Year Group	Year Group	Term	Key Themes (Intent)	Link to SOW/resources (Implementation)	Assessments (Implementation)	Assessment of retention, mastery and previous key skills	Specification Links	Fundamental Skills	Misconceptions	FUNDAMENTAL BRITISH VALUES	SMSC	Careers Context/Opportunities	Computing/Literacy/Numeracy Opportunities	Assessment Objectives
Y7	Y7	HT1A - Mi Vida	In the first two units of Y7, students will focus on talking about themselves, their appearance and their families. This module intends for students to be able to discuss their interests and free time activities, all whilst building an understanding of basic Spanish Grammar and phonics.	T:\MFL\2019-20\Year 7\YEAR 7 SCHEME OF WORK 2019-20.docx	Summative Assessment- Students to complete a reading exam endorsed by Pearson. Assessments are saved in the TDRIVE term by term as well as the mark schemes. Markbooks are taken from the Pearson specification so they are nationally standardised. Markbooks are saved in the T-Drive so members of the department can standardise and compare grades across the year group.		GV1 Tenses (present) GV2 Grammatical structures (definite articles) LC5 Accurate pronunciation and intonation	Getting used to Spanish pronunciation Introducing yourself definite articles (el, la, los, las) verb endings	*Pronunciation. *Tengo vs soy *Adjectival agreements To be addressed in the revelant lessons with error correcting connects woven throughout the half term to promote mastery.	Mutual respect: Self identity and acceptance of others and different family circumstances.	Links to personal and family identity, speaking elements of the course link to social skills. Relationships, family and friends (Personal details, Descriptions) Relationships, family and friends (Hobbies/Free time activities) Leisure (Hobbies, Free time)	Skills from learning Spanish/other languages are highlighted where relevant, and students are shown how useful these skills are in later life.	COMPUTING: Students will use SMHW and Quizlet to revise and practice retainment of vocabulary. LITERACY: Students will have a deeper understanding of grammar in English in order to understand and implement Spanish grammar. NUMERACY: Numbers 1-31. Dates.	AO1 Listening: Understand and respond to different types of spoken language. AO2 Speaking: Communicate and interact in speech. AO3 Reading: Understand and respond to different types of written language. AO4 Writing: Communicate in writing.
		HT1B - Mi Tiempo Libre			Summative Assessment - Students to complete a listening, reading, writing and translation assessment. This will act as a baseline to assess students strengths and weaknesses for lessons moving into the new year. Assessments are saved in the TDRIVE term by term as well as the mark schemes. Markbooks are taken from the Pearson specification so they are nationally standardised. Markbooks are saved in the T-Drive so members of the department can standardise and compare grades across the year group.		GV2 Grammatical structures (the infinitive) GV3 Opinions and discussions LC4 Expressing ideas (writing)	Saying what you like to do Giving opinions using me gusta + infinitive the infinitive	*Present tense endings *Adjectival agreements *Plural opinions To be addressed in relevant lessons.				COMPUTING: Students will use SMHW and Quizlet to revise and practice retainment of vocabulary. LITERACY: Students will have a deeper understanding of grammar in English in order to understand and implement Spanish grammar. Here they begin to look at the present tense in Spanish and how it compares to the English language. NUMERACY: Build on numbers 1-31, extending to 100. Survey speaking activity.	
		HT2A- Qué estudias?	In the next two units of Y7, students will continue to focus talking about themselves, their appearance and their families. Students will begin to talk about their school life, what they study and how they spend their free time within school. This is a key module to the Y11 GCSE exam. This module intends for students to continue to discuss their interests and free time activities, all whilst deepening their understanding of basic Spanish Grammar and phonics.		Summative Assessment- Students to complete a listening exam endorsed by Pearson. Assessments are saved in the TDRIVE term by term as well as the mark schemes. Markbooks are taken from the Pearson specification so they are nationally standardised. Markbooks are saved in the T-Drive so members of the department can standardise and compare grades across the year group.		GV3 Developing vocabulary LC3 Conversation	Saying what subjects you study Using -ar verbs to say what 'we' do 'we' form of -ar verbs	*Plural opinions *Singular/plural Opinions for plural subjects to be taught explicitly and adjectival agreements to be refreshed in this module.	Mutual respect: Comparison of school life in Spain vs UK. Discussion around access to school life in Spain.	Links to future employment and studies. HT2A focusses on free time and family life Speaking activities encourage social skills and heightened confidence. Relationships, family and friends (family and step-family, Personal details, Numbers, Family/Friends)	Students consider their future plans and what they would like to study in the future. (Post-16 education).	COMPUTING: Students will use SMHW and Quizlet to revise and practice retainment of vocabulary. LITERACY: Students will have a deeper understanding of grammar in English in order to understand and implement Spanish grammar. Here they begin to look at the present tense in Spanish and how it compares to the English language. NUMERACY: Students will be able to recognise the time in a timetable context. Students are also required to do a timetable. Survey speaking activity.	
