

**Progression map:** breaks down the key concepts to specify the most important knowledge and how that knowledge builds within the curriculum. It enables teachers to see the big picture of pupils' learning: what content is taught in which year group.

Key Concepts	<a href="#">Year 7</a>	<a href="#">Year 8</a>	<a href="#">Year 9</a>	<a href="#">Year 10</a>	<a href="#">Year 11</a>
Language learning skills/phonics	T1 – Unit 1 T2 – Unit 2 T3 – Unit 3	T1 – Unit 1 T2 – Unit 2 T3 – Unit 3	T1 – Careers in languages T2 – A week in Madrid T3 – Healthy Living	T1&3 – Theme 2 T2 – Theme 3	T1&2 – Theme 1 T2 – Theme 2
Nouns & articles	T1 – Unit 1 T2 – Unit 2 T3 – Unit 3	T1 – Unit 1 T2 – Unit 2 T3 – Unit 3	T1 – Careers in languages T2 – A week in Madrid T3 – Healthy Living	T1&3 – Theme 2 T2 – Theme 3	T1&2 – Theme 1 T2 – Theme 2
Opinion expressions	T1 – Unit 1	T1 – Unit 1	T1 – Careers in languages T2 – A week in Madrid T3 – Healthy Living	T1&3 – Theme 2 T2 – Theme 3	T1&2 – Theme 1 T2 – Theme 2
Verbs	T1 – Unit 1 T2 – Unit 2 T3 – Unit 3	T1 – Unit 1 T2 – Unit 2 T3 – Unit 3	T1 – Careers in languages T2 – A week in Madrid T3 – Healthy Living	T1&3 – Theme 2 T2 – Theme 3	T1&2 – Theme 1 T2 – Theme 2
Adjectives	T1 – Unit 1 T2 – Unit 2 T3 – Unit 3	T1 – Unit 1 T2 – Unit 2 T3 – Unit 3	T1 – Careers in languages T2 – A week in Madrid T3 – Healthy Living	T1&3 – Theme 2 T2 – Theme 3	T1&2 – Theme 1 T2 – Theme 2

**Long-term plan:** organises the knowledge from the progression map into units to give an overview of what is taught when in your curriculum. It provides a starting point for medium term planning.

Year 7					
Autumn Term		Spring Term		Summer Term	
Unit Title: <b>Unit 1</b>	Unit length: 1 term	Unit Title: <b>Unit 2</b>	Unit length: 1 term	Unit Title: <b>Unit 3</b>	Unit length: 1 term
Domains of Knowledge: <ul style="list-style-type: none"> <li>Describing places and location</li> <li>Saying what someone is like at the moment</li> <li>Saying what someone is like in general</li> <li>Saying what people have</li> </ul>		Domains of Knowledge: <ul style="list-style-type: none"> <li>Describing family</li> <li>Describing some natural wonders of the Spanish-speaking world.</li> <li>Asking and answering questions</li> </ul>		Domains of Knowledge: <ul style="list-style-type: none"> <li>Describing activities (travel)</li> <li>Describing what people can do</li> <li>Describing what people do (technology)</li> <li>Discussing what people do and don't do</li> </ul>	

