

## Spanish Subject Intent

Dixons Broadgreen MFL department instilled a love of lifelong language learning whilst promoting diversity and tolerance of other cultures by

- Teaching students to communicate through listening, speaking, reading and writing.
- Exposing students to the culture of Spanish speaking societies.
- Closely defining key knowledge, which is revisited and reinforced over time.

## Seven Year Plan

Year 7			
	Cycle 1	Cycle 2	Cycle 3
<b>Content</b>	<u>Introducing myself</u> (Mi Vida) Greetings and giving basic information about myself.	<u>Free time and School</u> (Tiempo Libre y Mi Insti) Discussing free time activities and basic aspects of school.	<u>Describing Where I Live</u> Life in Cuba (Habana) cultural
<b>Skills</b>	Using tener and ser. Using opinions + infinitive verbs	me gusta + el/la/los/las Using hay Using the verbs 'ser' and 'estar' in the present tense	Using hay Present tense of verb ir Using the near future tense
<b>Progression</b>	Students may be completely new to Spanish	Being able to distinguish when to use the verb 'ser' and 'estar'	Using the present and near future tense
<b>Link to GCSE</b>	Writing in the present tense	Giving opinions	Using two tenses together
Year 8			
	Cycle 1	Cycle 2	Cycle 3
<b>Content</b>	<u>A Past Holiday</u> (Todo sobre mi vida) Describing holidays in the past tense Describing free time in present and past tense Giving opinions	<u>Free Time and Food</u> (¿Qué hacemos?) Discussing free time activities and food.	<u>Clothing</u> Talking about outings What I am going to wear Being able to give excuses Introduction to clothing
<b>Skills</b>	Using the past and present tense Using opinions and justifying opinions	Using a wide range of opinions Using the near future and conditional tense	Using se puede + inf structures Using comparatives and imperatives
<b>Progression</b>	Being able to use the present and past tense together	Being able to use two future time frames (conditional and future)	Developing skills from adjectives to comparatives.
<b>Link to GCSE</b>	Using two tenses and two-time frames	Being able to use three-time frames and tenses in writing	Using a wide range of language



Year 9 – Transition to KS4			
	Cycle 1	Cycle 2	Cycle 3
<b>Content</b>	<u>Hobbies, Interests and ideal jobs</u>  Discussing hobbies and interests	<u>Healthy Living</u>  Talking about my diet and daily routine.	<u>Cultural Module - Madrid</u>  Describing a trip to Madrid.
<b>Skills</b>	Using a wide range of tenses in this module	Being able to use stem changing verbs such as poder.  Using we form of verb when discussing environmental issues	Being able to use superlatives  Using tener expressions  Using three tenses to describe trip to Madrid
<b>Progression</b>	Using first person plural of modal verbs	Moving from regular present tense verbs to irregular ones  Using a wider range of language (tener que structures)  Moving from using two time frames to three tenses and time frames	Using tener for multiple purpose:
<b>Link to GCSE / A-Level</b>	Using a wide range of verbs and language	Using a wide range of verbs and language	Using a variety of tenses
Year 10			
	Cycle 1	Cycle 2	Cycle 3
<b>Content</b>	<u>School, Family &amp; Friends, Free time</u>	<u>Free time</u>	<u>City &amp; Exam Prep</u>
<b>Skills</b>	Students will learn how Students learn to apply key vocabulary and grammatical structures across all skill areas on the topic of family /free time.	Students learn to apply key vocabulary and grammatical structures across all skill areas on the topic of customs/festivals/lifestyle.	Students will learn how to apply key vocabulary and grammatical structures across all skill areas.
<b>Progression</b>	At KS4, the students build upon the topics studied at KS3 but with increasing levels of complexity and detail.  There is focus mastery of using an increasing range of grammatical structures, whilst broadening vocabulary and	At KS4, the students build upon the topics studied at KS3 but with increasing levels of complexity and detail.  There is focus mastery of using an increasing range of grammatical structures, whilst	At KS4, the students build upon the topics studied at KS3 but with increasing levels of complexity and detail.  There is focus mastery of using an increasing range of grammatical structures, whilst



	empowering students to communicate in all key skill areas	broadening vocabulary and empowering students to communicate in all key skill areas	broadening vocabulary and empowering students to communicate in all key skill areas
Link to GCSE / A-Level	Topic Theme 1 (family identity)	Topic Theme 1 (family identity)	Topic Theme 1 (family identity)
<b>Year 11 – Transition to KS5</b>			
	Cycle 1	Cycle 2	Cycle 3
Content	<u>Custom Festivals, Work &amp; Environment</u>	<u>Final push plan</u>	<u>Final push plan</u>
Skills	Students will learn how to apply key vocabulary and a wide range of grammatical structures across all skill areas to this topic.	Students will learn how to apply key vocabulary and a wide range of grammatical structures across all skill areas to the topics	Students will learn how to apply key vocabulary and a wide range of grammatical structures across all skill areas to the topics
Progression	At KS4, the students build upon the topics studied at KS3 but with increasing levels of complexity and detail.  There is focus mastery of using an increasing range of grammatical structures, whilst broadening vocabulary and empowering students to communicate in all key skill areas	At KS4, the students build upon the topics studied at KS3 but with increasing levels of complexity and detail.  There is focus mastery of using an increasing range of grammatical structures, whilst broadening vocabulary and empowering students to communicate in all key skill areas	At KS4, the students build upon the topics studied at KS3 but with increasing levels of complexity and detail.  There is focus mastery of using an increasing range of grammatical structures, whilst broadening vocabulary and empowering students to communicate in all key skill areas
Link to GCSE / A-Level	Theme 3/2	Theme 1,2,3	Theme 1,2,3

<b>Year 12</b>			
	Cycle 1	Cycle 2	Cycle 3
Content	Theme 1 Family structures	- Theme 2 music and dance	La inmigración y la sociedad multicultural española
Skills	Students will develop their knowledge and understanding of themes relating to the culture and society of countries where Spanish is spoken, and their language skills	Students will develop their knowledge and understanding of themes relating to the culture and society of countries where Spanish is spoken, and their language skills	Students will develop their knowledge and understanding of themes relating to the culture and society of countries where Spanish is spoken, and their language skills
Progression			
Link to A-Level	Theme 1	Theme 2	Theme 3
<b>Year 13</b>			
	Cycle 1	Cycle 2	Cycle 3
Content			
Skills			



<b>Progression</b>			
<b>Link to A-Level</b>			

