

Half Term	Curriculum Content	Assessment(s) (assessment title, duration and approx date)	Extra-Curricular Options (Places to visit; wider reading; clubs to join)
<p><b>Year 7 Curriculum Overview:</b>  <i>In year 7 our curriculum aims at enthusing pupils with a love for the language and to firmly establish its basics (phonics, vocabulary and grammar) in their long-term memories. There is a special emphasis on developing the ability to express and justify opinions and to equip pupils with language learning strategies that will serve them as they progress through the school.</i></p>			
<p><b>Year 7 HT1</b></p>	<p><b>Unit Title: The Basics</b>  Pupils are introduced to the basics of the language, including phonetic and spelling patterns, basic grammar <b>such as agreements and word order, and key vocabulary such as numbers and dates. They develop their ability</b> to understand classroom commands and to use basic classroom language among themselves and with the teacher appropriately.</p> <p>Students will learn about:</p> <ul style="list-style-type: none"> <li>• Numbers and dates</li> <li>• Routine classroom instructions</li> <li>• Expressing opinions</li> </ul>	<p><b>Formative Assessment:</b>  Vocabulary quizzes</p> <p><b>Summative Assessment:</b> End of unit listening and speaking assessment</p>	<ul style="list-style-type: none"> <li>• presentation about yourself (name, age, birthday, where you come from, where you live, languages you speak or would like to speak, what you like doing and what you do regularly at the weekend/after school).</li> </ul>
<p><b>Year 7 HT2</b></p>	<p><b>Unit Title: My family</b>  In this unit pupils develop their ability to describe people and animals and express simple opinions about family members, celebrities, etc. and preferences about colours and animals.</p> <ul style="list-style-type: none"> <li>• Colours</li> <li>• Describing people</li> <li>• Animals</li> </ul>	<p><b>Formative Assessment:</b>  Vocabulary quizzes</p> <p><b>Summative Assessment:</b> End of unit reading and writing assessment</p>	
<p><b>Year 7 HT3</b></p>	<p><b>Unit Title: School</b>  In this unit pupils develop their ability to express preferences and justify them, to discuss their school routine including times and the facilities at their school.</p> <p>Students will learn about:</p>	<p><b>Mid-Year Exam:</b>  Listening, reading and writing assessment</p>	<p>Extended writing answering:</p> <ul style="list-style-type: none"> <li>• what is your favourite subject and why</li> <li>• what do you think about your school</li> </ul>

	<ul style="list-style-type: none"> <li>• School subjects</li> <li>• School facilities</li> <li>• Time</li> </ul>	<b>Formative Assessment:</b> Vocabulary quizzes	<ul style="list-style-type: none"> <li>• what you normally do during break</li> <li>• what are you going to do when you get home today</li> </ul>
<b>Year 7 HT4</b>	<b>Unit Title: Where I live</b> In this unit pupils further develop their ability to establish comparisons and express their opinions including some justification. They develop their ability to describe houses and locations and express preferences, including where they would like to live in the future. <ul style="list-style-type: none"> <li>• Key locations – what is there in my town?</li> <li>• Types of house and descriptions</li> <li>• Expressing opinions with justifications</li> </ul>	<b>Formative Assessment:</b> Vocabulary quizzes <b>Summative Assessment:</b> Speaking assessment	Extended writing answering: <ul style="list-style-type: none"> <li>• where you live (house+area)</li> <li>• where you would like to live in the future and why</li> </ul>
<b>Year 7 HT5</b>	<b>Unit Title: Revision + Skills Based Lessons</b> Students to spend time focusing on key exam skills-based lessons in-line with the new GCSE including: <ul style="list-style-type: none"> <li>- Listening Comprehension Skills</li> <li>- Reading Comprehension Skills</li> <li>- Speaking Skills (Role Play, Photo Task, Asking + Answering Questions in French/Spanish)</li> <li>- Writing Skills (Essay Writing, Translation)</li> <li>- Grammar Focus</li> <li>- Dictation and Phonics</li> </ul>		
<b>Year 7 HT6</b>	<b>Unit Title: Revision + End of Year Projects</b> Students revise all core content from previous units and lessons are based on developing key language skills to allow them to success in their PPEs.  To end the year, students will do a Speak to Me Challenge where they can practise their Speaking Skills through role play in French/Spanish. The group that can recite and act out their Role Play the best will win an end of year prize.	<b>End of Year Exams</b> Listening, reading and writing	-
<b>Term</b>	<b>Curriculum Content</b>	<b>Assessment(s)</b>	<b>Extra-Curricular Options</b>

