

	Weeks 1-12	Weeks 13-24	Weeks 25-36	Timetable rollover
Year 7	Mi Vida ☐ -Greetings & Introductions ☐ -Age & birthday ☐ -Personality description ☐ -Physical description (hair/eyes/height etc) (M4, U1+2) ☐ -Family and pets (Family - M4, U1)	Mi Tiempo Libre ☐ -Giving opinions ☐ -Free time activities ☐ -Weather ☐ -Saying what sports you play/do	Mi insti ☐ -School subjects ☐ -Opinions and reasons on subjects ☐ -Telling the time ☐ -Timetable & school day ☐ -Talking about food at school ☐ -Facilities	Film project - Coco
	Grammar: ☐ -Masculine/feminine nouns ☐ -Verb "ser" (1st, 2nd, 3rd person) ☐ -Negative ☐ -Feminine/masculine adjective endings ☐ -Verb 'tener'	Grammar: ☐ -Expressing positive + negative opinions ☐ -Using the infinitive with verbs of opinion ☐ -Using "hacer" and "jugar" ☐ -Regular -ar verbs ☐	Grammar: ☐ -Using el/la/los/las before subjects - Feminine/masculine of adjectives(review) - Adjectival agreement (gender and frequency) ☐ -Using uno/unos/una/unas ☐ -Present tense of ER and IR verbs	
	Phonics: ☐ - "ll" = y ☐ - 'me' = meh ☐ - 'mi' = me ☐ - 'j' = hard h ☐ - 'h' = silent ☐ - ñ = ny	Phonics: ☐ - 'ci' = th ☐ - 'z' = th ☐ - 'ce' at start/middle of word = th ☐ - 'ce' at end of word = thay ☐ - 'rr' = rolled r ☐ - 'v' = soft b	Phonics: ☐ - Accents = stress on letter ☐ - Intonation ☐ - 'que' = kay ☐ - 'cua' = kw ☐ - do' = soft d + o	
	Assessments: End of module: Speaking End of module: Vocabulary	Assessments: End of module: Reading / Listening End of module: Vocabulary	Assessments: End of module: Writing End of module: Vocabulary	

Year 8	Weeks 1-12	Weeks 13-24	Weeks 25-36	Timetable rollover
	Mis Vacaciones -Holiday destinations -Holiday accommodation -Holiday plans in three tenses (V2, M1) -Holiday activities (V2 M5) -Asking for and giving directions (V2 M5)	Todo sobre mi vida -Musical instruments -Reading -TV and cinema -Talking about free time activities in three tenses	A comer - Talk about what you eat and drink for different meals - Giving opinions on food and drink - Talk about meals in three tenses - Ordering in a restaurant (GCSE style Roleplay and Photocard)	Film project - Dora y La Ciudad Perdida
	Grammar: -Preterite tense (1st person s+p) -Present tense (1st person s+p) -Near future tense (1st person s+p) -Use of 'se puede(n) + infinitive' -Use of the imperative to give directions	Grammar: -Preterite tense (3rd person s+p) -Present tense (3rd person s+p) -Near future tense (3rd person s+p) - El/la/los/las - It is vs they are - Adjective agreement (frequency and gender)	Grammar: -Preterite tense (persons 1-3) -Present tense (persons 1-3) -Near future tense (persons 1-3) - Tú vs usted	
	Phonics: - 'v' = soft v - 'se' = seh - 'ue' = weh - 'fu' = fwuh - Fui vs fue - 'que' = kay - 'qu' = kuh	Phonics: - Accents - 'qu' = kuh - 'eo' = you - 'v' = soft b - ñ = ny	Phonics: - soft 'd' at end of word - 'v' = soft b - ñ = ny - 'll' = y - 'me' = meh - 'que' = kay	
	Assessments: End of module: Writing End of module: Vocabulary	Assessments: End of module: Reading/Listening End of module: Vocabulary	Assessments: End of module: Speaking End of module: Vocabulary	

Year 9	Weeks 1-12	Weeks 13-24	Weeks 25-36	Timetable rollover
	Orientate - Talking about jobs - Career aspirations - Future plans - A typical day at work - Describing tasks and duties	En forma - Talking about a healthy lifestyle in three tenses - Food, food groups and how often you eat them - Daily routine - What you must (not) do to lead a healthy lifestyle - Talking about ailments	GCSE Module 1: ¡Diviértete! - Talking about life online - Talking about sports and free-time activities - Arranging to go out and planning a cinema visit - Last weekend - A day that went wrong	Film project - Gol
	Grammar: - Tener que + infinitive verb - Verbs that express future intentions: quiero, tengo la intención de, espero, pienso, me gustaría + infinitive verbs - Trabajar (preterite, present, near future)	Grammar: - Reflexive verbs in present tense - Direct object pronouns - Time	Grammar: - Present tense - Near future tense - Preterite tense - Direct object pronouns - Question words - Using 3 tenses together	
	Phonics: - Accents - 'que' = kay - 'eo' = you - 'v' = soft b - ñ = ny - j = hard h - ci = th	Phonics: - 'ia' = eeeyah - 'me' = meh - 'te' = teh - 'se' = seh - 'que' = kay - j = hard h - 'ue' = weh - 'z' = th	Phonics: - 'v' = soft b - 'ci' = th - 'ia' = eeeyah - 'll' = y - 'ce' at the end of word = thay - 'c' = soft c- 'th' / 's' differences	
	Assessments: End of module: Listening/Reading	Assessments: End of module: Writing	Assessments: End of module: Speaking	