<ul style="list-style-type: none"> <li>• Saying what people do and don't do</li> <li>• Numbers (1-12) and talking about more than one thing.</li> <li>• Saying what there is around you and describing it</li> <li>• Talking about the location of things</li> <li>• Describing a place</li> <li>• Giving and wanting (festive season and family)</li> </ul>	<ul style="list-style-type: none"> <li>• Talking about what you do with others (rural life)</li> <li>• Talking about what people <i>can</i> do</li> <li>• Contrasting what people <i>can</i>, <i>must</i> and <i>want</i> to do.</li> <li>• Places and locations</li> <li>• Saying what people are like today vs in general.</li> </ul>	<ul style="list-style-type: none"> <li>• Describing people and possessions</li> <li>• Describing when and where people go.</li> </ul>
<p>Relevant Key Concepts:</p> <ul style="list-style-type: none"> <li>• Verbs – estar, ser, tener (1st, 2nd, 3rd persons singular)</li> <li>• Nouns &amp; articles – indefinite articles, singular &amp; plural nouns</li> <li>• Adjectives – gender &amp; agreement</li> <li>• Yes/no questions with raised intonation</li> <li>• Verbs - -ar verbs in the present (1st, 2nd and 3rd persons singular)</li> <li>• Verbs – using no to make a verb negative</li> <li>• Verbs - hay vs tiene</li> <li>• Nouns &amp; articles definite articles</li> <li>• Verbs – dar (to give)</li> <li>• Verbs - model verbs – querer</li> <li>• Opinions – saying what people like to do</li> </ul>	<p>Key Concepts:</p> <ul style="list-style-type: none"> <li>• Adjectives – agreement (-o, -a, number)</li> <li>• Verbs – tener (tenemos, tienen)</li> <li>• Adjectives – position</li> <li>• WH questions</li> <li>• Verbs – hacer (1<sup>st</sup>, 2<sup>nd</sup> &amp; 3<sup>rd</sup> person singular)</li> <li>• Verbs - -AR (1<sup>st</sup> person plural, -amos)</li> <li>• Verbs – modal verb PODER + infinitive</li> <li>• Verbs – modal verb DEBER + infinitive</li> <li>• Verbs – ESTAR (estamos, están)</li> <li>• Verbs – SER (somos, son)</li> </ul>	<p>Key Concepts:</p> <ul style="list-style-type: none"> <li>• Verbs - -AR verbs (3<sup>rd</sup> person plural)</li> <li>• Verbs - -ER &amp; -IR verbs (1<sup>st</sup>, 2<sup>nd</sup> &amp; 3<sup>rd</sup> person singular)</li> <li>• Verbs - -ER &amp; -IR verbs (3<sup>rd</sup> person plural)</li> <li>• Verbs – negatives and modals</li> <li>• Verbs – IR</li> <li>• Verbs – IR + infinitive</li> <li>• Nouns &amp; articles – al vs a la</li> <li>• Adjectives – possessive adjectives</li> </ul>
<p>Gateway knowledge:</p> <ul style="list-style-type: none"> <li>• Recognising patterns in language</li> </ul>	<p>Gateway knowledge:</p> <ul style="list-style-type: none"> <li>• Recognising verbs, nouns and adjectives.</li> <li>• SSCs – vowels, l vs ll, hard ca/co/cu, cu + vowel, soft ce/ci, z, que, qui, hard ga/go/gu, soft ge/gi, j, n vs ñ.</li> </ul>	<p>Gateway knowledge:</p> <ul style="list-style-type: none"> <li>• Using PODER</li> <li>• Forming negatives</li> <li>• SSCs – v vs b, r vs rr, silent h, vowels, lvs ll, cu + vowel, soft ce/ci</li> </ul>
<p>Assessment end-points:</p> <p>Achievement test. Listening, reading, writing and speaking.</p>	<p>Assessment end-points:</p> <ul style="list-style-type: none"> <li>• Achievement test. Listening, reading, writing and speaking.</li> </ul>	<p>Assessment end-points:</p> <ul style="list-style-type: none"> <li>• Achievement test.</li> <li>• Applying your knowledge test</li> </ul>

