

Core themes and topics

These are the core themes and topics that are key within the subject discipline. They should encompass both the conceptual knowledge and the procedural knowledge that develop throughout a course. Leaders should be able to track the development of these themes throughout the subject over years. e.g. Maths – number, algebra, ratio, etc. English Literature – Comprehension, analysis, comparison, influence of context, etc. History – religion, migration, authority, etc.

Year 7	Basics/Introductions My life Free time My school Family and friends My city
Year 8	Mis vacaciones- My holidays (talking about holidays in the past, opinions, activities) Todo sobre mi vida- All about my life (music, Tv, phone, activities in the past) ¡A comer!- Let's eat (opinions and food, describing meals, ordering at the restaurant, discussing what to buy for a party) ¿Qué hacemos?-What shall we do? (Arranging to go out, making excuses, clothes, talking about sports events Operación verano-Summer. (directions, describing a holiday home, describing holiday activities, describing a world trip)
Year 9	Somos así- this is who we are ¡Oriéntate!- orienteering En forma- In Shape Jóvenes en acción-Youth in action Una aventura en Madrid an -Adventure in Madrid
Year 10	Travel and tourism School Identity and Relationships / Media and technology Celebrity culture Hobbies and leisure Town and region
Year 11	Customs, festivals and celebrations Jobs and future employment Environment / Healthy lifestyle Speaking practice – themed answers, role plays and picture-based discussions

Within the AQA specification, the key themes are specified in greater detail

Year 10 and 11		
<p>Theme 1: People and lifestyle</p> <p>Topic 1: Identity and relationships with others</p> <ul style="list-style-type: none"> • Nationality, gender and orientation, personal beliefs, equality, physical descriptions, character and personality, activities undertaken with others. • Reasons for getting on/not getting on with people, friendships, qualities of a good friend. • Ideal partners and reasons why, different types of partnership with advantages and disadvantages. <p>Topic 2: Healthy living and lifestyle</p> <ul style="list-style-type: none"> • Preferences for food and drink, attitudes to fast-food, smoking, drugs, alcohol, including consequences. • Physical and mental well-being, reasons for staying healthy and consequences of not staying healthy. • Sporting activities, ways to keep fit. • Past and present lifestyle choices and future intentions. <p>Topic 3: Education and work</p> <ul style="list-style-type: none"> • Opinions about subjects, homework, school rules, uniform, teachers, exams. • Description of school/life at school, clubs, sporting activities including opinions. • Ideal school. 	<p>Theme 2: Popular culture</p> <p>Topic 1: Free time activities</p> <ul style="list-style-type: none"> • Music preferences/preferred way to listen to music. Concerts, favourite artists, musical activities. • Cinema and TV: preferences, favourite film/programme, favourite stars. Where to watch including advantages and disadvantages. Reviews/ opinions. • Sport, including opinions about types of sport, advantages and disadvantages, watching/participating. Past experiences and future intentions. Sporting events and favourite sports personalities/teams. • Food and drink preferences, eg fast-food, eating with friends, eating in different places and when, eg special occasions. • Shopping habits and preferences, including favourite shop/location. • Reading, including preferences. <p>Topic 2: Customs, festivals and celebrations</p>	<p>Theme 3: Communication and the world around us</p> <p>Topic 1: Travel and tourism, including places of interest</p> <ul style="list-style-type: none"> • Travel, including means of transport, weather, descriptions and preferences with advantages and disadvantages. • Preferences for types of holiday time activities, including past experiences and future plans. • Destinations including descriptions and preferences. • Opinions about the importance of holidays, ideal holidays. • Places of interest locally and elsewhere, including descriptions and preferences. <p>Topic 2: Media and technology</p> <ul style="list-style-type: none"> • The internet, how it is used, frequency of use, preferences, advantages/disadvantages. • Social media, including reasons for and frequency of use, different apps/platforms, advantages/disadvantages. • Mobile technology, including computers, phones, tablets and

Year 10 and 11

- Education post-16: options available, advantages and disadvantages, future intentions and plans.
- Different jobs, including advantages and disadvantages. Ideal job/personal ambitions. Personal qualities, qualifications and skills required. Opinions about working abroad/using language skills. Unemployment.

- Local and national festivals in the UK and in the target language-speaking countries/communities.
- Festivals, with descriptions and preferences.
- Customs and celebrations at home and elsewhere, eg birthdays, parties, weddings, with preferences.
- Food on special occasions and at celebrations.

Topic 3: Celebrity culture

- Life, achievements and lifestyle of individual celebrities/famous people.
- Celebrity magazines/articles/reviews, podcasts, social media, reality TV involving famous people and influencers, with opinions.
- Opinions about different celebrities and their activities/influences on young people and wider society.
- Events involving famous people eg sport, music, film, TV, fashion, culture and technology.

other devices, reasons for personal use with advantages/disadvantages.

- Opinions about the importance of technology to young people and to society.

