

## **MODERN FOREIGN LANGUAGES**

### **MODERN FOREIGN LANGUAGES CURRICULUM INTENT**

At KAEP we value the importance of language learning in today's global economy. We recognise that language learning is a life skill highly valued by employers and universities in today's global job market. As a team of language specialists, we aim to deliver a stimulating, quality-first learning environment in which all students feel supported, valued and challenged on their language learning journey.

The MFL curriculum that we have adopted in year 7 and 8 is the research-based NCELP approach to language learning which, whilst supporting the new GCSE, aims to support learners of all abilities and promote independence and spontaneity through the explicit teaching of Phonics, Vocabulary and Grammar. In year 9 we adopt a more topic-based approach to language learning and focus on real world applications of language e.g buying tickets, ordering food, arranging to go out etc... whilst providing a firm foundation for further study at GCSE.

With an emphasis on communication, skills and transactional language, we aim to develop confident language learners able to compete on the global stage. In order to bring languages to life in the classroom, we use a wide variety of resources, including technology, realia and authentic materials. MFL lessons are delivered with enthusiasm and focus on interactive, fun activities which maximize engagement and promote a positive learning environment for students.

Through termly enrichment projects, MFL competitions, trips and well-established links with our partner schools in Germany (Apostelgymnasium, Cologne) and Spain (Escola Virolai, Barcelona) we aim to develop a wider cultural awareness and encourage students to be "World Wise". As passionate linguists we promote all languages spoken within our school community and beyond. Indeed, EAL students are actively encouraged to take a GCSE in their home language at KAEP.

#### **KS3 (Years 7-9):**

Students study either German OR Spanish on entry in year 7. They have 3 x 70 min lessons a cycle (2 weeks) and all MFL groups are mixed ability. Our curriculum at KS3 focuses on developing and embedding language learning skills through deliberate practice of Phonics, Vocabulary and Grammar.

#### **KS4 (Years 10-11):** In year 10 and 11 we follow the EdExcel specification for GCSE Spanish and German.

Students are formally assessed for GCSE in Listening, Speaking, Reading and Writing (25% each) at the end of year 11 (there is no controlled assessment). GCSE themes are:

- My personal world
- Lifestyle and wellbeing
- My neighbourhood
- Media and technology
- Studying and my future
- Travel and tourism

## Programme of Study: 2025-2026

### KS3: Students study either German or Spanish from year 7

Our MFL curriculum at KS3 is designed in line with research-based best practice resources from the National Centre for Excellence in Language Pedagogy (NCELP) to engage students of all abilities and lessons focus on the core elements of phonics, vocabulary and grammar.

#### Year 7:

|                | Term 1  | Term 2  | Term 3   | Term 4   | Term 5   | Term 6  |
|----------------|---|---|--|--|--|---|
| <b>SPANISH</b> | Greetings<br>Name and age<br>Describing places and locations<br>Saying what someone is like<br>Saying what people have<br>Saying what people do | Numbers 1-31<br>Birthdays<br>Saying what people do and don't do<br>Talking about more than one thing<br>Saying what there is around you and describing it<br>Talking about the location of things<br>Describing a place<br>Giving and wanting (festive season and family) | Describing family<br>Describing some natural wonders of the Spanish-speaking world<br>Asking and answering questions | Talking about what you do with others<br>Talking about what people can do<br>Contrasting what people must/can and want to do<br>Places and locations | Describing activities(travel)<br>Describing what people do<br>Describing what people do (technology) | Discussing what people do and don't do<br>Describing people and possessions<br>Describing when and where people go<br>Describing future plans |

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|                                 |   |   |  | Saying what people are like today v in general   |   |   |
| <b>Students learn how to...</b> | <b>GRAMMAR</b><br><br>use essential verbs: <i>estar, ser, tener</i><br><br>recognise indefinite articles, singular and plural nouns<br><br>use adjectives correctly<br><br>answer yes/no questions with raised intonation<br><br>recognise and apply -ar verbs in the present tense | <b>GRAMMAR</b><br><br>use 'no' to make a verb negative<br><br>understand the difference between 'hay' v 'tiene'<br><br>apply 'son' with an adjective<br><br>recognise and apply singular and plural definite articles<br><br>apply modal verbs 'dar' and 'querer' | <b>GRAMMAR</b><br><br>understand adjectival agreement and position<br><br>ask and answer 'wh' questions<br><br>apply the third person of 'tener'<br><br>use the key verb 'hacer' | <b>GRAMMAR</b><br><br>recognise and apply 'ar' verbs in the first person plural form<br><br>use the modal verbs 'poder' and 'deber'<br><br>use the essential verbs in plural forms | <b>GRAMMAR</b><br><br>recognise and apply 'ar' verbs in the third person plural form<br><br>use the modal verbs 'er' and 'ir'<br>use the essential verbs in plural forms<br><br>consolidate their understanding of 'wh' questions | <b>GRAMMAR</b><br><br>consolidate '-ar', '-er' and '-ir' verbs, 'wh' questions, negation and modals<br><br>recognise and apply possessive adjectives<br><br>use 'ir+ infin' to express future plans |
|                                 | <b>PHONICS</b><br><br>pronounce the following SSC's:<br><br><i>a,e,i,o,u,l,ll,ca,co,cu,ce,ci</i>  | <b>PHONICS</b><br><br>pronounce the following SSC's:<br><br><i>a,e,i,o,u,l,ll,ca,co,cu,ce,ci</i>  | <b>PHONICS</b><br><br>pronounce the following SSC's:<br><br><i>v,b,r,rr,silent h</i>   | <b>PHONICS</b><br><br>re-visit the following SSC's:<br><br><i>l,ll,ca,co,cu,ce,ci</i>  | <b>PHONICS</b><br><br>re-visit the following SSC's:<br><br><i>z,que,qui,ll,l,ga,go,gu,ge,gi,j</i>   | <b>PHONICS</b><br><br>re-visit the full range of SSC's taught this year   |

|               |                                       |   | re-visit the following<br>SSC's:<br><i>a,o,e,i,u</i>           |  |   |   |
|---------------|---------------------------------------|---|--|--|---|---|
|               | Term 1                                | Term 2  | Term 3   | Term 4                                     | Term 5  | Term 6  |
| <b>GERMAN</b> | Greetings                             | Numbers 1-31                                    | Saying what you and others have (and what it is/they are like) | Saying what we do                          | Saying when you and others do things                  | Saying what happens usually and what is happening now             |
|               | Name and age                          | Birthdays                                       | Talking about more than one, numbers                           | Saying what I and others can and cannot do | Talking about movement into, and location in, places  | Saying what people can/must/want to do to improve their lifestyle |
|               | Alphabet                              | Saying what people do (in school and at home)   | Asking and stating your likes and dislikes                     | Comparing lifestyles                       | Asking and answering questions (about family)         | Explaining the rules of a game                                    |
|               | Asking and stating where something is | Asking and answering questions about activities | Asking for and giving views (on school life)                   | Talking about life outside school          | Describing one day in your life                       | Comparing usual activities with future summer plans               |
|               | Saying what something is like         | Narrating a simple plot/story                   | Talking about yourself, to and about someone else              | Narrating other people's actions           | Saying what is where (in German - speaking countries) | Talking about going to places                                     |
|               | Saying what something is not like     | Talking about one or many (Christmas)           |  |  |   |   |
|               | Saying what people have               |   |  |  |   |   |
|               | Asking and answering                  |   |  |  |   |   |