Year 8		
Autumn Term	Spring Term	Summer Term

Unit Title: <b>Unit 1</b>	Unit length: 1 term	Unit Title: <b>Unit 2</b>	Unit length: 1 term	Unit Title: <b>Unit 3</b>	Unit length: 1 term
<p>Domains of Knowledge:</p> <ul style="list-style-type: none"> <li>● Describing places and location</li> <li>● Saying what someone is like at the moment</li> <li>● Saying what someone is like in general</li> <li>● Saying what people have</li> <li>● Saying what people do and don't do</li> <li>● Numbers (1-12) and talking about more than one thing.</li> <li>● Saying what there is around you and describing it</li> <li>● Talking about the location of things</li> <li>● Describing a place</li> <li>● Giving and wanting (festive season and family)</li> </ul>		<p>Domains of Knowledge:</p> <ul style="list-style-type: none"> <li>● Describing family</li> <li>● Describing some natural wonders of the Spanish-speaking world.</li> <li>● Asking and answering questions</li> <li>● Talking about what you do with others (rural life)</li> <li>● Talking about what people <i>can</i> do</li> <li>● Contrasting what people <i>can, must</i> and <i>want</i> to do.</li> <li>● Places and locations</li> <li>● Saying what people are like today vs in general.</li> </ul>		<p>Domains of Knowledge:</p> <ul style="list-style-type: none"> <li>● Describing activities (travel)</li> <li>● Describing what people can do</li> <li>● Describing what people do (technology)</li> <li>● Discussing what people do and don't do</li> <li>● Describing people and possessions</li> <li>● Describing when and where people go.</li> </ul>	
<p>Relevant Key Concepts:</p> <ul style="list-style-type: none"> <li>● Verbs – estar, ser, tener (1st, 2nd, 3rd persons singular)</li> <li>● Nouns &amp; articles – indefinite articles, singular &amp; plural nouns</li> <li>● Adjectives – gender &amp; agreement</li> <li>● Yes/no questions with raised intonation</li> <li>● Verbs - -ar verbs in the present (1st, 2nd and 3rd persons singular)</li> <li>● Verbs – using no to make a verb negative</li> <li>● Verbs - hay vs tiene</li> <li>● Nouns &amp; articles definite articles</li> <li>● Verbs – dar (to give)</li> <li>● Verbs - model verbs – querer</li> <li>● Opinions – saying what people like to do</li> </ul>		<p>Key Concepts:</p> <ul style="list-style-type: none"> <li>● Adjectives – agreement (-o, -a, number)</li> <li>● Verbs – tener (tenemos, tienen)</li> <li>● Adjectives – position</li> <li>● WH questions</li> <li>● Verbs – hacer (1<sup>st</sup>, 2<sup>nd</sup> &amp; 3<sup>rd</sup> person singular)</li> <li>● Verbs - -AR (1<sup>st</sup> person plural, -amos)</li> <li>● Verbs – modal verb PODER + infinitive</li> <li>● Verbs – modal verb DEBER + infinitive</li> <li>● Verbs – ESTAR (estamos, están)</li> <li>● Verbs – SER (somos, son)</li> </ul>		<p>Key Concepts:</p> <ul style="list-style-type: none"> <li>● Verbs - -AR verbs (3<sup>rd</sup> person plural)</li> <li>● Verbs - -ER &amp; -IR verbs (1<sup>st</sup>, 2<sup>nd</sup> &amp; 3<sup>rd</sup> person singular)</li> <li>● Verbs - -ER &amp; -IR verbs (3<sup>rd</sup> person plural)</li> <li>● Verbs – negatives and modals</li> <li>● Verbs – IR</li> <li>● Verbs – IR + infinitive</li> <li>● Nouns &amp; articles – al vs a la</li> <li>● Adjectives – possessive adjectives</li> </ul>	
<p>Gateway knowledge:</p> <ul style="list-style-type: none"> <li>● Recognising patterns in language</li> </ul>		<p>Gateway knowledge:</p> <ul style="list-style-type: none"> <li>● Recognising verbs, nouns and adjectives.</li> <li>● SSCs – vowels, l vs ll, hard ca/co/cu, cu + vowel, soft ce/ci, z, que, qui, hard ga/go/gu, soft ge/gi, j, n vs ñ.</li> </ul>		<p>Gateway knowledge:</p> <ul style="list-style-type: none"> <li>● Using PODER</li> <li>● Forming negatives</li> <li>● SSCs – v vs b, r vs rr, silent h, vowels, lvs ll, cu + vowel, soft ce/ci</li> </ul>	

Assessment end-points: Achievement test. Listening, reading, writing and speaking.	Assessment end-points: <ul style="list-style-type: none"> <li>● Achievement test. Listening, reading, writing and speaking.</li> </ul>	Assessment end-points: <ul style="list-style-type: none"> <li>● Achievement test.</li> <li>● Applying your knowledge test</li> </ul>
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Year 9					
Autumn Term		Spring Term		Summer Term	
Unit Title: <b>Careers and languages</b>	Unit length: 1 term	Unit Title: <b>An adventure in Madrid</b>	Unit length: 1 term	Unit Title: <b>Healthy living</b>	Unit length: 1 term
Domains of Knowledge: <ul style="list-style-type: none"> <li>● Why we learn languages</li> <li>● My future</li> <li>● My job</li> <li>● My ambitions</li> <li>● Investigating unusual jobs</li> </ul>		Domains of Knowledge: <ul style="list-style-type: none"> <li>● What can you do in Madrid?</li> <li>● At the tourist office/souvenir shop</li> <li>● What we did</li> <li>● What went wrong</li> <li>● A Spanish festival</li> </ul>		Domains of Knowledge: <ul style="list-style-type: none"> <li>● Parts of the body + my ideal person</li> <li>● Talking about sport</li> <li>● Healthy eating</li> <li>● Fitness</li> <li>● Making resolutions</li> </ul>	
Relevant Key Concepts: <ul style="list-style-type: none"> <li>● Language learning skills</li> <li>● Adjectives</li> <li>● Opinion expressions</li> <li>● Verbs</li> <li>● Conjunctions</li> <li>● Nouns and articles</li> </ul>		Key Concepts: <ul style="list-style-type: none"> <li>● Language learning skills</li> <li>● Verbs</li> <li>● Opinion expressions</li> <li>● Conjunctions</li> <li>● Nouns and articles</li> <li>● Adjectives</li> </ul>		Key Concepts: <ul style="list-style-type: none"> <li>● Language learning skills</li> <li>● Verbs</li> <li>● Opinion expressions</li> <li>● Conjunctions</li> <li>● Nouns and articles</li> <li>● Adjectives</li> </ul>	
Gateway knowledge: <ul style="list-style-type: none"> <li>● Gender and number of nouns.</li> <li>● HFV 'ser/estar'.</li> <li>● Using infinitive verbs</li> <li>● The near future tense construction</li> </ul>		Gateway knowledge: <ul style="list-style-type: none"> <li>● Tener and ser in the present tense.</li> <li>● Using infinitive verbs</li> <li>● Adjectives to give opinions</li> <li>● Constructing negative phrases</li> </ul>		Gateway knowledge: <ul style="list-style-type: none"> <li>● Gender and number of nouns</li> <li>● Recognise the partitive article</li> </ul>	
Assessment end-points: <ul style="list-style-type: none"> <li>● Reading &amp; Listening assessment - Understand a range of similar written and oral texts about jobs and languages and be able to answer comprehension questions.</li> <li>● Writing - Create a number of sentences using language from the sentence builders and make substitutions. Translate sentences from the sentence builders.</li> <li>● Speaking – photocard on work and future plans.</li> </ul>		Assessment end-points: <ul style="list-style-type: none"> <li>● Reading &amp; Listening assessment - Understand a range of similar written and oral texts about people's visits to Paris and disastrous holidays and be able to answer comprehension questions.</li> <li>● Writing - Create a number of sentences using language from the sentence builders and make substitutions. Translate sentences from the sentence builders.</li> <li>● Speaking – role-play at the tourist office.</li> </ul>		Assessment end-points: <ul style="list-style-type: none"> <li>● End of KS3 exams:</li> <li>● Listening</li> <li>● Reading</li> <li>● Writing</li> </ul>	