		(assessment title, duration and approx date)	(Places to visit; wider reading; clubs to join)
<p><b>Year 8 Curriculum Overview:</b>  <i>In year 8 our curriculum aims at developing pupils' linguistic competencies, extending their knowledge and proficiency in dealing with familiar and less familiar language. There is a special emphasis on developing the ability to narrate in the three time frames (grammar), consolidating phonics and increasing vocabulary knowledge, both high frequency transferable items and more specific, topic-base lexical items (both breadth and depth will be taught and assessed, including work on synonyms and antonyms).</i></p>			
<p><b>Year 8 HT1</b></p>	<p><b>Unit Title: Holidays</b>            We start year 8 with this unit to maximise on pupils coming back with renewed energy after the summer (but potentially with some gaps due to forgetting over the long holiday). We want to start the year with the introduction of the past time frame which we will be revisiting under each unit this year to ensure pupils embed it in their long-term memories and have plenty of opportunity to practise it in different contexts.</p> <ul style="list-style-type: none"> <li>• Holiday destinations</li> <li>• Modes of transport</li> <li>• Holiday activities in the past tense</li> <li>• Opinions in the past tense</li> </ul>	<p><b>Formative assessment:</b>            Vocabulary quizzes</p> <p><b>Summative Assessment:</b> End of unit listening and speaking assessment</p>	<p>Extended writing answering:</p> <ul style="list-style-type: none"> <li>• Usual holidays</li> <li>• Last/most memorable holiday</li> <li>• Preferred type of holiday</li> <li>• Future holiday plans</li> </ul>
<p><b>Year 8 HT2</b></p>	<p><b>Unit Title: Going out and Staying in</b>            This unit revisits and extends some vocabulary and grammar from year 7, while making full use of the infinitives learnt or revised under unit 5. In this unit pupils further develop their ability to express future plans and narrate events in the past as well as expressing preferences about their free time and make comparisons. The focus on role plays lends itself to specific practice of aural skill and phonics.</p> <ul style="list-style-type: none"> <li>• Weekend activities in the present tense</li> <li>• Clothes and what to wear</li> <li>• TV shows and film</li> <li>• Weekend activities in the near future tense</li> </ul>	<p><b>Formative assessment:</b>            Vocabulary quizzes</p> <p><b>Summative assessment:</b>            End of unit reading and writing assessment</p>	<ul style="list-style-type: none"> <li>• Extended writing answering:</li> <li>• what do you prefer to do when you have free time</li> <li>• what you did last weekend with your friends</li> <li>• review of a film watched recently</li> <li>• your plans for next weekend</li> </ul>

<p><b>Year 8 HT3</b></p>	<p><b>Unit Title: Daily routine, health and fitness</b>  In this unit pupils develop their ability to discuss their daily routine and give their opinion about it, including any desired changes, as well as develop their ability to discuss simple healthy and unhealthy habits including recommendations. The focus on role plays lends itself to specific practice of aural skill and phonics.</p> <p>Students will learn about:</p> <ul style="list-style-type: none"> <li>• Daily routines (reflexive verbs)</li> <li>• Health eating: breakfast, lunch and dinner,</li> <li>• Going to the doctors – expressing ailments</li> </ul>	<p><b>Formative assessment:</b>  Vocabulary quizzes</p> <p><b>Summative assessment:</b>  End of unit listening and writing assessment</p>	
<p><b>Year 8 HT4</b></p>	<p><b>Unit Title: School and future plans</b>  In this unit pupils revisit key language from year 7 such as personal description, subjects and expressing opinions. They further develop their ability to discuss school life including giving and seeking opinions about school rules, uniform, etc. In unit 8 pupils also develop their ability to discuss their hopes and ambitions for the future combining more than one way of expressing the future time frame.</p> <p>Students will develop skills of:</p> <ul style="list-style-type: none"> <li>• School routines and rules</li> <li>• Jobs</li> <li>• Expressing future desires</li> </ul>	<p><b>Formative Assessment:</b>  Vocabulary quizzes</p> <p><b>Summative Assessment:</b>  Speaking</p>	
<p><b>Year 8 HT5</b></p>	<p><b>Unit Title: Revision + Skills Based Lessons</b>  Students to spend time focusing on key exam skills-based lessons in-line with the new GCSE including:</p> <ul style="list-style-type: none"> <li>- Listening Comprehension Skills</li> <li>- Reading Comprehension Skills</li> <li>- Speaking Skills (Role Play, Photo Task, Asking + Answering Questions in French/Spanish)</li> <li>- Writing Skills (Essay Writing, Translation)</li> <li>- Grammar Focus</li> <li>- Dictation and Phonics</li> </ul>		