		HT2B- Mi familia, amigos y yo			Summative Assessment - Students to complete a listening, reading, writing and translation assessment. Assessments are saved in the TDRIVE term by term as well as the mark schemes. Markbooks are taken from the Pearson specification so they are nationally standardised. Markbooks are saved in the T-Drive so members of the department can standardise and compare grades across the year group.		GV2 Grammatical structures (possessive adjectives) GV3 Developing vocabulary LC1 Listening and responding	Describing your family Using possessive adjectives Possessive adjectives mi/tu/su and mis/tus/sus	*Adjectival agreements. *Masculine vs Fem *Irregular present tense	Tolerance: Understanding others' interests and different family circumstances.			COMPUTING: Students will use SMHW and Quizlet to revise and practice retainment of vocabulary. LITERACY: Students will have a deeper understanding of grammar in English in order to understand and implement Spanish grammar. Here they begin to look at the present tense in Spanish and how it compares to the English language. NUMERACY: Numbers of family members. Speaking surveys. Ages and birthdays of family members.	
		HT3A- Mi Ciudad	This half term focusses on key vocabulary from Theme Two of the GCSE Specification. Students will learn how to describe where they live, including facilities and opinions. This term has a focus on speaking skills, especially when looking at ordering food in a café. This module will continue to build on students' prior knowledge of Spanish grammar.		Summative Assessment- Students to complete a written exam endorsed by Pearson. Students will be required to write a short extract about where they live. Assessments are saved in the TDRIVE term by term as well as the mark schemes. Markbooks are taken from the Pearson specification so they are nationally standardised. Markbooks are saved in the T-Drive so members of the department can standardise and compare grades across the year group.		GV2 Grammatical structures (un/una, unos/unas and muchos/muchas) LC1 Listening and responding LC4 Expressing ideas (writing)	Describing your town or village Using 'a', 'some' and 'many' in Spanish un/una, unos/unas and muchos/muchas	*Adjectival agreements. *Masculine vs Fem *Irregular present tense	Mutual respect: Different home environments and comparing life in UK to Spanish speaking countries.	Links to identity and knowledge of surroundings. Towards the end of the study, students will complete a study of a Spanish town as part to increase their multicultural awareness. Local area and environment (Facilities, Local area) Healthy lifestyle (Food/drink)	Students cover skills such as asking for directions and learning places in the town. They also gain an awareness of Spain and it's regions. Students who chose a career path with opportunities to work in Spain/Spanish speaking countries will be able to use this language later on.	COMPUTING: Students will use SMHW and Quizlet to revise and practice retainment of vocabulary. LITERACY: Students will have a deeper understanding of grammar in English in order to understand and implement Spanish grammar. Here they begin to look at irregular verbs in the present tense in Spanish and how they are comparable to the English language. NUMERACY: Number of facilities in town, population of town. Speaking survey.	
		HT3B- Revisión	This term focusses on practicing for the E.O.Y assessments, consolidating their knowledge of grammar and vocabulary covered throughout Y7. Students will complete a range of listening, speaking, writing and reading tasks in preparation for their end of year exam.		Summative Assessment - Students to complete a listening, reading, writing and translation assessment. Assessments are saved in the TDRIVE term by term as well as the mark schemes. Markbooks are taken from the Pearson specification so they are nationally standardised. Markbooks are saved in the T-Drive so members of the department can standardise and compare grades across the year group.		All topics consolidated	All fundamental skills are consolidated before the end of year exam.	*Masculine vs Fem		Students will continue to work on their interpersonal skills with speaking activities throughout the half term.		All topics consolidated	
Y8	Y8	HT1A- Mis Vacaciones	This term works towards Theme Two of the GCSE Specification for Spanish. Students are required to discuss their previous holidays as well as their future plans. This term intends to develop a student's knowledge of different tenses which is integral to the GCSE requirements.	T:\MFL\2019-20\Year 8\YEAR 8 SCHEME OF WORK 2019-20.docx	Summative Assessment- Students to complete a reading exam endorsed by Pearson. Assessments are saved in the TDRIVE term by term as well as the mark schemes. Markbooks are taken from the Pearson specification so they are nationally standardised. Markbooks are saved in the T-Drive so members of the department can standardise and compare grades across the year group.	**RETENTION:** Due to KS3 losing 1 hr per week of Spanish, vocabulary retention is reinforced through an online platform called Quizlet. The curriculum map and the content layout is designed to continue to build on key skills week by week, therefore students have the opportunity to revise and display key skills throughout various stages of the terms. **MASTERY:** Before an end of topic assessment, students have a mastery lesson in order to revise and then demonstrate their knowledge of key skills from the half term. Our primary focus is on the written key skills as this then assists students with their spoken work. RAP lessons are conducted in line with the BHS marking policy to highlight misconceptions and common mistakes.	GV1 Tenses (preterite) LC1 Listening and responding LC4 Expressing ideas (writing)	Talking about a past holiday Using the preterite of ir preterite of ir (full paradigm)	*Adjectival agreements. *Masculine vs Fem *Irregular present tense *Past tense, irregular and regular.	Tolerance and mutual respect: Students learn how to converse with speakers of Spanish thus increasing their intercultural awareness and tolerance of others.	This topic encourages intercultural awareness as students are required to have an understanding of different countries. This topic also encourages students to discuss issues around travel and tourism.	This topic lends itself to students wishing to persue a career in the travel and tourism industry.	COMPUTING: Students will use SMHW and Quizlet to revise and practice retainment of vocabulary. LITERACY: Students will have a deeper understanding of grammar in English in order to understand and implement Spanish grammar. Students begin to look at the past tense and compare usage and formation to English. NUMERACY: Revisit dates and times. Speaking surveys. Tally charts with surveys.	AO1 Listening: Understand and respond to different types of spoken language. AO2 Speaking: Communicate and interact in speech. AO3 Reading: Understand and respond to different types of written language. AO4 Writing: Communicate in writing.