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|                               | questions about what you have  |   |   |   |   |   |
| <b>Students learn how to:</b> | <b>GRAMMAR</b><br><br>Apply singular definite and indefinite articles<br><br>Use 'nicht', 'kein', 'keine' for negation<br><br>Recognise and apply essential verbs: 'haben' and 'sein'<br><br>Use 'mein', 'meine' | <b>GRAMMAR</b><br><br>Recognise and apply high frequency weak verbs in 1st, 2nd and 3rd person singular form<br><br>Recognise and use question words 'wo', 'was', 'wie', 'wer'<br><br>Understand negation with 'nicht + verb'<br><br>Apply plural nouns | <b>GRAMMAR</b><br><br>Recognise and apply 1st and 3rd person of 'haben' and 'sein'<br><br>Understand 1st,2nd and 3rd person conjugation of 'finden'<br><br>Understand the question phrase 'wie viele?'<br><br>Understand and apply the 1st,2nd and 3rd person of the modal verb 'mogen'<br><br>Identify object pronouns: 'ihn', 'sie', 'es' and 'sie' | <b>GRAMMAR</b><br><br>Understand and apply the 1st, 2nd and 3rd person of the modal verb 'konnen'<br><br>Understand 'nicht' vs 'kein'<br><br>Understand strong verbs 1st, 2nd and 3rd person singular and weak verbs 1st person plural. | <b>GRAMMAR</b><br><br>Recognise and apply possessive adjectives 'mein', 'dein', 'sein' and 'ihr'<br><br>Understand verb-subject questions with 'wann'<br><br>Understand prepositions 'in' and 'auf' with the accusative and dative case | <b>GRAMMAR</b><br><br>Understand and apply present tense of weak and strong verbs<br><br>Understand word order with expressions of time<br><br>Identify compound nouns<br><br>Understand 'zu' va 'nach'<br><br>Understand how to form dates and count to 31 |

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|                   | <b>PHONICS</b><br><br>pronounce the long and short 'a' sound<br><br>pronounce the long and short 'e' sound<br><br>pronounce the following SSC's:<br><br>ei,z,w,ie | <b>PHONICS</b><br><br>Pronounce the long and short 'o' sound<br><br>Pronounce the long and short 'i'<br><br>Pronounce the hard and soft 'ch' sound<br><br>pronounce the following SSC's:<br><br>u,ü,ö | <b>PHONICS</b><br><br>pronounce the following SSC's:<br><br>o,au,sch,sp,ss,z,B,er | <b>PHONICS</b><br><br>pronounce the following SSC's:<br><br>au,r,eu | <b>PHONICS</b><br><br>pronounce the following SSC's:<br><br>Th,st,ie,ei<br><br>Pronounce the final -d, and the final -ig | <b>PHONICS</b><br><br>pronounce the following SSC's:<br><br>J<br><br>re-visit the full range of SSC's taught this year |
| <b>Assessment</b> | Students have regular vocabulary tests in class and assessments of Phonics, Vocabulary and Grammar  |   |   |   |  |  |

#### Discovery Curriculum enhancement:

- Cultural Christmas markets trip to Cologne and Bruges: Nov 2025
- Rhineland Study trip: July 2026
- Spanish Study trip: July 2026
- Careers week: March 2026: “The Importance of Languages in the Workplace”
- ENRICHMENT PROJECTS (termly)
- Language Nut competition (termly)
- Languages Club (every Tuesday)

|                       | Term 1  | Term 2  | Term 3  | Term 4  | Term 5   | Term 6  |
|-----------------------|---|---|---|---|--|---|
| <b>Year 8 SPANISH</b> | <p>Describing events in the past and present (travel)<br/>Comparing past experiences<br/>Talking about what people and places are like now vs in general.</p> | <p>Describing events in the past and present (at school)<br/>Describing events in the past and present (free time activities)<br/>Describing how people feel in the present (feelings and emotions)<br/>Describing future plans<br/>Talking about what people do (work)</p> | <p>(Technology and social networks)<br/>Describing what different people did in the past (Free time activities)<br/>Talking about the environment<br/>Saying what you do for others<br/>Routines and daily life</p> | <p>Describing a series of events (Narration)<br/>Talking about giving and receiving (Birthdays)<br/>Describing how things make people feel<br/>Giving opinions about school</p> | <p>Visiting a Spanish speaking city<br/>Describing family members<br/>Describing how people feel<br/>Comparing things<br/>Describing what people do and did (sport)<br/>Comparing where people go and went</p> | <p>Asking questions about what people did<br/>Learning about a famous Spanish speaking person<br/>Describing school<br/>Describing what is happening now<br/>Describing Hispanic traditions<br/>Talking about past and future trips</p> |

| GRAMMAR   | GRAMMAR   | GRAMMAR   | GRAMMAR   | GRAMMAR   | GRAMMAR   | GRAMMAR   |
|---|---|---|---|---|---|---|
| Past tense (preterite) –ar verbs in 1 <sup>st</sup> and 2 <sup>nd</sup> person singular | Past tense (preterite) –er and –ir verbs in 1 <sup>st</sup> and 2 <sup>nd</sup> person singular | Past tense (preterite) –ar verbs in 3 <sup>rd</sup> person singular         | OVS word order<br>Direct object pronouns 'lo', 'la' | Revisit SER (es, son), adjective agreement, para + infinitive | Revisit regular (-ar, -er, -ir verbs) in singular persons in past           | Revisit regular (-ar, -er, -ir verbs) in singular persons in past           |
| Revisit SER for traits and ESTAR for state  | Prenominal adjectives   | Past tense (preterite) –er and –ir verbs in 3 <sup>rd</sup> person singular | Indirect object pronouns (me, te, le)               | Possessive adjectives 'su' and 'nuestro'                      | Revisit regular (-ar, -er, -ir verbs) in plural persons in past and present | Revisit regular (-ar, -er, -ir verbs) in plural persons in past and present |
| Revisit English and Spanish question formation  | Revisit TENER   | Personal 'a'  | Gustar-type verbs                                   | Comparatives 'más' and 'menos'                                | present continuous with –ar verbs   | present continuous with –ar verbs   |
|   | QUERER and DAR in 1 <sup>st</sup> and 3 <sup>rd</sup> person plural                             | Reflexive 'me' and 'te'   |   | Adjectives with comparative meaning                           | present continuous with –ir/-er verbs                                       | present continuous with –ir/-er verbs                                       |
|   | IR in 3 <sup>rd</sup> person plural   | Revisit possessive adjectives 'mi', 'tu'                                    |   | Demonstratives 'este', 'esta', 'estos', 'estas'               | revisit future plans with IR [revisited]                                    | revisit future plans with IR [revisited]                                    |
|   | Para + infinitive   |   |   | HACER in past (preterite) in singular persons                 |   |   |
|   | Revisit regular present tense verbs   |   |   | IR in past (preterite) in singular persons                    |   |   |

