

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

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

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

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

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

Discovery Curriculum enhancement: <ul style="list-style-type: none"> <li>• Cultural Christmas markets trip to Cologne and Bruges: Nov 2025</li> <li>• Rhineland Study trip: July 2026</li> <li>• Spanish Study trip: July 2026</li> <li>• Careers week: March 2026: "The Importance of Languages in the Workplace"</li> <li>• ENRICHMENT PROJECTS (termly)</li> <li>• Language Nut competition (termly)</li> <li>• Languages Club (every Tuesday)</li> </ul>
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**Year 8 2025 2026**

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

	<p>GRAMMAR</p> <p>Past tense (preterite) –ar verbs in 1<sup>st</sup> and 2<sup>nd</sup> person singular</p> <p>Revisit SER for traits and ESTAR for state</p> <p>Revisit English and Spanish question formation</p>	<p>GRAMMAR</p> <p>Past tense (preterite) –er and –ir verbs in 1<sup>st</sup> and 2<sup>nd</sup> person singular</p> <p>Prenominal adjectives</p> <p>Revisit TENER</p> <p>QUERER and DAR in 1<sup>st</sup> and 3<sup>rd</sup> person plural</p> <p>IR in 3<sup>rd</sup> person plural</p> <p>Para + infinitive</p> <p>Revisit regular present tense verbs</p>	<p>GRAMMAR</p> <p>Past tense (preterite) –ar verbs in 3<sup>rd</sup> person singular</p> <p>Past tense (preterite) –er and –ir verbs in 3<sup>rd</sup> person singular</p> <p>Personal ‘a’</p> <p>Reflexive ‘me’ and ‘te’</p> <p>Revisit possessive adjectives ‘mi’, ‘tu’</p>	<p>GRAMMAR</p> <p>OVS word order</p> <p>Direct object pronouns ‘lo’, ‘la’</p> <p>Indirect object pronouns (me, te, le)</p> <p>Gustar-type verbs</p>	<p>GRAMMAR</p> <p>Revisit SER (es, son), adjective agreement, para + infinitive</p> <p>Possessive adjectives ‘su’ and ‘nuestro’</p> <p>Comparatives ‘más’ and ‘menos’</p> <p>Adjectives with comparative meaning</p> <p>Demonstratives ‘este’, ‘esta’, ‘estos’, ‘estas’</p> <p>HACER in past (preterite) in singular persons</p> <p>IR in past (preterite) in singular persons</p>	<p>GRAMMAR</p> <p>Revisit regular (-ar, -er, -ir verbs) in singular persons in past</p> <p>Revisit regular (-ar, -er, -ir verbs) in plural persons in past and present</p> <p>present continuous with –ar verbs</p> <p>present continuous with –ir/-er verbs</p> <p>revisit future plans with IR [revisited]</p>
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<i>Students learn:</i>	<b>PHONICS</b>  Spanish syllables (consonant-vowel pairs)  Strong vowels [a], [e], [o]  Weak vowels [i], [u]	<b>PHONICS</b>  Revisit final syllable stress with –er/-ir verbs in the preterite (-í)  Ante-penultimate syllable stress  Revisit SSCs [L] and [LL]  Revisit ‘hard C’ [CA], [CO], [CU]  Revisit [CU] + vowel  Revisit [CE], [CI]	<b>PHONICS</b>  Past tense (preterite) –ar verbs in 3 <sup>rd</sup> person singular  Past tense (preterite) –er and –ir verbs in 3 <sup>rd</sup> person singular  Personal ‘a’  Reflexive ‘me’ and ‘te’  Revisit possessive adjectives ‘mi’, ‘tu’	<b>PHONICS</b>  <b>OVS</b> word order  Direct object pronouns ‘lo’, ‘la’  Indirect object pronouns (me, te, le)  Gustar-type verbs	<b>PHONICS</b>  Spelling changes with –ar verbs in 1 <sup>st</sup> person past (preterite) (-qué, -gué)  Revisit strong vowels [a], [e], [o]  Revisit weak vowels [i], [u]  Revisit final syllable stress (including regular verbs in the preterite)  Revisit [ce], [ci] and [z]	<b>PHONICS</b>  Revisit penultimate syllable stress  Revisit ante-penultimate syllable stress  Revisit use of accent on singular vs plural nouns with final-syllable stress  Revisit spelling changes –qué and –gué in the preterite
<i>Assessment</i>	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 GERMAN</b>	Describing events in the past and present  Past tense with “sein” and “haben”  Describing a past holiday  Past opinions	Describing events in the past and present (at school)  Describing events in the past and present (free time activities)  Describing how people feel in the present (feelings and emotions)  Describing future plans  Talking about what people do (work)	Describing what people do (technology and social networks)  Describing what different people did in the past (Free time activities)  Talking about the environment  Saying what you do for others  Routines and daily life	Describing a series of events (Narration)  Talking about giving and receiving (Birthdays)  Describing how things make people feel  Giving opinions about school	Describing family members  Describing how people feel  Comparing things  Describing what people do and did (sport)  Comparing where people go and went	Asking questions about what people did  Learning about a famous Spanish speaking person  Describing school  Describing what is happening now  Describing Hispanic traditions  Talking about past and future trips
	<b>GRAMMAR</b>  Present vs Past (perfect - weak verbs), 1 <sup>st</sup> person singular  ‘in’ + R3 (dat.) + indefinite articles  Past (perfect + HABEN),  1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> person	<b>GRAMMAR</b>  Object pronouns ( <i>mich, dich, ihn, sie, es</i> )  <i>nicht</i> vs <i>nichts</i> ,  numbers 32 – 100  Present vs Past (perfect - weak verbs),	<b>GRAMMAR</b>  Verbs with indirect objects (mir, dir, ihm, ihr)  ‘für’+ R2 (acc.),  ‘von’ + R3 (dat.)  Possessives <i>mein/dein</i> +R2 (acc.), +R3 (dat.)	<b>GRAMMAR</b>  Plural rule 5 (-s)  Present tense separable verbs: 1 <sup>st</sup> and 3 <sup>rd</sup> persons plural  Present tense + <i>gern</i> , + <i>lieber</i> <i>statt</i> + <i>zu</i> + infinitive	<b>GRAMMAR</b>  ‘an’ vs ‘auf’ R2 (acc.) and R3 (dat.)  Present tense (present and future meaning)  Modal verbs (KÖNNEN, DÜRFEN, WOLLEN, SOLLEN)	<b>GRAMMAR</b>  Past (perfect + HABEN / SEIN), imperfect  Pronouns <i>du, man, Sie</i>  Time with <i>halb, nach, vor</i>  Future tense