		HT1B- Todo sobre mi vida	This term works towards Theme One of the GCSE Specification for Spanish. Students are required to discuss their use of technology outside of school. Again, this topic aims to build on previous knowledge of grammar and vocabulary. Solidifying students' use of three different tenses and timephrases in all elements of work.		Summative Assessment - Students to complete a listening, reading, writing and translation assessment. Assessments are saved in the TDRIVE term by term as well as the mark schemes. Markbooks are taken from the Pearson specification so they are nationally standardised. Markbooks are saved in the T-Drive so members of the department can standardise and compare grades across the year group.		GV1 Tenses (present) LC5 Accurate pronunciation and intonation LC3 Conversation (using modes of address)	Saying what you use your phone for Revising the present tense present tense of regular -ar, -ir, -er verbs, full paradigm (revision) present tense of stem-changing verbs (revision)		Mutual respect: Self identity and acceptance of others and different family circumstances.	Links to personal and family identity, speaking elements of the course link to social skills. Students will be encouraged to contemplate the advantages and disadvantages of social media and technology.	Students who wish to persue a career in Media will learn about different genres of music, TV and cinema. Students will be exposed to authentic materials in this module.	COMPUTING: Students will use SMHW and Quizlet to revise and practice retainment of vocabulary. LITERACY: Students will have a deeper understanding of grammar in English in order to understand and implement Spanish grammar. Students begin to look at the past tense and compare usage and formation to English. NUMERACY: Understanding a spanish TV and film guide with numbers. Revision of dates and numbers with TV channels.	
		HT2A- A comer	This module links directly to GCSE Theme One, which requires students to discuss their likes and interest in terms of food. It encourages students to form and discuss opinions, giving justifications where necessary, this is an integral part to writing tasks in the GCSE specification.		Summative Assessment- Students to complete a written exam endorsed by Pearson. Students will be required to write a short extract about their opinions on food and a party they recently hosted. Assessments are saved in the TDRIVE term by term as well as the mark schemes. Markbooks are taken from the Pearson specification so they are nationally standardised. Markbooks are saved in the T-Drive so members of the department can standardise and compare grades across the year group.		GV3 Opinions and discussions LC2 Transcription LC8 Writing creatively	Saying what food you like Using a wider range of opinions el agua (feminine) Me gusta(n) + definite article	*Adjectival agreements. *Masculine vs Fem *Irregular present tense *Future tense- immediate future construction.	Tolerance: Tolerance of different cultures and challenging stereotypes of other cultures.	Links to personal and family identity, speaking elements of the course link to social skills. This module will be useful to students who travel to Spanish speaking countries as it links to vocabulary and grammar that may be required on holiday. FBV: Intercultural awareness. Students to compare food and lifestyles in England to Spain.	Students will cover vocabulary suitable for persuing a career in hospitality, travel and tourism.	COMPUTING: Students will use SMHW and Quizlet to revise and practice retainment of vocabulary. LITERACY: Students will have a deeper understanding of grammar in English in order to understand and implement Spanish grammar. Students begin to look at the different forms of the future tense and how they compare to the English language both with usage and formation. NUMERACY: Quantities of ingredients, telling and recognising the time. Daily routine with time.	
		HT2B- Qué hacemos	This module links to GCSE Theme One which asks students to write and discuss their free time hobbies. This module focusses on making plans, thus encouraging the use of future tenses. This is key grammar for the GCSE specification.		Summative Assessment - Students to complete a listening, reading, writing and translation assessment. Assessments are saved in the TDRIVE term by term as well as the mark schemes. Markbooks are taken from the Pearson specification so they are nationally standardised. Markbooks are saved in the T-Drive so members of the department can standardise and compare grades across the year group.		GV2 Grammatical structures (me gustaría + infinitive) LC5 Accurate pronunciation and intonation LC6 Translation into English	Arranging to go out Using me gustaría + infinitive a + el = al de + el = del conditional: me/te gustaría + infinitive	*Adjectival agreements. *Masculine vs Fem *Irregular present tense *Past tense *Future tense- 'I will'		Links to personal and family identity, speaking elements of the course link to social skills. Module requires students to make future plans therefore encouraging interpersonal and organisation skills.		COMPUTING: Students will use SMHW and Quizlet to revise and practice retainment of vocabulary. LITERACY: Students will have a deeper understanding of grammar in English in order to understand and implement Spanish grammar. Students revise and revisit the usage of three tenses and compare to the English language. NUMERACY: Revision of time, understanding timetables for cinema. Making plans with time.	