| Students learn: | PHONICS  | PHONICS  | PHONICS   | PHONICS  | PHONICS  | PHONICS  |
|-----------------|--|--|---|--|--|--|
|                 | Spanish syllables (consonant-vowel pairs)<br>Strong vowels [a], [e], [o]<br>Weak vowels [i], [u] | Revisit final syllable stress with –er/-ir verbs in the preterite (-í)<br>Ante-penultimate syllable stress<br>Revisit SSCs [L] and [LL]<br>Revisit 'hard C' [CA], [CO], [CU]<br>Revisit [CU] + vowel<br>Revisit [CE], [CI] | Past tense (preterite) –ar verbs in 3 <sup>rd</sup> person singular<br>Past tense (preterite) –er and –ir verbs in 3 <sup>rd</sup> person singular<br>Personal 'a'<br>Reflexive 'me' and 'te'<br>Revisit possessive adjectives 'mi', 'tu' | <b>OVS</b> word order<br>Direct object pronouns 'lo', 'la'<br>Indirect object pronouns (me, te, le)<br>Gustar-type verbs | Spelling changes with –ar verbs in 1 <sup>st</sup> person past (preterite) (-qué, -gué)<br>Revisit strong vowels [a], [e], [o]<br>Revisit weak vowels [i], [u] | Revisit penultimate syllable stress<br>Revisit ante-penultimate syllable stress<br>Revisit use of accent on singular vs plural nouns with final-syllable stress<br>Revisit spelling changes –qué and –gué in the preterite<br>Revisit [ce], [ci] and [z] |

**Assessment** Students have regular vocabulary tests in class and three assessments of Phonics, Vocabulary and Grammar

|  | <b>Term 1</b> | <b>Term 2</b> | <b>Term 3</b> | <b>Term 4</b> | <b>Term 5</b> | <b>Term 6</b> |
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| <b>Year 8<br/>GERMAN</b> | Describing events in the past and present  | Describing events in the past and present (at school)             | Describing what people do (technology and social networks)              | Describing a series of events (Narration)   | Describing family members                    | Asking questions about what people did           |
|                          | Past tense with "sein" and "haben"   | Describing events in the past and present (free time activities)  | Describing what different people did in the past (Free time activities) | Talking about giving and receiving (Birthdays)                                    | Describing how people feel                   | Learning about a famous Spanish speaking person  |
|                          | Describing a past holiday  | Describing how people feel in the present (feelings and emotions) | Talking about the environment   | Describing how things make people feel  | Comparing things                             | Describing school                                |
|                          | Past opinions  | Describing future plans   | Saying what you do for others   | Giving opinions about school  | Describing what people do and did (sport)    | Describing what is happening now                 |
|                          |  | Talking about what people do (work)                               | Routines and daily life   |   | Comparing where people go and went           | Describing Hispanic traditions                   |
|                          |  |   |   |   |  | Talking about past and future trips              |
|                          | <b>GRAMMAR</b>   | <b>GRAMMAR</b>  | <b>GRAMMAR</b>  | <b>GRAMMAR</b>  | <b>GRAMMAR</b>                               | <b>GRAMMAR</b>                                   |
|                          | Present vs Past (perfect - weak verbs), 1 <sup>st</sup> person singular            | Object pronouns ( <i>mir, dir, ihm, sie, es</i> )                 | Verbs with indirect objects ( <i>mir, dir, ihm, ihr</i> )               | Plural rule 5 (-s)  | 'an' vs 'auf' R2 (acc.) and R3 (dat.)        | Past (perfect + HABEN / SEIN), imperfect         |
|                          | 'in' + R3 (dat.) + indefinite articles   | <i>nicht</i> vs <i>nichts</i> , numbers 32 – 100                  | 'für' + R2 (acc.), 'von' + R3 (dat.)                                    | Present tense separable verbs: 1 <sup>st</sup> and 3 <sup>rd</sup> persons plural | Present tense (present and future meaning)   | Pronouns <i>du, man, Sie</i>                     |
|                          | Past (perfect + HABEN), 1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> person | Present vs Past (perfect - weak verbs),                           | Possessives <i>mein/dein</i> + R2 (acc.), + R3 (dat.)                   | Present tense + <i>gern, + lieber statt + zu + infinitive</i>                     | Modal verbs (KÖNNEN, DÜRFEN, WOLLEN, SOLLEN) | Time with <i>halb, nach, vor</i><br>Future tense |

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|  | <p>singular<br/>HABEN / SEIN<br/>(present), idioms<br/>(Hunger, Lust<br/>haben)</p> <p><i>Sie</i> (you, formal) vs<br/><i>du</i></p> <p>Prenominal<br/>adjective<br/>agreement - R1<br/>(nom.)</p> <p>Definite and<br/>indefinite articles,<br/>R2 (acc.)</p> <p>Indefinite articles<br/>Plural Rule 5 -<br/>nouns (f) ending -in<br/>add -nen</p> <p>Word order 3,<br/>conjunctions <i>weil</i><br/>vs <i>denn</i></p> | <p>1<sup>st</sup> persons singular<br/>and plural</p> <p>'von' + R3 (dat.)</p> <p>'um' + [number] +<br/><i>Uhr</i> (simple time)</p> <p>Past (perfect +<br/>HABEN vs SEIN)</p> <p>'mit' + R3 (dat.),</p> <p>'an' + R2 (acc.),</p> <p>R3 (dat.), 'durch' +<br/>R2 (acc.), 'für' + R2<br/>(acc.)</p> <p>Word order:<br/>manner (M) before<br/>place (P)</p> <p>Present tense +<br/>adverb <i>gern</i></p> <p>Present tense<br/>separable verbs</p> <p>Possessive<br/>adjectives R2<br/>(acc.)</p> | <p>Verbs of opinion<br/>(denken, glauben,<br/>meinen)</p> <p>Conjunction <i>dass</i> +<br/>Word order 3</p> <p>Imperfect tense<br/>(war, hatte, es gab)</p> <p>Comparative<br/>adjectives, <i>also</i><br/>meaning 'than'</p> | <p>Possessive<br/>adjectives <i>unser</i>,<br/><i>ihr</i></p> <p>Pronouns <i>uns</i>,<br/><i>ihnen</i></p> <p>'seit' + present<br/>tense (past<br/>meaning)</p> <p>'vor' + ago +<br/>perfect tense</p> | <p>Future tense<br/>(WERDEN +<br/>infinitive) vs<br/>WOLLEN</p> <p>1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> persons<br/>singular</p> <p>Prenominal<br/>adjective<br/>agreement R1<br/>(nom.), R2 (acc.)<br/>with definite<br/>articles</p> <p>Adjective<br/>agreement with<br/>definite and<br/>indefinite articles<br/>after 'mit', 'aus' +<br/>R3 (dat)</p> | <p>(WERDEN +<br/>infinitive) vs<br/>WOLLEN</p> <p>1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> persons<br/>singular</p> <p>Conjunction <i>wenn</i><br/>+ Word order 3</p> <p>'aus' + R3 (dat.)<br/>meaning 'from'</p> <p>Pronouns: subject<br/>R1, object R2 and<br/>indefinite object R3</p> |
|  | <b>PHONICS</b>  | <b>PHONICS</b>  | <b>PHONICS</b>  | <b>PHONICS</b>   | <b>PHONICS</b>  | <b>PHONICS</b>  |
|  | <p>[ei]   [ie]</p> <p>[s-]   [-s] [ss] [ß]</p> <p>[sch] [st-] [sp-]</p> <p>[u]   [ü]</p>  | <p>[z] (-tion)</p> <p>[ch] (hard)   [ch]<br/>(soft)</p> <p>long [a] [o]   short</p>   | <p>ong [i]   short [i]</p> <p>long [i]   [ie] (known<br/>words)</p> <p>[ei]   [ie]   [ɔ]</p>  | <p>[-e]   [-er] (adjective<br/>or comparative<br/>adjective)</p> <p>Revisit several</p>  | <p>[ch] [ck]</p> <p>[d-] [-d]</p> <p>[pf] [kn]</p> <p>[-e] (pronouncing</p>   | <p>[y] [u]   [ü]</p> <p>long and short<br/>vowels</p> <p>[ei]   [ie]</p>  |

