

Year	Substantive knowledge – what is learnt	Disciplinary knowledge - skills
7	<ul style="list-style-type: none"> • Getting used to Spanish pronunciation • Talking about personality • Talking about age, brothers and sisters • Saying when your birthday is • Talking about pets • Saying what you like to do • Saying what you do in your spare time • Talking about weather • Saying what sports you do • Saying what subjects you study • Giving opinions about school subjects • Describing your school • Talking about break time • Describing your family • Describing your hair and eye colour • Saying what other people look like • Describing where you live • Describing your town / village • Telling the time • Ordering in a café • Saying what you are going to do at the weekend • 	<ul style="list-style-type: none"> • Introducing yourself • Using adjectival endings o/a • Using the verb tener • Using numbers and the alphabet • Making adjectives agree with nouns • Using me gusta + infinitive • Using –ar verbs in the present tense • Using cuando • Using hacer and jugar • Using question words • Using ‘ar’ in the 1st person plural • Using me gusta(n) + definite pronouns • Using the correct words for ‘a’, ‘the’ and ‘some’ • Using –er and –ir verbs • Using possessive adjectives • Using verbs ser and tener • Using verbs in the 3rd person • Using the verb estar • Using ‘a’ ‘some’ and ‘many’ • Using the verb ir • Using the verb querer • Using the near future tense •
8	<ul style="list-style-type: none"> - Talking about a past holiday - Saying what you did on holiday - Describing the last day on holiday - Saying what your holiday was like - Saying what you use your phone for - Saying what type of music you like - Talking about TV - Say what you did yesterday - saying what food you like - describing meal times - ordering a meal - discussing what to buy for a party - giving an account of a party - Arranging to go out - Making excuses - Discussing getting ready to go out - Talking about clothes - Talking about sporting events 	<ul style="list-style-type: none"> - Using the preterite of IR - Using the preterite of regular –ar verbs - Using the preterite of –er and –ir verbs - Using the preterite of SER - Using key opinion phrases - Translations in form of GCSE - Revising the present tense - Giving a range of opinions - Using the comparative - Using the present and the preterite - using a wider range of opinions - using negatives - using usted/ustedes - using the near future - using 3 tenses together - using me gustaria +infinitive - using querer and poder - using reflexive verbs - saying this/these

	<ul style="list-style-type: none"> - Describing a fancy dress outfit - describing a holiday home - describing holiday activities - asking for directions - talking about summer camps - describing a world trip 	<ul style="list-style-type: none"> - using 3 tenses - discovering more about the comparative - using the superlative - using the imperative - learning more about using 3 tenses
9	<ul style="list-style-type: none"> • Vocabulary to discuss holiday activities, locations, accommodation, problems and weather • Vocabulary related to hotels and room types and key phrases to book a room • Positive and negative opinion phrases • Vocabulary for adverbs of frequency and time phrases in 3 tenses • Vocabulary for points of the compass • The meaning of key imperfect tense verbs (tener, haber, ser) • Present tense verb conjugations • Preterite past tense verb conjugations • How, when and why 'usted' is used • Vocabulary for question words • Vocab for school subjects, school uniform items, school facilities, rules, teachers, extra curricular activities and a school exchanges • Vocab for colours and patterns • Expressions to express negative ideas • Near future tense verb conjugations (and most common and relevant infinitive verbs) • Range of opinion phrases • Range of adjectives most positive and negative • Knowledge and understanding of the gender and 'number' of nouns and their relevant pronouns • Rules for adjective endings in singular, plural, masculine and feminine • Knowledge of question words • Phrases to make comparisons • Numbers to 60 to be able to tell and recognise the time • Direct Object pronouns • Adjectives to describe people's physical appearance and personality • Vocabulary for family members in masculine and feminine forms, social networks, types of reading material • Conjugations of the verbs ser and estar and the correct use of each • Conjugation of the present continuous tense (estar and formation of present participle) • Vocabulary to describe relationships between family and friends • A variety of connectives • Quantifiers (poco, muy, bastante) • Conjugation of reflexive verbs / reflexive pronouns • 	<ul style="list-style-type: none"> • Recognising and manipulating regular present tense verbs to talk about summer holidays • Recognising and manipulating key irregular present tense verbs (ser, tener, ir) • Recognising and manipulating preterite tense verbs to understand and produce an account of a past holiday • Recognising and manipulating imperfect tense verbs to understand and produce a description of past holiday accommodation (higher only) • Identifying and using verbs of opinion in different forms of the verb • Using verbs of opinion followed by an infinitive verb • Recognising and understanding higher numbers • Using verbs with usted in formal situations • Roleplaying the booking a hotel room using the present tense (2 tenses at Higher level) • Roleplaying reporting an issue to the hotel manager (higher only) (Recognition only at Foundation) • Writing a longer, more interesting 90 word text (150 at Higher level) using 3 tense together • Using questions to form answers • Translating short sentences into Spanish on this topic • Using a dictionary to find out gender of a noun • Changing adjective endings to agree with noun gender and number • Using the verbs ser and haber to describe a school • Distinguishing between the present and the imperfect tense when talking about school experiences • Using phrases followed by the infinitive such as 'se debe' and 'esta prohibido' to describe what you must and must not do • Recognising and conjugating the near future tense to talk about a future school trip • Writing a longer, more interesting 90 word text (150 at Higher level) using 3 tenses together • Using comparative phrases to describe teachers or schools (mas que / menos que etc) • Recognising and telling the time • Using the present and preterite tenses to describe extra curricular activities and recount past successes • Recognising direct object pronouns (foundation) and using them to avoid repetition of noun (Higher) • Roleplaying a discussion about your school with a friend • Looking out for 'distractors' in listening tasks • Translating short sentences into Spanish on this topic • Changing adjective endings to agree with noun gender and number when describing people • Using 'para' with an infinitive accurately to express the idea of 'in order to' do something • Recognising and using the present tense to describe your use of social networks. • Using the third person singular and plural of the present tense to extend your work by referring to other people's use of social networks • Conjugating the verb estar and forming the present participle to be able to use the present continuous tense to describe what you are currently doing or what others are doing in a photo • Correctly deciding between the use of estar or ser when describing people and their actions • Using the verb querer and an infinitive to invite and make arrangements • Translating short sentences into Spanish on this topic

		<ul style="list-style-type: none"> • Roleplaying a discussion with a friend about use of technology • Using PALMS to describe a photo card •
10	<ul style="list-style-type: none"> • Vocabulary for popular free time activities and sports in the present tense • Vocabulary for types of film and TV shows • Adjectives for nationality • Use and conjugation of the imperfect tense • Use and conjugation of the perfect tense • Vocabulary for different types of entertainment • Vocabulary to talk about role models and qualities they possess which makes them a role model • Numbers to talk about pocket money and currency • Use of stem changing verbs • Adjectives algunos/otros/muchos/demasiados • Vocabulary for places in a town • Vocabulary for directions • Vocabulary for different kinds of shops • Vocabulary for different kinds of souvenirs and presents • Vocabulary for clothes • Knowledge of question words • Vocabulary to describe the features of a region • Uses and conjugations of the future tense • Numbers for prices up to 99 • Knowledge and vocabulary for demonstrative adjectives • Vocabulary for problems with clothing • Antonyms for key adjectives • Vocabulary for pros and cons • Vocabulary for daily routine • Vocabulary for mealtimes and mealtime verbs • Vocabulary for illness and injuries • Vocabulary for typical foods • Vocabulary for quantity expressions • Knowledge of reflexive pronouns and common reflexive verbs • Conjugation of the verb estar • Knowledge of 'esimo' • Numbers to 60 to tell the time • Conjugation of the preterite past tense verbs and reflexive verbs in the preterite tense • Vocabulary for items in a restaurant 	<ul style="list-style-type: none"> • Recognising and conjugating stem changing verbs such as jugar(in all people for Higher level) • Using suelo+ infinitive verb to talk about what we usually do • Recognising and using the present and imperfect tenses to describe our hobbies in past and present • Using 'ir a' accurately when followed by feminine and masculine places • Translating short sentences accurately into Spanish • Recognising and using the perfect tense to talk about what you have done /seen/listened to etc in terms of current trends • Listening for clues in listening passages • Using adjectives like otros y muchos so they correctly agree with the noun in gender and number • Using the expression 'tener ganas de' + infinitive • To use prior knowledge from module 3, alongside