanish speaking world:</p> <ul style="list-style-type: none"> ● Mental health week ● mid-June - Healthy eating week ● 29th June - LGBT (gay pride, etc) ● July 31st : Eid ● Día de San Isidro (15th May) ● Noche de San Juan (23rd June) ● Día de San Fermín (7th July) ● La Tomatina (Last Wednesday of August)
<p>Fundamental British Values</p>	<p>Mutual Respect, Democracy and Tolerance and Respect of Opinions and Diversity:</p> <ul style="list-style-type: none"> ● Study and Understanding of different professions and plans for the future. ● Debating the pro’s and con’s and opinions of going to university, getting married, having children and different job opportunities. <p>Democracy, Individual Liberty and The Rule of Law:</p> <ul style="list-style-type: none"> ● In lessons on this topic, students will have the opportunity to voice their opinions and respect the opinions of their peers and people from Spanish speaking countries. 	<p>Mutual Respect, Democracy and Tolerance and Respect of Opinions and Diversity:</p> <ul style="list-style-type: none"> ● Study and Understanding of a range of global and social problems such as homelessness, unemployment and environmental issues and how these impact people’s lives. ● The opportunity to develop a greater understanding of the lives of people in some Latin American countries where children do not have the same equal rights that students do in England. <p>Democracy, Individual Liberty and The Rule of Law:</p> <ul style="list-style-type: none"> ● In lessons on this topic, students will have the opportunity to voice their opinions and respect the opinions of their peers and people from Spanish speaking countries. 	<p>Mutual Respect, Democracy and Tolerance and Respect of Opinions and Diversity:</p> <ul style="list-style-type: none"> ● As we go back over and revise topics from throughout the course, students will have the opportunity to revisit their opinions and those of others on a range of issues with a particular focus on social media, relationships, social issues and plans for the future. <p>Democracy, Individual Liberty and The Rule of Law:</p> <ul style="list-style-type: none"> ● In lessons on this topic, students will have the opportunity to voice their opinions and respect the opinions of their peers and people from Spanish speaking countries.
<p>Assessment</p>	<p>- Vocabulary tests: students will be tested each week on the vocabulary list from the sub-topic they are studying (see KO for vocabulary lists) - extended pieces of writing from their speaking / writing booklet e.g. jobs of their family and their opinions, their future plans for work and their personal future.</p>	<p>- Vocabulary tests: students will be tested each week on the vocabulary list from the sub-topic they are studying (see KO for vocabulary lists) - extended pieces of writing from their speaking / writing booklet e.g. how they help the environment, social issues concerning them, issues in other countries and what can be done to help.</p>	<p>- Vocabulary tests: students will be tested each week on vocabulary linked to the topics being recovered. This will differ depending on the needs of the students. - GCSE papers in Reading, Listening and Writing - Mock speaking exams - Role Play Card, Photo Description Card and General Conversation of topics</p>



	<p>- 90 / 150 word writing task - choice of topics from School, Holidays, Free Time Interests, Technology, Relationships and Cities - GCSE papers in Reading, Listening and Writing</p>		
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