		HT3A- Operación Verano	This module links to GCSE Theme two which asks students to write and discuss their free time hobbies whilst on holiday. This module focusses on making plans, thus encouraging the use of future tenses. This is key grammar for the GCSE specification.		Summative assessment: Students to complete a listening exam designed and endorsed by Pearson. Assessments are saved in the TDRIVE term by term as well as the mark schemes. Markbooks are taken from the Pearson specification so they are nationally standardised. Markbooks are saved in the T-Drive so members of the department can standardise and compare grades across the year group.		GV2 Grammatical structures (comparatives) LC2 Transcription LC3 Conversation	Describing a holiday home Discovering more about the comparative ser and estar (including stress accent: esta vs está) comparative: más/menos + adjective + que	*Adjectival agreements. *Masculine vs Fem *Irregular present tense *Past tense *Future tense- 'I will' *Using 3 tenses together.	Tolerance: Tolerance of different cultures and challenging stereotypes of other cultures.	Module requires students to make future plans therefore encouraging interpersonal and organisation skills. This module also encourages students to formulate and justify their own opinions, helping students to form their own identity.	Jobs in the travel and tourism industry will be highlighted.	COMPUTING: Students will use SMHW and Quizlet to revise and practice retainment of vocabulary. LITERACY: Students will have a deeper understanding of grammar in English in order to understand and implement Spanish grammar. Students begin to look at the different forms of the future tense and how they compare to the English language both with usage and formation. NUMERACY: Speaking surveys. Using the time to refer to the future.	
		HT3B- Revisión	This term focusses on practicing for the E.O.Y assessments, consolidating their knowledge of grammar and vocabulary covered throughout Y8. Students will complete a range of listening, speaking, writing and reading tasks in preparation for their end of year exam.		Summative Assessment - Students to complete a listening, reading, writing and translation assessment. Assessments are saved in the TDRIVE term by term as well as the mark schemes. Markbooks are taken from the Pearson specification so they are nationally standardised. Markbooks are saved in the T-Drive so members of the department can standardise and compare grades across the year group.		All topics consolidated	All fundamental skills are consolidated before the end of year exam.	*Adjectival agreements. *Masculine vs Fem *Irregular present tense *Past tense *Future tense- 'I will' *Using 3 tenses together.		Students will continue to work on their interpersonal skills with speaking activities throughout the half term.		All topics consolidated	
Y9	Y9	HT1A- Somos así	This module is based on the GCSE Theme One, where students discuss their free time interests. This module ensures that students are forming their own opinions and justifying them, as well as using a mix of tenses in all elements of written and spoken work.	T:\MFL\2019-20\Year 9\FOUNDATION\YEAR 9 SCHEME OF WORK 2019-20 FOUNDATION TIER.docx	Summative Assessment- Students to complete a reading exam endorsed by Pearson. Assessments are saved in the TDRIVE term by term as well as the mark schemes. Markbooks are taken from the Pearson specification so they are nationally standardised. Markbooks are saved in the T-Drive so members of the department can standardise and compare grades across the year group.	**RETENTION:** Homelearning primarily focusses on student retention of vocab. We have set up Quizlet for students to master vocab delivered in the first lesson of the week. The schemes of work and content of the year, is designed to continue to build upon prior knowledge of vocabulary, key skills and grammar from Year 7 and 8. **MASTERY:** Due to Y9 having 2 lessons a week, we focus on vocab delivery in the first lesson and then use the second lesson as an opportunity to master skills and consolidate them.	GV1 Tenses (present – irregular verbs) GV3 Developing vocabulary LC5 Accurate pronunciation	Talking about things you like Using irregular verbs in the present tense definite article with opinions present tense of ir, hacer, ser (full paradigm) pronunciation of c	*Adjectival agreements. *Masculine vs Fem *Irregular present tense *Past tense *Future tense- 'I will' *Using 3 tenses together.	Tolerance: Students are exposed to authentic audio and film resources thus broadening a students' understanding of other cultures	Links to personal and family identity, speaking elements of the course link to social skills. Students will be encouraged to contemplate the advantages and disadvantages of social media and technology all whilst formulating their own justified opinions.	Students who wish to persue a career in Media will learn about different genres of music, TV and cinema. Students will be exposed to authentic materials in this module.	COMPUTING: Students will use SMHW and Quizlet to revise and practice retainment of vocabulary. LITERACY: Students will have a deeper understanding of grammar in English in order to understand and implement Spanish grammar. Students will cover the subjunctive tense and will need to draw on their knowledge of this in	AO1 Listening: Understand and respond to different types of spoken language. AO2 Speaking: Communicate and interact in speech. AO3 Reading: Understand and respond to different types of written language. AO4 Writing: Communicate in writing.