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|  | <p>[ai]   [ei]<br/> [r] (consonantal)<br/> [r] (vocalic)<br/> [w]   [v]</p> | <p>[a]   [o]<br/> [er-]   [-er]<br/> [a]   [ä]<br/> [g-]   [-g]<br/> [o]   [ö]</p> | <p>Revisit [a] [ä] [o] [ö]<br/> [u]   [ü]<br/> revisit all SSC<br/> [zw]   [schw]</p> | <p>SSC<br/> [z] vs [s]<br/> [st-]   [sp-] -   [sch]<br/> [2]<br/> [er-]   [-er] [2]<br/> [e]   [ä]</p> | <p>final -e)<br/> [sch]   [ch]<br/> [eu]   [äu] (known words)<br/> [f]   [v] (known words)<br/> [v]   [w] [2]<br/> (unknown words)</p> | <p>colloquial intensifiers<br/> [sch]   [ch]<br/> Revisit several SSC<br/> Fluency development<br/> [ei]   [ie]<br/> Fluency development</p> |
|--|---|--|---|--|--|--|

|                | Term 1   | Term 2  | Term 3  | Term 4  | Term 5  | Term 6  |
|----------------|--|---|---|---|---|---|
| Year 9 SPANISH | <p><b>LIFE AS A TEEN IN SPAIN</b><br/> <br/> Music<br/> TV/Film<br/> <br/> <b>FESTIVALS</b><br/> <br/> <b>MY ONLINE LIFE</b><br/> My phone</p> | <p><b>MY ONLINE LIFE</b><br/> <br/> Social Media<br/> Technology<br/> <br/> <b>OUT AND ABOUT</b><br/> <br/> Food<br/> Ordering food<br/> Making a complaint</p> | <p><b>OUT AND ABOUT</b><br/> <br/> My town<br/> At the train station<br/> <br/> Asking for directions</p> | <p><b>LET'S GO!</b><br/> <br/> Relationships<br/> <br/> Arranging to go out<br/> <br/> Making excuses/illness<br/> <br/> Future plans</p> | <p><b>FASHION</b><br/> <br/> In the department store<br/> <br/> Saying what you like to wear on the weekend etc..<br/> <br/> Describing my school uniform</p> | <p><b>SCHOOL AND THE WORLD OF WORK</b><br/> <br/> School subjects<br/> My School Day<br/> <br/> Schools in Spanish-speaking countries v UK school</p> |

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| <b>Pupils learn how to...</b> | Give extended opinions about music and TV programmes<br><br>Give positive and negative opinions about films<br><br>Research a range of festivals in Spanish speaking countries<br><br>Describe their mobile phone and say what they do on their phone | Discuss advantages and disadvantages of social media<br><br>Give opinions about technology<br><br>Describe how they use social media and technology<br><br>Discuss advantages and disadvantages of social media<br><br>Give a range of opinions about food<br><br>Use transactional language at a restaurant/cafe to order<br><br>Respond to a real life situation in a restaurant | Describe where they live<br><br>Understand street signs/shop signs<br><br>Understand and give directions in the town<br><br>Buy tickets at the train station and online<br><br>Ask questions at the train station | Say who they get on with and why<br><br>Suggest going out<br><br>Make excuses<br><br>Describe illnesses | Give opinions on trends/fashion<br><br>Use transactional language to buy/try on clothes<br><br>Understand signs in the department store<br><br>Say what they like/don't like wearing<br><br>Describe their school uniform | Give complex opinions about school subjects<br><br>Describe a school day<br><br>Compare life in Spanish schools with life in a British school |
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|  | <p><b>Grammar</b></p> <p>Using reflexive verbs gustar and encantar with 'me'</p> <p>Gender/number agreement</p> <p>Use of conjunctions</p> <p>Word order with adjectives</p> | <p><b>Grammar</b></p> <p>Present tense revisited</p> <p>Giving complex opinions</p> <p>Use of modal verbs: poder, deber</p> <p>Conditional tense: me gustaría</p> <p>Imperative form</p> | <p><b>Grammar</b></p> <p>Past tense</p> <p>Question words</p> <p>Imperative (revisited)</p> | <p><b>Grammar</b></p> <p>Reflexive verbs (revisited)</p> <p>Modal verbs</p> <p>Future tense</p> <p>Conditional tense</p> | <p><b>Grammar</b></p> <p>Giving complex opinions in different tenses</p> <p>Using three tenses (past, present and future)</p> | <p><b>Grammar</b></p> <p>Using comparative/superlative</p> <p>Ser/Estar in past, present and future</p> <p>Conditional tense (revisited)</p> |
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|                      | <b>Term 1</b>   | <b>Term 2</b>   | <b>Term 3</b>   | <b>Term 4</b>   | <b>Term 5</b>   | <b>Term 6</b>  |
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| <b>Year 9 GERMAN</b> | <p><b>LIFE AS A TEEN IN GERMANY</b></p> <p>Music</p> <p>TV and Film</p> <p><b>FESTIVALS</b></p> | <p><b>MY ONLINE LIFE</b></p> <p>Social Media</p> <p>Technology</p> <p><b>OUT AND ABOUT</b></p> <p>Food</p> <p>Ordering food</p> | <p><b>OUT AND ABOUT</b></p> <p>My town</p> <p>At the train station</p> <p>Asking for directions</p> | <p><b>LET'S GO!</b></p> <p>Relationships</p> <p>Arranging to go out</p> <p>Making excuses/illness</p> <p>Future plans</p> | <p><b>FASHION</b></p> <p>In the department store</p> <p>Saying what you like to wear on the weekend etc..</p> <p>Describing my school uniform</p> | <p><b>SCHOOL AND THE WORLD OF WORK</b></p> <p>School subjects</p> <p>My School Day</p> <p>Schools in German-speaking countries v UK school</p> |

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| <b>Pupils learn how to...</b> | <b>MY ONLINE LIFE</b> | Making a complaint  |   |   |   | Future plans/jobs   |
|                               |                       | My phone  |   |   |   |   |
|                               |                       | Give opinions<br>Give extended opinions about music and TV programmes | Discuss advantages and disadvantages of social media<br>Give opinions about technology<br>Describe how they use social media and technology<br>Discuss advantages and disadvantages of social media | Describe where they live<br>Understand street signs/shop signs<br>Understand and give directions in the town<br>Buy tickets at the train station and online<br>Ask questions at the train station | Say who they get on with and why<br>Suggest going out<br>Make excuses<br>Describe illnesses | Give opinions on trends/fashion<br>Use transactional language to buy/try on clothes<br>Understand signs in the department store<br>Say what they like/don't like wearing<br>Describe their school uniform |
|                               |                       | Give positive and negative opinions about films                       |   |   |   | Compare life in German schools with life in a British school  |
|                               |                       | Research a range of festivals in German speaking countries            |   |   |   | Say what they would like to do in the future  |
|                               |                       | Describe their mobile phone and say what they do on their phone       | Give a range of opinions about food<br>Use transactional language at a restaurant/cafe to order   |   |   |   |