<p>singular HABEN / SEIN</p> <p>(present), idioms (Hunger, Lust haben)</p> <p><i>Sie</i> (you, formal) vs <i>du</i></p> <p>Prenominal adjective agreement - R1 (nom.)</p> <p>Definite and indefinite articles, R2 (acc.)</p> <p>Indefinite articles Plural Rule 5 - nouns (f) ending -in add -nen</p> <p>Word order 3, conjunctions <i>weil</i> vs <i>denn</i></p> <p><b>PHONICS</b></p> <p>[ei]   [ie] [s-]   [-s] [ss] [ʃ] [sch] [st-] [sp-] [u]   [ü]</p>	<p>1<sup>st</sup> persons singular and plural</p> <p>‘<i>von</i>’ + R3 (dat.)</p> <p>‘<i>um</i>’ + [number] + <i>Uhr</i> (simple time)</p> <p>Past (perfect + HABEN vs SEIN)</p> <p>‘<i>mit</i>’ + R3 (dat.), ‘<i>an</i>’ + R2 (acc.), R3 (dat.), ‘<i>durch</i>’ + R2 (acc.), ‘<i>für</i>’ + R2 (acc.)</p> <p>Word order: manner (M) before place (P)</p> <p>Present tense + adverb <i>gern</i></p> <p>Present tense separable verbs</p> <p>Possessive adjectives R2 (acc.)</p> <p><b>PHONICS</b></p> <p>[z] (-tion) [ch] (hard)   [ch] (soft) long [a] [o]   short</p>	<p>Verbs of opinion (<i>denken, glauben, meinen</i>)</p> <p>Conjunction <i>dass</i> + Word order 3</p> <p>Imperfect tense (<i>war, hatte, es gab</i>)</p> <p>Comparative adjectives, <i>also</i> meaning ‘than’</p> <p><b>PHONICS</b></p> <p>ong [i]   short [i] long [i]   [ie] (known words) [ei]   [ie] [2]</p>	<p>Possessive adjectives <i>unser, ihr</i></p> <p>Pronouns <i>uns, ihnen</i></p> <p>‘<i>seit</i>’ + present tense (past meaning)</p> <p>‘<i>vor</i>’ + ago + perfect tense</p> <p><b>PHONICS</b></p> <p>[-e]   [-er] (adjective or comparative adjective) Revisit several</p>	<p>Future tense (WERDEN + infinitive) vs WOLLEN</p> <p>1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> persons singular</p> <p>Prenominal adjective agreement R1 (nom.), R2 (acc.) with definite articles</p> <p>Adjective agreement with definite and indefinite articles after ‘<i>mit</i>’, ‘<i>aus</i>’ + R3 (dat)</p> <p><b>PHONICS</b></p> <p>[ch] [ck] [d-] [-d] [pf] [kn] [-e] (pronouncing)</p>	<p>(WERDEN + infinitive) vs WOLLEN</p> <p>1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> persons singular</p> <p>Conjunction <i>wenn</i> + Word order 3</p> <p>‘<i>aus</i>’ + R3 (dat.) meaning ‘from’</p> <p>Pronouns: subject R1, object R2 and indefinite object R3</p> <p><b>PHONICS</b></p> <p>[y] [u]   [ü] long and short vowels [ei] [ie]</p>
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	[ai]   [ei] [r] (consonantal) [r] (vocalic) [w]   [v]	[a] [o] [er-]   [-er] [a]   [ä] [g-]   [-g] [o]   [ö]	Revisit [a] [ä] [o] [ö] [u] [ü] revisit all SSC [zw]   [schw]	SSC [z] vs [s] [st-] [sp-] -   [sch] [2] [er-]   [-er] [2] [e]   [ä]	final -e) [sch]   [ch] [eu]   [äu] (known words) [f]   [v] (known words) [v]   [w] [2] (unknown words)	colloquial intensifiers [sch] [ch] Revisit several SSC Fluency development [ei]   [ie] Fluency development
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	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 9 SPANISH</b>	<b>LIFE AS A TEEN IN SPAIN</b>  Music  TV/Film  <b>FESTIVALS</b>  <b>MY ONLINE LIFE</b> My phone	<b>MY ONLINE LIFE</b>  Social Media  Technology  <b>OUT AND ABOUT</b>  Food  Ordering food Making a complaint	<b>OUT AND ABOUT</b>  My town  At the train station  Asking for directions	<b>LET'S GO!</b>  Relationships  Arranging to go out  Making excuses/illness  Future plans	<b>FASHION</b>  In the department store  Saying what you like to wear on the weekend etc..  Describing my school uniform	<b>SCHOOL AND THE WORLD OF WORK</b>  School subjects  My School Day  Schools in Spanish-speaking countries v UK school