the perfect tense, to describe idol or role model • Roleplaying the purchase of a ticket for a cinema or concert • Beginning to write longer texts between 90 and 150 • Using 'a' 'some' and 'many' so they agree in gender and number with the noun • Asking, giving and understanding directions • Asking for and understanding prices (numbers up to 99) • Using usted as the polite form of address • Roleplaying the purchase of items in a shop • Using 'se puede' plus and infinitive verb to discuss what you can do in a town • Asking questions using question words and turning phrases into questions • Roleplaying the purchase of bus tickets • Conjugating the simple future tense in all 6 peoples to be able to talk about you and others will do in the future • Using 'if' clauses to discuss possible plans in the future • Expressing preferences using demonstrative adjectives and comparatives • Roleplaying dealing with complaints in a shop • Expressing the pros and cons of a city using tan / tanto etc. • Translating short phrases into Spanish • Beginning to write longer texts between 90 and 150 words (higher level) • Roleplaying asking for help in a pharmacy • Understanding and using clock times • Conjugating meal time verbs in the present tense • Conjugating reflexive verbs in the present tense to describe daily routine • Using more interesting connectives such as si and donde • Explaining if we are unwell and for how long (using estar, tener, doler and desde hace) • Translating short sentences into Spanish • Differentiating between me gusta and me gustaria to say what we like and what we would like • Describing our favourite dish • Using what you already know to help you figure out the meaning of new words in a text (clues, cognates, context and common sense) • Describing a special day in your live using the preterite tense • Roleplaying ordering food in a restaurant • Saying before and after doing using antes and despues de • Using the verb estar to describe a temporary state • Using 3 tenses together to talk about festivals

<p>11</p>	<ul style="list-style-type: none"> • Vocabulary for different jobs • Vocabulary for different personality traits / qualities / skills • Vocabulary for work experience • Conjugations of the preterite and imperfect tenses • Vocabulary for different types of housing and rooms • Adjectives to describe housing • Present tense conjugation • Vocabulary for food groups and properties • Vocabulary for global issues (drought, homelessness etc) • Numbers to 1 million • Superlatives • Vocabulary for addictions • Vocabulary for sporting events 	<ul style="list-style-type: none"> • Correctly differentiating between the preterite and imperfect tense to describe work experience placement • Using the present tense to explain our responsibilities in our part-time jobs • Discussing job preferences • Using the present tense to discuss how you earn money • Using lo + adj • Using the 24 hour clock • Recognising and using the perfect tense • Writing a formal job application letter • Using a variety of expressions to discuss plans for the future • Using the present and future tense together in if clauses • Using correct adjectival agreement to describe our skills and personal qualities and those of others in the workplace • Discussing the pros of language learning • Using the verbs <i>soler</i> and <i>tener que</i> followed by an infinitive to express what we tend to do or have to do • Roleplaying the purchase of train tickets • Describing where you live • Giving examples of things you do to protect the environment in the present tense • Discussing the health benefits of certain foods • Using the near future tense to explain how you are going to be healthier in the future • Using the superlative to talk about the most/least serious issues • Using <i>se debería</i> to suggest solutions of how these issues can be tackled • Recognising the time frame by using verb endings • Giving the advantages and disadvantages of international sporting events
<p>12</p>	<ul style="list-style-type: none"> • Describe changes to the typical family model during the 20th century • Understand trends in marriage and the situation regarding divorce and how this varies in different age groups • The religious history of Spain and how the influence of the Catholic church has changed • Topic specific vocabulary • Arguments for and against the use of the internet • Consideration of the positive and negative effects of smartphones • Consideration of the risks and benefits that social networks bring to our society • Topic specific vocabulary • Essay writing vocabulary • Key themes of the film • Key characters and their development • The social and historical context of the film (aftermath of the Spanish civil war) • Director's techniques and the effect on the audience and how they convey the directors intentions • Discussing women in the world of work and the issues they may face • Discuss male chauvinism • Consider what feminism means and the history of feminism in Spain • Discuss changes in LGBTQ rights • Knowledge of