		HT1B- Oriéntate	This topic directly links to GCSE theme three, where students will consider the world of work. Students are expected to know and recall a range of different job titles as well as discuss the responsibilities. Students will also express their future intentions with regards to work.		Summative Assessment - Students to complete a listening, reading, writing and translation assessment. Assessments are saved in the TDRIVE term by term as well as the mark schemes. Markbooks are taken from the Pearson specification so they are nationally standardised. Markbooks are saved in the T-Drive so members of the department can standardise and compare grades across the year group.		GV2 Grammatical structures (tener que + infinitive) GV3 Developing vocabulary LC3 Conversation	Saying what you have to do at work Using tener que tener que + infinitive	*Adjectival agreements. *Masculine vs Fem *Irregular present tense *Past tense *Future tense- 'I will vs I am going to vs I would like' *Using 3 tenses together.	Tolerance: Students discuss different personality types and how others choose to work and different career paths they may take.	Students will begin to consider their future plans and what qualifications and requirements they will need in order to fulfil their desired role. Students will look at responsibility and accountability.	Students will cover a range of different jobs and career paths, students will consider their future plans and life after BHS. Transferable skills will also be highlighted during this unit. Students also complete a CV in Spanish.	COMPUTING: Students will use SMHW and Quizlet to revise and practice retainment of vocabulary. LITERACY: Students will have a deeper understanding of grammar in English in order to understand and implement Spanish grammar. Students will cover the conditional tense and will need to draw on their knowledge of this in English. NUMERACY: Times revisited to describe your day at work. Dates and birthdays revisited	
		HT2A- En forma	This topic requires students to reflect on healthy lifestyles, both diet and exercise. This links with GCSE Theme one and requires students to use the imperative tense which allows students to access the higher marks in written and spoken work.		Summative Assessment- Students to complete a written exam endorsed by Pearson. Students will write a blog advising others on the best ways of keeping fit and healthy. Assessments are saved in the TDRIVE term by term as well as the mark schemes. Markbooks are taken from the Pearson specification so they are nationally standardised. Markbooks are saved in the T-Drive so members of the department can standardise and compare grades across the year group.		GV2 Grammatical structures (direct object pronouns) GV3 Developing vocabulary LC4 Expressing ideas (speaking)	Talking about diet Using direct object pronouns direct object pronouns	*Adjectival agreements. *Masculine vs Fem. *Irregular present tense *Future tense- 'I will vs I am going to vs I would like' *Using 2 tenses together.		Students will be required to reflect on the elements of a healthy lifestyle during this module.		COMPUTING: Students will use SMHW and Quizlet to revise and practice retainment of vocabulary. LITERACY: Students will have a deeper understanding of grammar in English in order to understand and implement Spanish grammar. Students will cover the conditional tense and will need to draw on their knowledge of this in English. Complex constructions such as 'you must/must not'. NUMERACY: Timephrases. Speaking surveys with tally marks.	
		HT2B- Jóvenes en acción	This topic asks students to reflect on environmental issues and the impact they have as young people. By the end of this module, students will give their opinion on what they think is the most serious environmental/social problem then explain how they would hypothetically solve this problem. This topic links to theme two of the GCSE Specification where students consider environmental and social issues locally, internationally and globally.		Summative Assessment - Students to complete a listening, reading, writing and translation assessment. Assessments are saved in the TDRIVE term by term as well as the mark schemes. Markbooks are taken from the Pearson specification so they are nationally standardised. Markbooks are saved in the T-Drive so members of the department can standardise and compare grades across the year group.		GV3 Opinions and discussions GV4 Accuracy (grammar) LC6 Translation into English	Talking about children's rights Using the verb poder poder	*Adjectival agreements. *Masculine vs Fem *Irregular present tense *Past tense *Future tense- 'I will vs I am going to vs I would like' *Using 3 tenses together. *Using 'se debe' with infinitives.	Tolerance and mutual respect: Students talk about their own effects on social issues and environmental issues. They discuss the impact young people have on their community.	Students to reflect on their social, economic and environmental impact both in their area and globally. Students will discuss their thoughts on local issues.	Students persuing a career in enviromental work.	COMPUTING: Students will use SMHW and Quizlet to revise and practice retainment of vocabulary. LITERACY: Students will have a deeper understanding of grammar in English in order to understand and implement Spanish grammar. Students will cover the conditional tense and will need to draw on their knowledge of this in English. NUMERACY: Speaking surveys and understanding Spanish numerical data ie percentages and	
		HT3A- Aventura en Madrid	This topic specifically focusses on communication skills when in a Spanish speaking country. This topic asks students to navigate their way through Madrid, using authentic materials such as maps and travel guides to assist. This links to theme two of the GCSE specification.		Students to complete a listening activity based on the topic. Assessments are saved in the TDRIVE term by term as well as the mark schemes. Markbooks are taken from the Pearson specification so they are nationally standardised. Markbooks are saved in the T-Drive so members of the department can standardise and compare grades across the year group.		GV2 Grammatical structures (expressions with tener) GV4 Accuracy (grammar) LC3 Conversation (social conventions)	Meeting and greeting people Using expressions with tener the verb tener	*Adjectival agreements. *Masculine vs Fem. *Irregular present tense. *Future tense- 'I will vs I am going to vs I would like' *Using 2 tenses together	Tolerance and mutual respect: Students learn how to converse with speakers of Spanish thus increasing their intercultural awareness and tolerance of others.	This topic focusses on communication skills and repair strategies when in a Spanish speaking country, this encourages interpersonal skills as well as intercultural awareness.	Jobs in the travel and tourism industry will be highlighted.	COMPUTING: Students will use SMHW and Quizlet to revise and practice retainment of vocabulary. LITERACY: Students will have a deeper understanding of grammar in English in order to understand and implement Spanish grammar. Students will cover two types of future tenses and must understand the differences in usage and formation in English. NUMERACY: Times and opening hours of tourist attractions and travel arrangements.	