Topic 3: The environment and where people live

- Where people live: description of local area, buildings, things to do and see, opinions of local facilities, including advantages/disadvantages.
- Ideal home and area, future intentions on where to live with reasons.
- Local environment: environmental issues, personal contribution to counteract problems in the past/present/future.
- Global environmental issues eg climate change, environmental damage, including opinions.

Theme and topic mapping

The themes decided above should be mapped into the table below, allowing clear articulation of how key themes and topics develop throughout the curriculum. These should be coloured to match the table above.

Year	Autumn 1 – 7 weeks	Autumn 2 – 7 weeks	Spring 1 – 6 weeks	Spring 2 – 5/6 weeks	Summer 1 – 5/6 weeks	Summer 2 – 7 weeks
7	Mi vida- My life (Entry test?)	Mi tiempo libre- My free time	Mi insti- My school (Spring 1 assessment)		Mi familia y mis amigos (Summer 1 assessment)	Mi ciudad -My city
8	Mis vacaciones- My holidays	Todo sobre mi vida- All about my life	¡A comer!- let's eat		<i>¿Qué hacemos? - what shall we do?</i>	<i>Operación verano -Summer</i>
9	Somos así- this is who we are	¡Oriéntate!- orienteering	En forma- In Shape		Jóvenes en acción - <u>Youth in action</u>	Una aventura en Madrid an - Adventure in Madrid
10	Holidays	School	Family and relationships, Hobbies part 1		Hobbies part 2 Tv, Film, sport	Town and region
11	Identity and Culture Mealtimes, daily routine, illnesses, food and festivals	Jobs and employment	Environmental issues and global areas of interest.	Oral preparation: Theme questions, role-plays and picture based discussions.	Listening and reading past papers. General vocab revision.	

Yearly Curriculum Aims

The statements below should detail what we expect students to be able to do at the end of each year within the curriculum.

Year 7	<ul style="list-style-type: none">Year 7: By the end of the year students will be able to demonstrate accurate use of Spanish phonics with familiar and new words and phrases. They will be able to greet other, introduce and describe themselves and their families, tell the time, give clear opinions supported by reasons and have a simple shopping conversation with a stranger. They will be able to use a bi-lingual dictionary to look for new word meanings and check present tense verb conjugations.
Year 8	<ul style="list-style-type: none">Year 8: By the end of the year students will be able to talk about themselves and their lives and express opinions with reasons. Students will be able to use some transactional language and some more formal register. They will be able to use three tenses (present, near future and preterite) and more complex structures (e.g. conditional, comparative, superlative). They will also develop their knowledge of Hispanic culture.
Year 9	<ul style="list-style-type: none">Year 9: By the end of the year students will be able to talk about themselves and their lives but also about wider ranging issues (human rights, the environment, etc.). They will be able to use the language they would need for arriving in Spain and meeting Spanish people. Students will be able to use three tenses (present, near future and preterite), plus the imperfect and simple future and they will develop their knowledge of Hispanic culture.
Year 10	<ul style="list-style-type: none">Year 10: By the end of the year pupils will be able to confidently describe aspects of their home life including their family, relationships, school and where they live, and be able to speak about both past and future holidays. They should be able to use a range of grammatical structures to comprehend and describe both familiar and unfamiliar contexts, asking for information when they need it.
Year 11	<ul style="list-style-type: none">Year 11: By the end of the year pupils should be able to confidently operate in a range of contexts across all 4 skills. They should be able to understand and describe local as well as global issues such as the environment, and be able to comprehend and describe their future plans and careers.

Rationale for sequencing of themes and topics

The rationale below should allow all staff to articulate why the curriculum is sequenced in the order it is. It should detail how knowledge within the core themes and topics develops over the curriculum.

Year 7	Built up on the KS3 curriculum for languages, the pupils consolidate their knowledge on introducing themselves in Spanish by applying phonics and grammar concepts such as adjectival agreement and word order. They develop their descriptive skills through the topic of school, family and hometown which are all about their immediate environment.
Year 8	In Year 8, pupils describe their summer holidays as they start the new academic year. Through that topic they learn how to combine 2 tenses and apply a range of opinions. Following the topic of holidays, they continue developing their knowledge on of free time activities by describing their interests in music, TV and technology, food, going out and travelling.
Year 9	Following their experience of describing their own interests in Year 8, the curriculum in Year 9 offers opportunities for pupils to position themselves in the wider world through the topic of healthy living and world social issues. These topics offer perspectives on the global world in comparison to the pupils' immediate environment.
Year 10	In Year 10 Students consolidate their grammar skills by developing their understanding and knowledge of topics covered at KS3. They start with the topic of Holidays as they come back from the summer break before moving to their immediate environment such as school and relationship with friends and family. Year 10 students continue developing their descriptive skills through personal interest topics such as free time activities with more complex structures compared to those studied at KS3.
Year 11	After developing the skills to describe and compare their immediate environment in Year 10, Year 11 students explore world issues topics and healthy and unhealthy lifestyle. This lead them to explore the world of work and charities.