	End of module: Vocabulary	End of module: Vocabulary	End of module: Vocabulary	
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	Weeks 1-6 (week 7 = discovery days)	Weeks 8-16	Weeks 17-24	Weeks 25-32	
Year 10	M2: Viajes Travel and tourism - Describing a photo - Discussing travel plans - Festivals in Spanish-speaking countries - What you did on holiday - Describing where you stayed - Holidays in different tenses Module Vocab Module Outline Lesson overviews	M3: Mi gente, mi mundo Media and technology: My personal world - Describing people - Talking about who you admire - Friendships and relationships - Your identity and what matters to you - Problems and giving advice Module Vocab Module Outline Lesson overviews	M4: Mi estilo de vida Lifestyle and wellbeing - Typical foods and nationalities in Spanish-speaking countries - Healthy daily routines - Mealtimes and food trends - Comparing old and new habits - Illnesses and injuries Module Vocab Module Outline Lesson overviews	M5: ¡A clase! Studying and my future - Schools in Spain - A typical day at school - Your studies - How you would change your school - Students and teachers at school - A school trip in the past Module Vocab Module Outline Lesson overviews	Exams and reflection
	Grammar: - Me gusta(n)/ me gustaría + infinitive - Comparatives - Se puede(n) + infinitive - Acabar de + infinitive - Range of opinions in the past - The imperfect tense - Suelo + infinitive	Grammar: - Possessive adjectives - Present continuous (-ing) form - Uses of 'ser' and 'estar' - Desde hace + time - The personal 'a' - Para + infinitive - podrías/ deberías + infinitive	Grammar: - Adjectives of nationality - Indefinite articles - Tener + noun - Direct object pronouns - Ya no + verb - Reflexive verbs in the preterite tense (past) - Advice verbs: debes/ tienes que/ necesitas - The simple future (will) 'If' clauses	Grammar: - Absolute superlatives - Relative pronouns: que, donde, cuando - Use of 'lo que' - The conditional tense (would) - Impersonal verbs + infinitive - Negatives - Forming questions - Using adjectives and adverbs - Identifying false friends	
	Phonics: - Accents 'Pue' = 'pweh' 'Ll' = 'y' 'Qu' = 'kay' 'Que' = 'keh' 'Qui' = 'key' 'Rr' = rolled 'r' 'Fue' = 'fway' 'J', 'ge', 'gi' = stronger 'h'	Phonics: - Accents 'H' = silent 'V' = soft b 'J', 'ge', 'gi' = stronger 'h', as if you are scraping your throat 'A' = 'ah' 'Ci' = 'th'	Phonics: 'Se' = 'say' 'Su' = 'soo' 'Me' = 'may' 'Hay' = 'i' 'Hace' = 'ah-thay' 'j' = stronger 'h' 'Sue' = 'sweh' 'Ll' = 'y' 'Z' = 'th'	Phonics: 'Z' = 'th' 'Ll' = 'y' 'Nue' = 'nwe' 'Buen' = 'b-wen' 'Ci' = 'thee' 'Haria' = 'ah-re-ah' 'Alli' = 'ah-ye' 'Ñ' = 'ny'	
	Mid-term assessment: Writing	Mid-term assessment:	Mid-term assessment:	Mid-term assessment:	
	End of module assessments Listening / Listening files / Writing Vocabulary	End of module assessments Reading / Speaking - photocard Vocabulary	End of module assessments Listening / Writing Foundation / Higher Vocabulary	End of module assessments Reading / Speaking - RP and PC Vocabulary	
	Mark scheme: Listening / Writing / grading Feedback: Listening / Writing	Mark scheme: Reading / Speaking / grading Feedback: Reading / Speaking	Mark scheme: Listening / Writing / grading Feedback: Listening / Writing	Mark scheme: Reading / Speaking / grading Feedback: Reading / Speaking	