		HT3B- Revisión	This term focusses on practicing for the E.O.Y assessments, consolidating their knowledge of grammar and vocabulary covered throughout Y9. Students will complete a range of listening, speaking, writing and reading tasks in preparation for their end of year exam.		Summative Assessment - Students to complete a listening, reading, writing and translation assessment. Assessments are saved in the TDRIVE term by term as well as the mark schemes. Markbooks are taken from the Pearson specification so they are nationally standardised. Markbooks are saved in the T-Drive so members of the department can standardise and compare grades across the year group.		All topics consolidated.	All fundamental skills are consolidated before the end of year exam.	*Adjectival agreements. *Masculine vs Fem. *Irregular present tense. *Past tense. *Future tense- 'I will vs I am going to vs I would like' *Using 3 tenses together.		Students will continue to work on their interpersonal skills with speaking activities throughout the half term.		All topics consolidated	
Y10	Y10	HT1A- Desconectate	Students are going to focus on free time activities and the use of social media and technology. This links to GCSE theme one: identity and culture. This module requires students to build on their grammatical knowledge and vocabulary from KS3.	T:\MFL\2019-20\YEAR 10 SCHEME OF WORK 2019-20.docx	Summative Assessment - Students to complete a listening, reading, writing and translation assessment. Assessments are saved in the TDRIVE term by term as well as the mark schemes. Markbooks are taken from the Pearson specification so they are nationally standardised. Markbooks are saved in the T-Drive so members of the department can standardise and compare grades across the year group.	**RETENTION:** Each lesson builds upon prior knowledge and the content and schemes of work ensure that students constantly repeat and refresh different grammar points and skills for vocabulary retention, we ensure that students revise on Quizlet and encourage students to keep revisiting old vocabulary. **MASTERY:** In the final lesson of the week, students consolidate their knowledge of grammar and vocabulary that has been covered in the first two lessons, through exam style questions. We ensure that the type of exam questions are varied, so that all key skills are covered equally. We then use feedback from assessments to plan our mastery lessons and use RAP lessons every two weeks to cover misconceptions or common mistakes.	Theme 2: International areas of interest. Theme 1: Free time and personal interests.	**PAPER 1 (LISTENING)** Deduce meaning from a variety of short and longer spoken texts. Recognise and respond to key information, picking out key themes and ideas in more spoken text. Identify the overall message, key points and details and opinions in a variety of short and longer spoken passages. Follow and understand clear, standard speech using familiar language. **PAPER 2 (SPEAKING)** Communicate and interact effectively in speech for a variety of purposes. Take part in a short conversation, asking and answering questions and exchanging opinions. Convey information and narrate events coherently and confidently. Use and adapt language for new purposes. Initiate and develop conversations and discussion. Speak with spontaneity, responding to unexpected questions and situations. **PAPER 3 (READING)** Understand and respond to different types of written language. Understand general and specific details within texts. Using high frequency familiar language. Identify the overall message, key points, details and opinions in a variety of short and longer passages. Deduce meaning from a variety of written texts. **PAPER 4 (WRITING)** Communicate effectively in writing for a variety of purposes across a range of specified contexts. Write short texts using a variety of sentence types and a mix of familiar and unfamiliar vocab to convey meaning and exchange information. Manipulate vocabulary and adapt a variety of structures within increasing accuracy and fluency.	*Adjectival agreements. *Masculine vs Fem *Irregular present tense. *Past tense *Future tense- 'I will vs I am going to vs I would like' *Using 3 tenses together. *Stem changing verbs. *Word order.		Students will consider the emotional and social impact of using technology and engaging with certain activities in their freetime. Students will practice interpersonal skills with speaking activities throughout the half term.	Travel and tourism industry.	COMPUTING: Students will use SMHW and Quizlet to revise and practice retainment of vocabulary. LITERACY: Students will have a deeper understanding of grammar in English in order to understand and implement Spanish grammar. Present and preterite tenses covered. NUMERACY: Numbers in families.	AO1 Listening: Understand and respond to different types of spoken language. AO2 Speaking: Communicate and interact in speech. AO3 Reading: Understand and respond to different types of written language. AO4 Writing: Communicate in writing.