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|   |   | Respond to a real life situation in a restaurant                                 |   |  |  |                                       |
| <b>Grammar</b><br>Use of adverb gern/nicht gern + verb<br><br>Complex connectives: weil, denn<br><br>Verb conjugation of <i>hören</i> and <i>sehen</i><br>1st 2nd 3rd and plural forms<br><br>Formulating questions | <b>Grammar</b><br>Present tense revisited<br><br>Giving complex opinions<br><br>Use of modal verbs: können müssen and dürfen<br><br>Conditional tense: me gustaría<br><br>Imperative form | <b>Grammar</b><br>Past tense<br><br>Question words<br><br>Imperative (revisited) | <b>Grammar</b><br>Reflexive verbs (revisited)<br><br>Modal verbs<br><br>Future tense<br><br>Conditional tense | <b>Grammar</b><br>Giving complex opinions in different tenses<br><br>Using three tenses (past, present and future) | <b>Grammar</b><br>Using comparative/superlative<br><br>Future tense<br><br>Conditional tense (revisited) | <b>Grammar</b><br>Complex connectives |

**KS4:**

Exam board and Specification details:

**Yr 10 2024:EdExcel GCSE GERMAN/SPANISH**

Assessment objectives: Students are assessed on all four skills at the end of the course: LISTENING, SPEAKING, READING and WRITING

**THEMES: EdExcel GCSE (2026)**

- **My personal world**
- **Lifestyle and wellbeing**
- **My neighbourhood**
- **Media and technology**
- **Studying and my future**
- **Travel and tourism**

## Curriculum map: 2025-2026

|                   | Term 1  | Term 2  | Term 3  | Term 4  | Term 5  | Term 6   |
|-------------------|---|---|---|---|---|--|
| Year 10<br>GERMAN | <p><b>Zurück zur Schule!</b><br/><b>(School)</b></p> <p>Wie ist dein<br/>Stundenplan dieses<br/>Jahr? (What is your<br/>timetable like this<br/>year?)</p> <p>Was trägst du in der<br/>Schule? (What do you<br/>wear to school?)</p> <p>Sind Schulregeln<br/>wirklich nötig? (Are<br/>school rules<br/>important?)</p> <p>Schultage: Die beste<br/>Zeit deines Lebens?<br/>(School days: the best<br/>time of your life?)</p> <p>Austausch geht auch<br/>online! (School<br/>exchanges online!)</p> | <p><b>Endlich mal Freizeit?</b><br/><b>(Free time)</b></p> <p>Was machst du gern in<br/>deiner Freizeit? (What<br/>do you like doing in<br/>your free time?)</p> <p>Was machst du online?<br/>(What do you do<br/>online?)</p> <p>Kommst du mit? (Do<br/>you want to come<br/>along?)</p> <p>Wie war der Film? (How<br/>was the film?)</p> <p>Hast du Pläne? (Do you<br/>have plans?)</p> | <p><b>Meine Welt, deine<br/>Welt</b><br/><b>(My world, your<br/>world)</b></p> <p>Wie ist deine<br/>Familie? (What is<br/>your family like?)</p> <p>Wer bist du? (Who<br/>are you?)</p> <p>Wen respektierst<br/>du? (Who do you<br/>respect?)</p> <p>Wir haben gefeiert!<br/>(We celebrated!)</p> <p>Partyzeit! (Party<br/>time!)</p> | <p><b>Bleib gesund!</b><br/><b>(Staying healthy!)</b></p> <p>Essen gesund und<br/>gut! (Eating healthily<br/>and well)</p> <p>Es geht mir nicht gut!<br/>(I'm not feeling well!)</p> <p>Was möchte ich<br/>ändern? (What would<br/>I like to change?)</p> <p>Gute Tage, schlechte<br/>Tage (Good days,<br/>bad days)</p> <p>Das finde ich wichtig!<br/>(I find that important!)</p> | <p><b>Meine Ecke</b><br/><b>(My area)</b></p> <p>Wo wohnst du?<br/>(Where do you<br/>live?)</p> <p>Wo fährst du?<br/>(Where are you<br/>traveling?)</p> <p>Ich komme zu<br/>Besuch! (I'm<br/>coming to visit!)</p> <p>Wo gehst du<br/>einkaufen?<br/>(Where do you<br/>shop?)</p> <p>Meine ideale<br/>Wohnort (My<br/>ideal place to<br/>live)</p> <p>Bei mir zuhause<br/>(At home with<br/>me)</p> | <p><b>Schöne Ferien</b><br/><b>(Holidays)</b></p> <p>Wo fahren wir<br/>hin? (Where are<br/>we traveling to?)</p> <p>Ich möchte eine<br/>Reservierung<br/>machen!<br/>(I would like to<br/>make a<br/>reservation!)</p> <p>Probleme,<br/>Probleme!<br/>(Problems,<br/>problems!)</p> <p>Wie waren die<br/>Schulferien?<br/>(How were the<br/>school holidays?)</p> <p>Ich möchte um<br/>die Welt reisen! (I<br/>want to travel<br/>around the<br/>world!)</p> |