Mark scheme: Vocab Feedback: Vocab	Mark scheme: Vocab Feedback: Vocab	Mark scheme: Vocab Feedback: Vocab	Mark scheme: Vocab Feedback: Vocab	
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	Weeks 5-14 +Y11 mocks	Weeks 15-20	Weeks 20-24	25+
Year 11	M6: Mi barrio y yo - Finding out about Colombia - Describing cities - Describing how a place has changed - Shopping preferences - Preferences about where you live - Talking about your area and a cultural exchange Module Vocab Module Outline Lesson overviews	M7: Un mundo mejor para todos - Natural wonders of Spanish speaking countries - How to help in your community - Climate change - Actions to help the environment - Solutions for helping the world Module Vocab Module Outline Lesson overviews	M8: El futuro te espera - Latino trailblazers - Plans for the future - Getting a job - The importance of learning languages - Changes in the world of work - The impact of artificial intelligence Module Vocab Module Outline Lesson overviews	Revision + exams
	Grammar: - Recognising demonstrative adjectives - The perfect 'have done' tense - Prepositions of place for directions - Comparing now and imperfect tense - Revising direct object pronouns - Present subjunctive with <i>cuando</i> - Revising comparisons - Different ways to describe future plans	Grammar: - pronouns after prepositions - Using the imperative 'commands' - Using <i>falta, hace falta, cale la pena, basta</i> - Passive - Imperfect continuous - Avoiding the passive - Present subjunctive to give opinions - <i>Se debería</i> + infinitive	Grammar: - Spanish stress patterns - Using <i>seguir/ continuar</i> + present participle - Possessive pronouns - Prepositions followed by the infinitive - Using modal verbs - Listening for percentages - Using <i>para que</i> + present subjunctive - Working out the infinitive of a conjugated verb	
	Phonics: - Accents - 'sue' = sway - 'me' = meh - 'le' = leh - h = silent - 'v' = soft b - ñ = ny - j = hard h - ci = th	Phonics: - Accents - 'que' = kay - 'me' = meh - h = silent - 'v' = soft b - ñ = ny - j = hard h - ci = th - 'ue' = weh - 'cue' = weh - 'eo' = eyyo - 'g' = soft h	Phonics: - Accents - 'fa' = eeyah - 'que' = kay - 'v' = soft b - 'ge' = je - 'o' = oh - 'ha' = ah	
	Mid-term assessment:	Mid-term assessment: Writing	Mid-term assessment:	
	End of module assessments Listening / Writing Vocabulary	End of module assessments Reading / Speaking Vocabulary	End of module assessments Listening / Writing Vocabulary	

	Mark scheme: Listening / Listening grading / Writing Feedback: Listening / Writing Mark scheme: Vocab Feedback: Vocab	Mark scheme: Reading / Speaking / grading Feedback: Reading / Speaking Mark scheme: Vocab Feedback: Vocab	Mark scheme: Listening / Writing / grading Feedback: Listening / Writing Mark scheme: Vocab Feedback: Vocab	
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Year 12		Autumn		Spring		Summer	
		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Knowledge	Theme 1 – Aspects of Hispanic society	Theme 1: Aspects of Hispanic society Study of Volver	Theme 2: Artistic culture in the Hispanic world Study of Volver	Theme 2: Artistic culture in the Hispanic world Study of Volver	Revision of Theme 1 and Theme 2 and exam skills practice Work on Volver to meet A-level standard Introduction to Theme 3: Multiculturalism in Hispanic Society Introduction to Como Agua Para Chocolate	
	Skills / Grammar	●Revision of main grammar – bridging the gap from GCSE ●Development of some essential and new skills, e.g. dictionary skills/internet research/organising notes	●Revision of main grammar – bridging the gap from GCSE ●Development of new skills, e.g. translation ●Introduction to Essay-writing skills ●Introduction to the new Speaking examination format	●Development of grammar ●Development of exam skills through the topics ●Essay-writing ●Speaking examination format practice	●Development of grammar ●Development of exam skills through the topics ●Essay-writing ●Speaking examination format practice	●Development of research skills ●Revision of AS grammar	
	Assessment	End of Unit Assessment: Unit 1 End of Unit Assessment: Unit 2 End of Unit Assessment: Unit 3		End of Unit Assessment: Unit 4 End of Unit Assessment: Unit 5 End of Unit Assessment: Unit 6		End of Unit Assessment: Unit 7 A1 exam: - Paper 1 (Listening, Reading and Responding) - Paper 2 (Writing) - Paper 3 (Speaking)	

		Autumn		Spring		Summer
		Term 1	Term 2	Term 3	Term 4	Term 5
	Knowledge	Theme 3: Multiculturalism in Hispanic society Study of Como Agua Para Chocolate Independent Research – planning stage Introduction to Theme 4: Aspects of political life in the Spanish-speaking world		Theme 4: Aspects of political life in the Hispanic world Study of Como Agua Para Chocolate Independent Research practice		Exam preparation and practice Revision of Volver Revision of Themes 1 and 2

Year 13	Skills / Grammar	●Revision of AS grammar ●Introduction to A-level grammar ●Development of exam skills, e.g. summarising in Spanish	●Grammar ●Development of A-level exam skills	●Grammar ●Development of A-level exam skills
	Assessment	End of Unit Assessment: Unit 8 End of Unit Assessment: Unit 9 End of Unit Assessment: Unit 10	End of Unit Assessment: Unit 11 End of Unit Assessment: Unit 12	A Level exam: - Paper 1 (Listening, Reading and Responding) - Paper 2 (Writing) - Paper 3 (Speaking)