		HT1B- Mi vida en insti	This module links directly to GCSE theme three, which asks students to discuss their current and future studies. Students must discuss their current school, primary school and preffered college, lending itself to the use of three tenses. This module requires students to build on their grammatical knowledge and vocabulary from KS3.		Summative Assessment - Students to complete a listening, reading, writing and translation assessment. Assessments are saved in the TDRIVE term by term as well as the mark schemes. Markbooks are taken from the Pearson specification so they are nationally standardised. Markbooks are saved in the T-Drive so members of the department can standardise and compare grades across the year group.		Theme 3: School life		*Adjectival agreements. *Plural opinions with justifications. *Masculine vs Fem *Irregular present tense. *Past tense- imperfect vs preterite. *Future tense- 'I will vs I am going to vs I would like' *Using 3 tenses together. *Stem changing verbs. *Compartive language. *Word order.	Mutual respect: Comparison of school life in Spain vs UK. Discussion around access to school life in Spain.	Students will consider their future plans and the qualifications and requirements they will need to meet in order to achieve their goals. Students will learn about the education system in Spain, increasing their intercultural awareness throughout the module.	Students consider their future plans and what they would like to study in the future. (Post-16 education).	COMPUTING: Students will use SMHW and Quizlet to revise and practice retainment of vocabulary. LITERACY: Students will have a deeper understanding of grammar in English in order to understand and implement Spanish grammar. Present, imperfect preterite and conditional tenses covered. NUMERACY: Timetables of school. Daily routine	
		HT2A- Mi gente	This module requires students to focus on their family and friends. They must discuss their own personality traits as well as those of their friends and family members. They must also discuss their thoughts and opinions of marriage. This module requires students to build on their grammatical knowledge and vocabulary from KS3.				Theme 1: Family and relationships, technology and social issues.		*Adjectival agreements. *Plural opinions with justifications. *Masculine vs Fem. *Irregular present tense. *Past tense- imperfect vs preterite. *Future tense- 'I will vs I am going to vs I would like' *Using 3 tenses together. *Stem changing verbs.	Mutual respect: Self identity and acceptance of others and different family circumstances.	Students will consider positive and negative relationships between family and friends in this module. Students will also be asked to discuss their personal qualities and strengths.		COMPUTING: Students will use SMHW and Quizlet to revise and practice retainment of vocabulary. LITERACY: Students will have a deeper understanding of grammar in English in order to understand and implement Spanish grammar. Present and preterite tenses revisited. NUMERACY: Students will cover 12hr/24hr clock.	
		HT2B- Intereses e influencias	This module covers a variety of topics from Theme One of the GCSE specification. It asks students to compare festivals and festivities in England to Spain, it also asks students to contemplate their role models. This module requires students to build on their grammatical knowledge and vocabulary from KS3.				Theme 1: Family and relationships, technology and social issues.		*Adjectival agreements. *Plural opinions with justifications. *Masculine vs Fem *Irregular present tense. *Past tense- imperfect vs preterite. *Future tense- 'I will vs I am going to vs I would like' *Using 3 tenses together. *Stem changing verbs. *Usted vs tú *Reflexive verbs	Mutual respect and tolerance: Self identity and acceptance of others and different family circumstances. Students learn about a variety of festivals and cultures which occur in different regions in Spain.	This module asks students to compare festivals and celebrations in Spain to England, increasing the student's intercultural awareness. Students will also consider what is positive role model.	Travel and tourism industry.	COMPUTING: Students will use SMHW and Quizlet to revise and practice retainment of vocabulary. LITERACY: Students will have a deeper understanding of grammar in English in order to understand and implement Spanish grammar. Present and preterite tenses covered. NUMERACY: Numbers in families. Understanding opening hours for holiday venues. Times of planes/travel	
		HT3A- Ciudades	Students are required to discuss their town, stating advantages and disadvantages of living in the area. They will also have to discuss issues within their town, whether this be social, economic or environmental. This module requires students to build on their grammatical knowledge and vocabulary from KS3. This links to theme two of the GCSE Specification.				Theme two: Local and national areas of interest.		*Adjectival agreements. *Plural opinions with justifications. *Masculine vs Fem. *Irregular present tense. *Past tense- imperfect vs preterite. *Future tense- 'I will vs I am going to vs I would like' *Using 3 tenses together. *Stem changing verbs.	Mutual respect: Different home environments and comparing life in UK to Spanish speaking countries	Students will consider the social, economic and environmental issues within their area. Students will be asked how they can improve these issues. Students will also require a level of understanding of a Spanish town and city.	Travel and tourism industry.	COMPUTING: Students will use SMHW and Quizlet to revise and practice retainment of vocabulary. LITERACY: Students will have a deeper understanding of grammar in English in order to understand and implement Spanish grammar. Present, imperfect and conditional tenses covered. NUMERACY: Timetables for busses and shop opening hours. Percentages. Understanding Spanish numerical data	