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

	<b>Grammar</b> Using reflexive verbs gustar and encantar with 'me'  Gender/number agreement  Use of conjunctions  Word order with adjectives	<b>Grammar</b> Present tense revisited  Giving complex opinions  Use of modal verbs: poder, deber  Conditional tense: me gustaría  Imperative form	<b>Grammar</b> Past tense  Question words  Imperative (revisited)	<b>Grammar</b> Reflexive verbs (revisited)  Modal verbs  Future tense  Conditional tense	<b>Grammar</b> Giving complex opinions in different tenses  Using three tenses (past, present and future)	<b>Grammar</b> Using comparative/superlative  Ser/Estar in past, present and future  Conditional tense (revisited)
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	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 9 GERMAN</b>	<b>LIFE AS A TEEN IN GERMANY</b>  Music  TV and Film  <b>FESTIVALS</b>	<b>MY ONLINE LIFE</b> Social Media Technology  <b>OUT AND ABOUT</b> Food Ordering food	<b>OUT AND ABOUT</b> My town At the train station  Asking for directions	<b>LET'S GO!</b> Relationships Arranging to go out  Making excuses/illness  Future plans	<b>FASHION</b> In the department store  Saying what you like to wear on the weekend etc..  Describing my school uniform	<b>SCHOOL AND THE WORLD OF WORK</b> School subjects My School Day  Schools in German-speaking countries v UK school