<p><b>Year 8 HT6</b></p>	<p><b>Unit Title: Revision + End of Year Projects</b> Students revise all core content from previous units and lessons are based on developing key language skills to allow them to success in their PPEs.</p> <p>To end the year, students will do a Poetry Competition where they can practise their Speaking Skills through phonics in French/Spanish. They will recite and adapt a poem in French/Spanish and present it to the class in a competition of memory.</p>	<p><b>End of Year Exams</b> Listening, reading and writing</p>	
<p><b>Term Curriculum Content</b></p>		<p><b>Assessment(s)</b> <i>(assessment title, duration and approx date)</i></p>	<p><b>Extra-Curricular Options</b> <i>(Places to visit; wider reading; clubs to join)</i></p>
<p><b>Year 9 Curriculum Overview:</b> <i>In year 9 our Curriculum aims at inspiring young teenagers while consolidating and extending their language knowledge, ensuring a majority chooses to carry on with their language into GCSE. Therefore, it includes cultural topics, a wide representation of the Spanish speaking world and it encourages the exploration of songs, short films and literature, as well as consolidating practice on phonics, expanding vocabulary knowledge (breadth and depth) and increasing understanding and knowledge of key grammar.</i></p>			
<p><b>Year 9 HT1</b></p>	<p><b>Unit Title: Relationships</b> The first unit in year 9 combines revision of previously learnt language with the introduction of a wider range of vocabulary, allowing for a more mature and sophisticated way of describing people, personal relationships and future wishes. Pupils also extend their ability to express preferences, future plans and to narrate events in the past, including a range of past tenses. It is recommended that songs are used to further pupils’ practice of the phonics, vocabulary and grammar relevant to this unit of work and to increase cultural awareness (see below).</p> <p>Students will learn about</p> <ul style="list-style-type: none"> <li>• Describing family relationships (reflexive verbs)</li> <li>• Romantic relationships</li> <li>• Describing past events (imperfect tense)</li> </ul>	<p><b>Formative assessment:</b> Vocabulary quizzes</p> <p><b>Summative Assessment:</b> End of unit listening and speaking assessment</p>	<ul style="list-style-type: none"> <li>• Song “Mi otra mitad” by Tisuby (Venezuela)</li> <li>• Song “Amor de verano”, by David Rees (born in Spain from a British family).</li> <li>• Song “50 cosas sobre mí”, by David Rees</li> <li>• Song “Corazón sin cara” by Prince Royce (American-born Dominican singer and songwriter).</li> </ul>

<p><b>Year 9 HT2</b></p>	<p><b>Unit Title: Festivals</b> This is a predominantly cultural unit aimed at expanding knowledge of other countries' traditions and to establish comparisons with their own culture. In this unit pupils further develop their ability to express future plans and narrate events in the past combining various tenses. New specific vocabulary is introduced and sound-symbols correspondences covered since year 7 are revisited.</p> <p>Students will learn about:</p> <ul style="list-style-type: none"> <li>• Food</li> <li>• French/Spanish-speaking cultural events</li> <li>• Comparisons</li> <li>• Photo card practice</li> </ul>	<p><b>Formative assessment:</b> Vocabulary quizzes</p> <p><b>Summative assessment:</b> End of unit reading and writing assessment</p>	<ul style="list-style-type: none"> <li>• La leyenda de la Llorona (México). Song with lyrics and interactive exercises</li> <li>• Receta pan de muerto (México): Video recipe and activities</li> <li>• Auténtica tortilla de patatas (Spain): video recipe and activities</li> <li>• Día de Todos los Santos en España</li> <li>• Film: opening scene of "Volver", by Pedro Almodóvar (Spain)</li> </ul>
<p><b>Year 9 HT3</b></p>	<p><b>Unit Title: My City</b> In this unit pupils further develop their knowledge about and ability to compare different countries and cultures. They extend their knowledge about the Hispanic world or an area of a Spanish speaking country by learning about particular cities/countries/areas. This unit provides ample scope for adapting to suit individual department's knowledge, expertise or interest.</p> <p>Students will learn about:</p> <ul style="list-style-type: none"> <li>• Revisiting town vocabulary (covered in Y7)</li> <li>• Comparisons between present and past</li> <li>• Tourist information</li> <li>• Life in French/Spanish speaking cities</li> </ul>	<p><b>Formative assessment:</b> Vocabulary quizzes</p> <p><b>Summative assessment:</b> End of unit reading and writing assessment</p>	<ul style="list-style-type: none"> <li>• Test de cultura (including videos and photos) <ul style="list-style-type: none"> <li>- Argentina</li> <li>- Colombia</li> <li>- Mexico</li> </ul> </li> </ul>
<p><b>Year 9 HT4</b></p>	<p><b>Unit Title: The World Around Us</b> This is the last unit in our KS3 curriculum and could provide a bridge between KS3 and KS4. Pupils have the opportunity to extend their knowledge about world-wide issues</p>	<p><b>Formative Assessment:</b> Vocabulary quizzes</p>	