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| <p><i>Students learn how to:</i></p> | <p>Understand differences between British and German schools.</p> <p>Give opinions on school subjects.</p> <p>Describe a school day.</p> <p>Say what they wear to school.</p> <p>Discuss school rules.</p> <p>Talk about special events at school.</p> <p>Describe school life.</p> <p><b>GRAMMAR:</b></p> <ul style="list-style-type: none"> <li>• Use modal verbs.</li> <li>• Use adjectives with nouns.</li> <li>• Use 'weil' to give and justify opinions.</li> <li>• Inversion</li> <li>• Use opinion phrases with 'dass'.</li> <li>• Use the perfect and imperfect tense (with</li> </ul> | <p>Talk about their free time.</p> <p>Express preferences.</p> <p>Discuss how you spend time online.</p> <p>Express advantages and disadvantages of life online.</p> <p>Invite people out and buy tickets.</p> <p>Ask questions.</p> <p>Express preferences about TV shows and films.</p> <p>Use the future tense to describe plans for the weekend.</p> <p><b>GRAMMAR:</b></p> <ul style="list-style-type: none"> <li>• Use the present tense to express what you/ we like doing.</li> <li>• Use 'gern', 'lieber' and 'am liebsten'.</li> <li>• Use time adverbs to express frequency.</li> <li>• Use present tense separable verbs.</li> <li>• Asking questions.</li> <li>• Use the imperfect and perfect</li> </ul> | <p>Describe family members</p> <p>Say how well you get on with people and why</p> <p>Discuss equality and identity</p> <p>Describe a family celebration in the past.</p> <p>Discuss a party.</p> <p><b>GRAMMAR:</b></p> <ul style="list-style-type: none"> <li>• Use possessive adjectives.</li> <li>• Use relative pronouns.</li> <li>• Use dative possessive adjectives.</li> <li>• Use intensifiers and qualifiers.</li> <li>• Apply the past and present tense.</li> </ul> | <p>Talking about food and drink in Germany.</p> <p>Ordering food and drink.</p> <p>Making a complaint.</p> <p>Talking about accidents and illnesses.</p> <p>Talking about good and bad habits.</p> <p>Talking about habits and wellbeing.</p> <p>Talking about what is important to you.</p> <p>Writing about lifestyle.</p> <p><b>GRAMMAR:</b></p> <ul style="list-style-type: none"> <li>• 'Um... zu'</li> <li>• Use modal verbs in the imperfect</li> <li>• Using 'seit'</li> <li>• Modal verbs in the imperfect.</li> <li>• 'Beim'+ noun</li> <li>• Future tense: werden +infinitive</li> <li>• 'Wenn' Sätze</li> <li>• Set phrases with 'zu'</li> </ul> | <p>Describe where you live.</p> <p>Discuss transport in your local area.</p> <p>Discuss shopping habits.</p> <p>Describe an ideal place to live.</p> <p>Describe your home.</p> <p><b>GRAMMAR:</b></p> <ul style="list-style-type: none"> <li>• Prepositions + dative</li> <li>• Prepositions + accusative</li> <li>• Word order: TMP</li> <li>• Understanding register</li> <li>• Formulati</li> </ul> | <p>Describe different holiday destinations.</p> <p>Make reservations.</p> <p>Describe problems on holiday.</p> <p>Describe a past holiday.</p> <p>Talk about the weather in the past.</p> <p>Describe future and ideal holidays.</p> <p><b>GRAMMAR:</b></p> <ul style="list-style-type: none"> <li>• Forming questions using subject-verb inversion.</li> <li>• Recognising negatives.</li> <li>• Interrogatives: 'wer', 'wen', 'wem'</li> <li>• Negation</li> </ul> |
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|  | <ul style="list-style-type: none"> <li>‘haben’ and ‘sein’)</li> <li>Use plural nouns.</li> <li>Word order and adjective agreement.</li> </ul> | <ul style="list-style-type: none"> <li>tenses together.</li> <li>Use the future tense.</li> <li>Understand the Time-Manner-Place rule.</li> </ul> | <ul style="list-style-type: none"> <li>Recognising feminine nouns.</li> <li>Use time phrases.</li> <li>Time-Manner-Place ruler.</li> <li>‘In’+ accusative/dative</li> <li>Future tense</li> </ul> | <ul style="list-style-type: none"> <li>Comparatives and superlatives</li> </ul> | <ul style="list-style-type: none"> <li>ng questions</li> <li>Using ‘gefallen’+ dative</li> <li>Using dual case prepositions + dative</li> <li>Using ‘was’, ‘wer’ and ‘wo’ as relative pronouns</li> <li>Revising the conditional.</li> <li>Compound nouns.</li> </ul> | <ul style="list-style-type: none"> <li>Revising possessive adjectives</li> <li>Prepositions with the genitive.</li> <li>Using interrogatives and demonstrative adjectives.</li> <li>Forming the imperative.</li> </ul> |
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| Year 10<br>SPANISH | <b>Diviértete! (Have fun!)</b><br><br><b>My personal world, media and technology</b> <ul style="list-style-type: none"> <li>Mi vida digital (Digital life)</li> <li>Disfrutamos al máximo (We enjoy to the maximum)</li> <li>Nos juntamos (We get together)</li> </ul> | <b>Viajes (Travel)</b><br><br><b>Travel and tourism</b> <ul style="list-style-type: none"> <li>En ruta (On route)</li> <li>La cultura en la calle (Culture on the street)</li> <li>Mis últimas vacaciones (My last holiday)</li> <li>¿Dónde te quedaste? (Where did you</li> </ul> | <b>Mi gente, mi mundo (My people, my world)</b><br><br><b>Media and technology: My personal world</b> <ul style="list-style-type: none"> <li>Esta es mi gente (These are my people)</li> <li>A quien sigues? (Who</li> </ul> | <b>Mi estilo de vida (My lifestyle)</b><br><br><b>Lifestyle and wellbeing</b> <ul style="list-style-type: none"> <li>¡Qué rico! (How tasty)</li> <li>¿Llevas una vida sana?</li> <li>Somos lo que comemos</li> <li>Los tiempos cambian</li> </ul> | <b>A clase! (In class)</b><br><br><b>Studying and my future</b> <ul style="list-style-type: none"> <li>Un dia en el insti (A day in school)</li> <li>¿Qué tal tus estudios? (How</li> </ul> | <b>Mi barrio y yo (My neighbourhood and I)</b><br><br><b>My neighbourhood</b> <ul style="list-style-type: none"> <li>Medellín, ciudad inteligente (Medellín: an intelligent</li> </ul> |
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|  | <ul style="list-style-type: none"> <li>• El fin de semana pasado (Last weekend)</li> <li>• Un día fatal! (An awful day!)</li> </ul> | <ul style="list-style-type: none"> <li>• stay?)</li> <li>• Mi aventura por Latinoamérica (My adventure in Latin America)</li> </ul> | <ul style="list-style-type: none"> <li>• do you follow?)</li> <li>• Amigos para siempre (Best friends forever!)</li> <li>• Asi soy yo (This is the way I am)</li> <li>• Necesito ayudar. Que puedo hacer? (I need help. What can I do?)</li> </ul> | <ul style="list-style-type: none"> <li>• Qué mal estoy!</li> <li>• Mi salud de la cabeza a los pies</li> </ul> | <p>do you find your studies?)</p> <p>¿Cómo cambiarás tu instituto?</p> <p>(How would you change your school?)</p> <ul style="list-style-type: none"> <li>• La gente de mi instituto (People in my school)</li> <li>• El viaje de fin de curso (School trip at the end of the year)</li> </ul> | <p>city)</p> <ul style="list-style-type: none"> <li>• Medellín ahora y antes (Medellín: now and before)</li> <li>• A comprar (Shopping)</li> <li>• ¿Dónde prefieres vivir? (Where would you prefer to live?)</li> <li>• Un intercambio cultural (A cultural exchange).</li> </ul> |
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| <p><i>Students learn how to:</i></p> <ul style="list-style-type: none"> <li>Talk about life online.</li> <li>Revise the present tense.</li> <li>Use expressions of frequency.</li> <li>Talk about sports and free time activities.</li> <li>Arrange to go out and plan a cinema visit.</li> <li>Say what you did at the weekend.</li> <li>Talk about days that went wrong.</li> </ul> | <p>Discuss travel plans</p> <p>Talk about festivals in the Spanish-speaking world.</p> <p>Say what you did on holiday</p> <p>Describe where you stayed (past tense)</p>  | <p>Describe people using the present continuous to describe a picture.</p> <p>Talk about who you follow on social media.</p> <p>Talking about your identity and what matters to you.</p> <p>Talk about friendships and relationships.</p> <p>Talk about problems and give advice.</p>  | <p>Learn about typical foods in Spanish-speaking countries.</p> <p>Describe healthy daily routines</p> <p>Talking about mealtimes and food trends.</p> <p>Comparing old and new habits.</p> <p>Talk about illnesses and injuries.</p> <p>Future plans for health and wellbeing.</p>   | <p>Learn about schools in Spain.</p> <p>Talk about a typical day at school.</p> <p>Talk about your studies</p> <p>Talk about your opinion of others</p> <p>Talk about how you would change your school.</p> <p>Talk about students and teachers at school.</p> <p>Describe a school trip in the past.</p> | <p>Describe cities.</p> <p>Describe how a city or town has changed.</p> <p>Describe shopping preferences.</p> <p>Give preferences about where you live.</p> <p>Talk about where you live.</p>   |
| <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>Revise regular present tense verbs.</li> <li>Use opinion words and expressions.</li> <li>Use the near future tense.</li> <li>Use the preterite tense.</li> <li>Pronounce the letter 'c; correctly.</li> <li>Practice different words in the present tense.</li> <li>Combine the present, past</li> </ul>                | <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>Use comparatives</li> <li>Use 'se puede + infinitive)</li> <li>Use 'hay' and 'hay que'</li> <li>Use extended sentences with 'if'</li> <li>Practice the 'I' and 'we' forms of preterite verbs.</li> <li>Use a range of structures to give opinions in the past.</li> <li>Use the imperfect tense for descriptions.</li> </ul> | <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>Use the present continuous</li> <li>Using 'estar' and 'ser'</li> <li>Use the 'he/ she/ it' form of the preterite tense.</li> <li>Use the personal 'a'.</li> <li>Using reflexive verbs.</li> <li>Choose which tense to use.</li> <li>Use direct object pronouns.</li> </ul> | <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>Use adjectives of nationality.</li> <li>Use indefinite adjectives.</li> <li>Use 'tener'+noun.</li> <li>Using 'se necesita' and 'hay que' + infinitive</li> <li>Practicing listening skills.</li> <li>Use the imperfect tense to say what you used to do.</li> <li>Translate accurately into Spanish.</li> </ul> | <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>Form questions</li> <li>Translate into English effectively.</li> <li>Develop accurate spelling.</li> <li>Use the conditional tense.</li> <li>Use impersonal verbs with an infinitive.</li> <li>Use</li> </ul>                               | <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>Use the perfect tense.</li> <li>Use prepositions of place for directions.</li> <li>Use demonstrative adjectives for descriptions.</li> <li>Compare now and then in the imperfect</li> </ul> |