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



		Respond to a real life situation in a restaurant				
	<b>Grammar</b> Use of adverb gern/nicht gern + verb  Complex connectives: weil, denn  Verb conjugation of <i>hören</i> and <i>sehen</i> 1st 2nd 3rd and plural forms  Formulating questions	<b>Grammar</b> Present tense revisited  Giving complex opinions  Use of modal verbs: können müssen and dürfen  Conditional tense: me gustaría  Imperative form	<b>Grammar</b>  Past tense  Question words  Imperative (revisited)	<b>Grammar</b>  Reflexive verbs (revisited)  Modal verbs  Future tense  Conditional tense	<b>Grammar</b>  Giving complex opinions in different tenses  Using three tenses (past, present and future)	<b>Grammar</b>  Using comparative/superl ative  Future tense  Conditional tense (revisited)  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 GERMAN	<b>Zurück zur Schule! (School)</b>  Wie ist dein Stundenplan dieses Jahr? (What is your timetable like this year?)  Was trägst du in der Schule? (What do you wear to school?)  Sind Schulregeln wirklich nötig? (Are school rules important?)  Schultage: Die beste Zeit deines Lebens? (School days: the best time of your life?)  Austausch geht auch online! (School exchanges online!)	<b>Endlich mal Freizeit? (Free time)</b>  Was machst du gern in deiner Freizeit? (What do you like doing in your free time?)  Was machst du online? (What do you do online?)  Kommst du mit? (Do you want to come along?)  Wie war der Film? (How was the film?)  Hast du Pläne? (Do you have plans?)	<b>Meine Welt, deine Welt (My world, your world)</b>  Wie ist deine Familie? (What is your family like?)  Wer bist du? (Who are you?)  Wen respektierst du? (Who do you respect?)  Wir haben gefeiert! (We celebrated!)  Partyzeit! (Party time!)	<b>Bleib gesund! (Staying healthy!)</b>  Essen gesund und gut! (Eating healthily and well)  Es geht mir nicht gut! (I'm not feeling well!)  Was möchte ich ändern? (What would I like to change?)  Gute Tage, schlechte Tage (Good days, bad days)  Das finde ich wichtig! (I find that important!)	<b>Meine Ecke (My area)</b>  Wo wohnst du? (Where do you live?)  Wo fährst du? (Where are you traveling?)  Ich komme zu Besuch! (I'm coming to visit!)  Wo gehst du einkaufen? (Where do you shop?)  Meine ideale Wohnort (My ideal place to live)  Bei mir zuhause (At home with me)	<b>Schöne Ferien (Holidays)</b>  Wo fahren wir hin? (Where are we traveling to?)  Ich möchte eine Reservierung machen! (I would like to make a reservation!)  Probleme, Probleme! (Problems, problems!)  Wie waren die Schulferien? (How were the school holidays?)  Ich möchte um die Welt reisen! (I want to travel around the world!)

<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>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>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>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>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>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>• 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><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><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><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><b>GRAMMAR:</b></p> <ul style="list-style-type: none"> <li>• Prepositio ns + dative</li> <li>• Prepositio ns + accusativ e</li> <li>• Word order: TMP</li> <li>• Understanding register</li> <li>• Formulati</li> </ul>	<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>