	<p>through Spanish, using knowledge they might have acquired via other areas of the curriculum such as Geography or PSHE.</p> <ul style="list-style-type: none"> <li>• The environment</li> <li>• Children’s rights</li> <li>• Helping others – voluntary work in the community</li> </ul>	<p><b>Summative Assessment:</b> Listening, writing</p>	
<p><b>Year 9 HT5</b></p>	<p><b>Unit Title: Revision + Skills Based Lessons</b> Students to spend time focusing on key exam skills-based lessons in-line with the new GCSE including:</p> <ul style="list-style-type: none"> <li>- Listening Comprehension Skills</li> <li>- Reading Comprehension Skills</li> <li>- Speaking Skills (Role Play, Photo Task, Asking + Answering Questions in French/Spanish)</li> <li>- Writing Skills (Essay Writing, Translation)</li> <li>- Grammar Focus</li> <li>- Dictation and Phonics</li> </ul>		
<p><b>Year 9 HT6</b></p>	<p><b>Unit Title: Revision + End of Year Projects</b> Students revise all core content from previous units and lessons are based on developing key language skills to allow them to success in their PPEs.</p> <p>To end the year, students will do a research project on a French/Spanish speaking country and present it to the class. The best presentation will receive an end of year prize.</p>	<p><b>End of Year Exams</b> Listening, reading and writing</p>	

Term	Curriculum Content	Assessment(s) (assessment title, duration and approx date)	Extra-Curricular Options (Places to visit; wider reading; clubs to join)
<b>Year 10 Curriculum Overview:</b>			
<b>Year 10 HT1</b>	<b>Unit Title: Lifestyle, Media and Technology</b> <ul style="list-style-type: none"> <li>- Free time activities</li> <li>- Discussing different types of technology such as social media</li> <li>- Talking about role models</li> </ul>	<b>Formative assessment:</b> Listening + Writing	
<b>Year 10 HT2</b>	<b>Unit Title: My Personal World</b> <ul style="list-style-type: none"> <li>- Describing yourself, your family and friends</li> <li>- Discussing different cultural traditions in a Francophone/Hispanic country</li> </ul>		
<b>Year 10 HT3</b>	<b>Unit Title: Lifestyle and Wellbeing</b> <ul style="list-style-type: none"> <li>- Talking about living a healthy lifestyle</li> <li>- Discussing issues concerning young people</li> </ul>	<b>Mid-Year exam:</b> PPE1 Listening, Reading and Writing	
<b>Year 10 HT4</b>	<b>Unit Title: Studying and My Future</b> <ul style="list-style-type: none"> <li>- Discussing your life in school</li> <li>- Exploring your future plans and ambitions</li> </ul>	<b>Formative assessment:</b> Reading + Speaking	
<b>Year 10 HT5</b>	<b>Unit Title: Travel and Tourism</b> <ul style="list-style-type: none"> <li>- Talking about travelling and where you would like to visit</li> <li>- Discovering the importance of learning languages when travelling</li> </ul>		
<b>Year 10</b>	<b>Unit Title: Revision and Skills Based Practise</b>	<b>End of Year assessment:</b>	

HT6		PPE2 - Listening, Speaking, Reading and Writing	
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Term	Curriculum Content	Assessment(s) <i>(assessment title, duration and approx date)</i>	Extra-Curricular Options <i>(Places to visit; wider reading; clubs to join)</i>
<b>Year 11 Curriculum Overview:</b>			
<b>Year 11 HT1</b>	<b>Unit Title: Travel and Tourism</b> <ul style="list-style-type: none"> <li>- Talking about travelling and where you would like to visit</li> <li>- Discovering the importance of learning languages when travelling</li> </ul>		
<b>Year 11 HT2</b>	<b>Unit Title: Communication and the world around us</b> <ul style="list-style-type: none"> <li>- Understanding the climate crisis and its impact on the Francophone/Hispanophone world</li> <li>- Discussing new technologies for a greener economy</li> <li>-</li> </ul>	<b>PPE 1: November 2025</b> Listening, Speaking, Reading and Writing	
<b>Year 11 HT3</b>	<b>Revision of themes, exam practice</b>		
<b>Year 11 HT4</b>	<b>Revisiting of themes, exam practice</b>	<b>PPE 2: March 2026</b> Listening, Speaking, Reading and Writing	
<b>Year 11</b>			

<b>HT5</b>	<b>Revisiting topics and themes, exam practice</b>		
<b>Year 11 HT6</b>	<b>Unit Title: GCSE Examinations</b>		