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|                   | and future tense.   | <ul style="list-style-type: none"> <li>Ask questions.</li> <li>Talk about holidays using different tenses.</li> <li>Using three different time frames.</li> <li>Using strategies to work out meaning.</li> <li>•</li> </ul> | <ul style="list-style-type: none"> <li>Listening for gist.</li> <li>Use 'estar' to express moods.</li> <li>Using 'poder' and 'querer' + infinitive</li> </ul> | <ul style="list-style-type: none"> <li>Use reflexive verbs in the present tense.</li> <li>Give advice using 'debes' and 'tienes que'.</li> <li>Use the future tense and 'if' clauses.</li> </ul> | negatives <ul style="list-style-type: none"> <li>• Form 'yes' and 'no' questions</li> <li>• Use adjective s and adverbs.</li> <li>• Use the past tense.</li> <li>• Identify false friends.</li> </ul> | tense. <ul style="list-style-type: none"> <li>• Revise direct object pronouns.</li> <li>• Choose the correct tense when translating</li> <li>• Make compariso ns.</li> <li>• Use different tenses to describe your area.</li> <li>• Use irregular preterite verbs.</li> <li>• Have conversati ons using different tenses.</li> </ul> |
| <i>Assessment</i> | Students are assessed using the GCSE end of module tests in LISTENING, SPEAKING, READING and WRITING at the end of each unit of work. |   |   |  |   |  |

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| Year 11<br>German | <b>Meine Ecke<br/>(My area)</b>                                     | <b>Schöne Ferien (lovely<br/>holidays)</b>                                    | <b>Unsere Welt</b>  | <b>Wie sieht die<br/>Zukunft aus?<br/>(What does the<br/>future look like?)</b> |  |
|                   | Wo wohnst du?<br>(Where do you live?)                               | Ich möchte eine<br>Reservierung machen<br>(I'd like to make a<br>reservation) | Wir können alle<br>etwas machen!<br>(We can all do<br>something!)                   | Ich will helfen<br>(I want to help)   |  |
|                   | Wo fährst du? (Where<br>are you traveling?)                         |   | Wir wollen eine<br>bessere Welt!<br>(We want a better<br>world)                     | Was ist dein<br>Traumberuf?<br>(What is your dream<br>job?)                     |  |
|                   | Ich komme zu Besuch!<br>(I'm coming to visit!)                      | Probleme, Probleme  |   |   |  |
|                   | Wo gehst du<br>einkaufen? (Where do<br>you shop?)                   | Ich möchte um die Welt<br>reisen (I'd like to travel<br>around the world)     | Dialog ist wichtig<br>(Dialogue is<br>important)                                    | Was sind deine<br>Stärken? (What are<br>your strengths?)                        |  |
|                   | Meine ideale Wohnort<br>(My ideal place to live)                    | <b>Unsere Welt<br/>(Our world)</b>  | <b>Wie sieht die<br/>Zukunft aus?<br/>(What does the<br/>future look like?)</b>     |   |  |
|                   | Bei mir zuhause (At<br>home with me)                                | Wir verbessern die<br>Welt!<br>(We are improving the<br>world!)               | Was wirst du nach<br>den Prüfungen<br>machen?<br>(What will you do<br>after exams?) |   |  |
|                   | <b>Schöne Ferien<br/>(lovely holidays)</b>                          | Was ist dir wichtig?<br>(What is important to<br>you?)                        | Ein Zwischenjahr?<br>Warum nicht?<br>(A gap year? Why<br>not!)                      |   |  |
|                   | Wo fahren wir hin?<br>(Where shall we go?)                          | Unser armer Planet<br>(Our poor planet)                                       | Meine Träume für<br>die Zukunft<br>(My dreams for the<br>future)                    |   |  |
|                   | Wie waren die<br>Schulferien?<br>(How were the school<br>holidays?) |   |   |   |  |

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| <i>Students learn how to:</i> | <p>Describe where you live.</p> <p>Discuss transport in your local area.</p> <p>Discuss shopping habits.</p> <p>Describe an ideal place to live.</p> <p>Describe your home.</p> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• Prepositions + dative</li> <li>• Prepositions + accusative</li> <li>• Word order: TMP</li> <li>• Understanding register</li> <li>• Formulating questions</li> <li>• Using 'gefallen'+dative</li> <li>• Using dual case prepositions + dative</li> <li>• Using 'was', 'wer' and 'wo'</li> </ul> | <p>Make reservations</p> <p>Describe problems on a holiday</p> <p>Describe future and ideal holidays</p> <p>Discuss activism in German speaking countries</p> <p>Discuss issues facing young people today</p> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• Wer, wen, wem</li> <li>• Negation</li> <li>• Possessive adjectives</li> <li>• Interrogative and demonstrative adjectives</li> <li>• Accusative and dative prepositions</li> <li>• Using pronouns in the dative and accusative cases</li> <li>• Using modal verbs (wollen)</li> </ul> | <p>Discuss personal and international responsibility and actions</p> <p>Express and justify complex opinions and points of view</p> <p>Discuss hopes and plans for the future</p> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• Frequency phrases</li> <li>• Verbs in past, present, and future</li> <li>• Using 'man'</li> <li>• Reflexive verbs</li> <li>• Using werden</li> </ul> | <p>Describe strengths and skills</p> <p>Discuss hopes and plans for the future in regards to jobs and studying</p> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• Möchten and wollen</li> <li>• Past participles of -ieren verbs</li> <li>• Subordinating conjunctions</li> <li>• Relative clauses</li> <li>•</li> </ul> |  |