gay marriage in Spain and across the Hispanic world (up to date legislation) • Topic specific vocab • Awareness of the positive and negative influence singers and musicians have on young people • Contribution of TV and film stars on our society • Awareness of the influence of fashion models on young people. • Spanish customs and traditions • Discuss similarities and differences in the gastronomy of Spain 	<ul style="list-style-type: none"> • Using the imperfect tense to discuss life during the Francoist dictatorship • Recapping the preterite tense and recognising patterns and using the preterito grave (irregulars) • Narrating interrupted actions by using the imperfect and imperfect continuous tenses with the preterite tense • Knowing when to use accents and the grammatical rules behind this • Using the present and present continuous • Accurately using comparatives and superlatives • Using expressions that give pros and cons • Use the future and conditional tense to talk about the future of social networks and smartphone technology • Writing a 70 word summary from a listening extract – reducing it to the 7 key points • Essay writing using the PEEL structure • Analysing key themes and the director's intentions • using their social and historical context knowledge to interpret the message the director wants to convey • Using indefinite adjectives and pronouns • Recap of the perfect tense and its accurate application • Use of the pluperfect tense • Conjugating and using the future perfect and the conditional perfect • Translation skills focus • Using direct and indirect object pronouns accurately • Recognising and forming the passive voice and understanding the difference between use in English and Spanish. • Conjugating the present subjunctive of regular verbs • Use the perfect tense in the subjunctive • Using numerals

	<ul style="list-style-type: none"> ● Consider the languages spoken in Spain and gain awareness of the issues surrounding them ● Learn about the civilizations that contributed to the cultural heritage of Spain ● The pre-columbian heritage of latin America (Incas/Mayans/Aztecs etc) ● The role of architecture in Spain and the different influences ● Artists ● Understanding the diversity of Hispanic music and dance 	<ul style="list-style-type: none"> ● Filling in gaps in a text – listening skills focus ● Using the subjunctive mood accurately after verbs of emotion, surprise and doubt ● Using possessive and demonstrative adjectives ● Forming and using imperatives
13	<ul style="list-style-type: none"> ● The positive and negative aspects of immigration ● Facts relating to immigration in the Hispanic world ● Awareness of the problems faced by illegal migrants ● Literary devices ● Vocabulary for literary análisis ● Key themes ● Essay writing vocabulary ● Key characters and their development ● The social and historical context of the book (of the Spanish civil war) ● Authors intentions ● Knowledge to describe and discuss xenophobic and racist attitudes in the Spanish speaking world ● Knowledge of possible measures to combat racism and and their effectiveness ● Awareness of current and future legislation ● Understanding the different ways in which different cultures integrate in Hispanic society (british citizens in Spain, latinoamericanos, gitanos) ● Knowledge of the issues surrounding the integration of different cultures within the sphere of educationUnderstanding why politics is important to young peoples lives and why it is changing ● Understanding the issues surrounding youth unemployment ● Understanding of the type of 'ideal' society young people in the Hispanic world want to live in ● Activism vs apathy ● Understanding of the co-existence of different religions ● Understanding the impact of the Spanish civil war and life under Franco's dictatorship ● Understanding the difference between monarchy, republic and dictatorship ● Understanding the transition to democracy ● Understanding Latin American dictatorships (Peru, Chile and Argentina) ● Consideration of how effective strikes and protests are. ● Understanding the role and power of trade unions ● Knowledge of specific movements like 15M and the mothers of the plaza de mayo in Argentina 	<ul style="list-style-type: none"> ● Re-enforce skills from year 1 (present, imperfect and preterite) ● Using compound tenses (e.g. the perfect tenses) ● Varying vocabulary used by using synonyms ● Tackling a longer literary text ● Reading for gist ● Summarising chapters ● Character analysis ● Theme analysis ● Developing arguments and supporting with examples from the text ● Re-enforcing skills from year 12 (using the conditional and future tenses) ● Expressing obligation ● Translation focus (gerund) ● Focus on accurate use of pronouns, prepositions and adverbs ● Forming the present subjunctive and the perfect subjunctive ● Accurate use of imperatives ● Forming and using the imperfect subjunctive ● Accurately using if clauses with the pluperfect subjunctive ● Accurately using if clauses with the imperfect subjunctive ● Using the passive voice