		HT3B- De costumbre	During this half term, students will cover Module 5 (Theme One). Students will talk about their daily routines as well as covering food and drinks. This topic continues to deepen the students' understanding of tenses and grammar points.		Summative Assessment - Students to complete a listening, reading, writing, speaking and translation assessment. June 2019/2020 exam to be completed as a mock exam. Markbook reflects the grade boundaries of that academic year, as set by AQA.		Theme 1: Family and relationships, technology and social issues.		*Adjectival agreements. *Plural opinions with justifications. *Masculine vs Fem *Irregular present tense. *Past tense- imperfect vs preterite. *Future tense- 'I will vs I am going to vs I would like' *Using 3 tenses together. *Stem changing verbs.		Students will work on their interpersonal and communication skills throughout this module. FBV: Understanding and accepting other cultures, families and different ways of life.	Travel and tourism industry	COMPUTING: Students will use SMHW and Quizlet to revise and practice retainment of vocabulary. LITERACY: Students will have a deeper understanding of grammar in English in order to understand and implement Spanish grammar. Present, imperfect and conditional tenses covered. Reflexive verbs introduced. NUMERACY: Quantities and larger numbers	
Y11	Y11	HT1A- A currar	Students will consider their future ambitions and the world of work within this module, linking to theme three of the GCSE specification. This module requires students to build on their grammatical knowledge and vocabulary from Y10.	T:\MFL\2019-20\YEAR 11 SCHEME OF WORK 2019-20.docx	Summative Assessment - Students to complete a listening, reading, writing and translation and where possible a speaking assessment. Assessments are saved in the TDRIVE term by term as well as the mark schemes. Markbooks are taken from the Pearson specification so they are nationally standardised. Markbooks are saved in the T-Drive so members of the department can standardise and compare grades across the year group. For the January mock exam, the markbook is set to reflect the grade boundaries of the papers/academic year as set by AQA.		Theme Three: School, studies and careers.		*Adjectival agreements. *Plural opinions with justifications. *Masculine vs Fem *Irregular present tense. *Past tense- regular and irregular. *Future tense- 'I will vs I am going to vs I would like' *Using 3 tenses together. *Stem changing verbs. *Usted vs tú *Reflexive verbs	Tolerance: Students discuss different personality types and how others choose to work and different career paths they may take.	Students will consider their future plans and the qualifications and requirements they will need to meet in order to achieve their goals. Students will learn about the education system in Spain, increasing their intercultural awareness throughout the module.	Students consider their future plans and what they would like to study in the future. (Post-16 education).	COMPUTING: Students will use SMHW and Quizlet to revise and practice retainment of vocabulary. LITERACY: Students will have a deeper understanding of grammar in English in order to understand and implement Spanish grammar. Present, preterite and conditional tenses covered. NUMERACY: Understanding Spanish numerical data.	
		HT1B- Un mundo mejor	Students will consider local, national and global social, economic and environmental issues. Students will be required to discuss methods of resolving these issues. This links to GCSE theme two. This module requires students to continue to build on their grammatical knowledge and vocabulary, as well as their speaking, translation and listening skills.				Theme two: Local and national areas of interest.		*Adjectival agreements. *Plural opinions with justifications. *Masculine vs Fem *Irregular present tense. *Past tense. *Future tense- 'I will vs I am going to vs I would like' *Using 3 tenses together. *Stem changing verbs.	Tolerance and mutual respect: students understand and debate social and political issues and the effects they have locally, nationally and internationally.	Students will consider their social, economic and environmental impact, locally, nationally and globally. Students will be required to consider their responsibilities in assisting with these issues.	Students persuing a career in environmental work.	COMPUTING: Students will use SMHW and Quizlet to revise and practice retainment of vocabulary. LITERACY: Students will have a deeper understanding of grammar in English in order to understand and implement Spanish grammar. All tenses covered. Complex constructions such as the subjunctive and indefinite phrases such as 'si debería' covered. NUMERACY: Understanding numerical data in	
		HT2A-HT3B- Revision	Throughout these terms students will complete numerous activities from all four key skills. Students will continue to consolidate their knowledge and understanding of grammar and vocabulary covered throughout their time at BHS as well as considering effective exam technique to ensure maximum success in their GCSE exams. We will use revision material from a app, examples and Kate Languages to put together mock assessments to ensure students are used to exam questions and so they feel best prepared for the exam season ahead.				All topics consolidated.		*Adjectival agreements. *Plural opinions with justifications. *Masculine vs Fem *Irregular present tense. *Past tense- imperfect vs preterite. *Future tense- 'I will vs I am going to vs I would like'		Students will continue to work on their interpersonal skills with speaking activities throughout the half term.		All topics consolidated	