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|            | <ul style="list-style-type: none"> <li>as relative pronouns</li> <li>Revising the conditional.</li> <li>Compound nouns.</li> </ul> |  |  |  |  |
| Assessment | Students are assessed using end of module tests in LISTENING, SPEAKING, READING and WRITING at the end of each unit of work.       |  |  |  |  |

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| Curriculum enhancement:  |
| <ul style="list-style-type: none"> <li>Language Nut competitions</li> <li>Rhineland Study trip: July 2026</li> <li>Spanish Study trip: March 2026</li> </ul> |

| Year 11<br>SPANISH | A clase! (In class)<br><br><b>Studying and my future</b><br><br><ul style="list-style-type: none"> <li>• Un dia en el insti (A day in school)</li> <li>• ¿Qué tal tus estudios? (How do you find your studies?)</li> <li>• ¿Cómo cambiarías tu</li> </ul> | Mi barrio y yo (My neighbourhood and I)<br><br><b>My neighbourhood</b><br><br><ul style="list-style-type: none"> <li>• Medellín, ciudad inteligente (Medellín: an intelligent city)</li> <li>• Medellín ahora y antes (Medellín: now and before)</li> <li>• A comprar (Shopping)</li> </ul> | Un mundo mejor para todos (A better world for everyone)<br><br><b>My neighbourhood</b><br><br><ul style="list-style-type: none"> <li>• Actúa ya (Act now)</li> <li>• El planeta en peligro (The planet in danger)</li> <li>• Protegemos el planeta (We</li> </ul> | El futuro te espera (The future is waiting for you)<br><br><b>Studying and my future</b><br><br><ul style="list-style-type: none"> <li>• Sueños y esperanzas (Dreams and hopes)</li> <li>• A trabajar (Let's work)</li> <li>• Un trabajo para todos (A</li> </ul> | Revision<br><br><b>EXAM SKILLS</b> | Revision<br><br><b>EXAM SKILLS</b> |
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|                               | <p>instituto? (How would you change your school?)</p> <ul style="list-style-type: none"> <li>• La gente de mi insti (People in my school)</li> <li>• El viaje de fin de curso (School trip at the end of the year)</li> </ul>   | <ul style="list-style-type: none"> <li>• ¿Dónde prefieres vivir? (Where would you prefer to live?)</li> <li>• Un intercambio cultural (A cultural exchange).</li> </ul>                       | <ul style="list-style-type: none"> <li>protect the planet)</li> <li>• Nuestro mundo, nuestra responsabilidad (Our world, our responsibility)</li> <li>• El futuro está en nuestras manos (The future is in our hands)</li> </ul>                 | <ul style="list-style-type: none"> <li>job for everyone)</li> <li>• Las lenguas te abren puertas (Languages open doors)</li> <li>• El trabajo antes, ahora y mañana (Work before, now and tomorrow)</li> <li>• El futuro sin límites (The future without limits)</li> </ul>          |   |
| <i>Students learn how to:</i> | <p>Learn about schools in Spain.</p> <p>Talk about a typical day at school.</p> <p>Talk about your studies</p> <p>Talk about your opinion of others</p> <p>Talk about how you would change your school.</p> <p>Talk about students and teachers at school.</p> <p>Describe a school trip in the past.</p> | <p>Describe cities.</p> <p>Describe how a city or town has changed.</p> <p>Describe shopping preferences.</p> <p>Give preferences about where you live.</p> <p>Talk about where you live.</p> | <p>Talk about how they help in their community.</p> <p>Talk about climate change.</p> <p>Talk about actions to help the environment.</p> <p>Have discussions about social and climate issues.</p> <p>Develop effective comprehension skills.</p> | <p>Talk about hopes and dreams.</p> <p>Talk about getting a job.</p> <p>Discuss their future career intentions.</p> <p>Talk about the importance of learning languages.</p> <p>Talk about changes in the world of work.</p> <p>Talk about the impact of artificial intelligence.</p> |   |
| <b>Grammar:</b>               | <ul style="list-style-type: none"> <li>• Form questions</li> <li>• Translate into English</li> </ul>  | <b>Grammar:</b>   | <ul style="list-style-type: none"> <li>• Use the perfect tense.</li> <li>• Use prepositions</li> </ul>   | <b>Grammar:</b>  | <ul style="list-style-type: none"> <li>• Use the imperative.</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>effectively.</li> <li>Develop accurate spelling.</li> <li>Use the conditional tense.</li> <li>Use impersonal verbs with an infinitive.</li> <li>Use negatives.</li> <li>Form 'yes' and 'no' questions.</li> <li>Use adjectives and adverbs.</li> <li>Use the past tense.</li> <li>Identify false friends.</li> </ul> | <ul style="list-style-type: none"> <li>of place for directions.</li> <li>Use demonstrative adjectives for descriptions.</li> <li>Compare now and then in the imperfect tense.</li> <li>Revise direct object pronouns.</li> <li>Choose the correct tense when translating.</li> <li>Make comparisons.</li> <li>Use different tenses to describe your area.</li> <li>Use irregular preterite verbs.</li> <li>Have conversations using different tenses.</li> </ul> | <ul style="list-style-type: none"> <li>Revise the use of the present and preterite tenses.</li> <li>Use the imperfect continuous tense.</li> <li>Use two tenses to talk about the weather.</li> <li>Using three tenses in the "I", "you" and we" forms.</li> <li>Using (no) se debería + infinitive (one should not + infinitive).</li> <li>Working out the meaning of new words.</li> <li>Consolidate the "he/she/it" form of the preterite.</li> <li>Using "he/she/it" in the present and preterite.</li> <li>Use 'estar' to express moods.</li> <li>Using 'poder' and 'querer' + infinitive</li> </ul> | <p>express future plans.</p> <ul style="list-style-type: none"> <li>Transcribe unfamiliar words.</li> <li>Using para/sin + infinitive (in order to/without).</li> <li>Giving advice using hay que/tienes que (You must/you have to)</li> <li>Use masculine/fe minine words for jobs.</li> <li>Use and understand the suffix -dad/-idad.</li> <li>Use modal verbs (deber/poder/ querer/saber/ tener que).</li> <li>Understand more complex texts.</li> <li>Listen to percentages'.</li> <li>Use the simple future tense in the "he/she/it" form.</li> <li>Use articles ("the", "a",</li> </ul> |  |
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|                   |   |  |  |                       |  |  |
|-------------------|---|--|--|-----------------------|--|--|
|                   |   |  |  | “some”)<br>correctly. |  |  |
| <i>Assessment</i> | Students are assessed using the GCSE end of module tests in LISTENING, SPEAKING, READING and WRITING at the end of each unit of work. |  |  |                       |  |  |