	<p>'haben' and 'sein')</p> <ul style="list-style-type: none"> <li>• Use plural nouns.</li> <li>• Word order and adjective agreement.</li> </ul>	<p>tenses together.</p> <ul style="list-style-type: none"> <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>	<p>ng questions</p> <ul style="list-style-type: none"> <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>
<p>Year 10 SPANISH</p>	<p>Diviértete! (Have fun!)</p> <p><b>My personal world, media and technology</b></p> <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>	<p>Viajes (Travel)</p> <p><b>Travel and tourism</b></p> <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>	<p>Mi gente, mi mundo (My people, my world)</p> <p><b>Media and technology: My personal world</b></p> <ul style="list-style-type: none"> <li>• Esta es mi gente (These are my people)</li> <li>• A quien sigues? (Who</li> </ul>	<p>Mi estilo de vida (My lifestyle)</p> <p><b>Lifestyle and wellbeing</b></p> <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>	<p>A clase! (In class)</p> <p><b>Studying and my future</b></p> <ul style="list-style-type: none"> <li>• Un día en el insti (A day in school)</li> <li>• ¿Qué tal tus estudios? (How</li> </ul>	<p>Mi barrio y yo (My neighbourhood and I)</p> <p><b>My neighbourhood</b></p> <ul style="list-style-type: none"> <li>• Medellín, ciudad inteligente (Medellín: an intelligent</li> </ul>

	<ul style="list-style-type: none"> <li>• El fin de semana pasado (Last weekend)</li> <li>• Un día fatal! (An awful day!)</li> </ul>	<p>stay?)</p> <ul style="list-style-type: none"> <li>• Mi aventura por Latinoamérica (My adventure in Latin America)</li> </ul>	<p>do you follow?)</p> <ul style="list-style-type: none"> <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 cambiarías tu 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>	<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>	<p>Talk about life online. Revise the present tense. Use expressions of frequency. Talk about sports and free time activities. Arrange to go out and plan a cinema visit. Say what you did at the weekend. Talk about days that went wrong.</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>Discuss travel plans Talk about festivals in the Spanish-speaking world. Say what you did on holiday Describe where you stayed (past tense)</p> <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>Describe people using the present continuous to describe a picture. Talk about who you follow on social media. Talking about your identity and what matters to you. Talk about friendships and relationships. Talk about problems and give advice.</p> <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>Learn about typical foods in Spanish-speaking countries. Describe healthy daily routines Talking about mealtimes and food trends. Comparing old and new habits. Talk about illnesses and injuries. Future plans for health and wellbeing.</p> <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>Learn about schools in Spain. Talk about a typical day at school. Talk about your studies Talk about your opinion of others Talk about how you would change your school. Talk about students and teachers at school. Describe a school trip in the past.</p> <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>Describe cities. Describe how a city or town has changed. Describe shopping preferences. Give preferences about where you live. Talk about where you live.</p> <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>
Assessment	Students are assessed using the GCSE end of module tests in LISTENING, SPEAKING, READING and WRITING at the end of each unit of work.					



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

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

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>

<i>Year 11 SPANISH</i>	A clase! (In class)  <b>Studying and my future</b> <ul style="list-style-type: none"> <li>Un día 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)  <b>My neighbourhood</b> <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)  <b>My neighbourhood</b> <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)  <b>Studying and my future</b> <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  <b>EXAM SKILLS</b>	Revision  <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>	<p>protect the planet)</p> <ul style="list-style-type: none"> <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>	<p>job for everyone)</p> <ul style="list-style-type: none"> <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>		
<p><i>Students learn how to:</i></p>	<p>Learn about schools in Spain. Talk about a typical day at school. Talk about your studies Talk about your opinion of others Talk about how you would change your school. Talk about students and teachers at school. Describe a school trip in the past.</p> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• Form questions</li> <li>• Translate into English</li> </ul>	<p>Describe cities. Describe how a city or town has changed. Describe shopping preferences. Give preferences about where you live. Talk about where you live.</p> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• Use the perfect tense.</li> <li>• Use prepositions</li> </ul>	<p>Talk about how they help in their community. Talk about climate change. Talk about actions to help the environment. Have discussions about social and climate issues. Develop effective comprehension skills.</p> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• Use the imperative.</li> </ul>	<p>Talk about hopes and dreams. Talk about getting a job. Discuss their future career intentions. Talk about the importance of learning languages. Talk about changes in the world of work. Talk about the impact of artificial intelligence.</p> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• Use different ways to</li> </ul>		

	<p>effectively.</p> <ul style="list-style-type: none"> <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>	<p>of place for directions.</p> <ul style="list-style-type: none"> <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/feminine 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") 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.					