Year 10					
Autumn Term		Spring Term		Summer Term	
Unit Title: <b>Theme 2 – Local, national international and global areas of interest. Travel and Tourism</b>	Unit length: 1 term	Unit Title: <b>Theme 3 – Current and future study and employment School Work</b>	Unit length: 1 term	Unit Title: <b>Theme 2 – Local, national, international and global areas of interest. Town Social problems</b>	Unit length: 1 term
Domains of Knowledge: <ul style="list-style-type: none"> <li>• How you prefer to spend your holidays</li> <li>• Where you went last year</li> <li>• A trip to Barcelona</li> <li>• Reserving hotels</li> <li>• Disastrous holidays</li> <li>• Shopping for souvenirs</li> <li>• Clothes (including fair trade)</li> </ul>		Domains of Knowledge: <ul style="list-style-type: none"> <li>• School facilities</li> <li>• School subjects &amp; teachers</li> <li>• Comparing Spanish and English schools</li> <li>• School rules</li> <li>• Extra-curricular activities</li> <li>• Jobs &amp; charity work</li> <li>• Future plans</li> <li>• Part-time jobs &amp; work experience.</li> </ul>		Domains of Knowledge: <ul style="list-style-type: none"> <li>• Describing where you live</li> <li>• What there is to do/visit</li> <li>• Discussing the weather (present and future)</li> <li>• Problems in town + social problems</li> </ul>	
Relevant Key Concepts: <ul style="list-style-type: none"> <li>• Language learning skills</li> <li>• Nouns and articles</li> <li>• Adjectives</li> <li>• Verbs</li> <li>• Conjunctions</li> <li>• Opinion expressions</li> </ul>		Key Concepts: <ul style="list-style-type: none"> <li>• Language learning skills</li> <li>• Nouns and articles</li> <li>• Adjectives</li> <li>• Verbs</li> <li>• Conjunctions</li> <li>• Opinion expressions</li> </ul>		Key Concepts: <ul style="list-style-type: none"> <li>• Language learning skills</li> <li>• Nouns and articles</li> <li>• Adjectives</li> <li>• Verbs</li> <li>• Conjunctions</li> <li>• Opinion expressions</li> </ul>	
Gateway knowledge: <ul style="list-style-type: none"> <li>• Present tense verbs to talk about holidays.</li> <li>• Asking questions.</li> <li>• Recognising 3 time frames.</li> <li>• KS3 vocabulary relating to holidays.</li> </ul>		Gateway knowledge: <ul style="list-style-type: none"> <li>• Simple school subjects</li> <li>• Gender and number of nouns</li> <li>• Simple jobs vocab from KS3.</li> </ul>		Gateway knowledge: <ul style="list-style-type: none"> <li>• Places in town</li> <li>• Hay... / se puede</li> <li>• Adjective agreement</li> <li>• High frequency verbs in the present tense</li> </ul>	
Assessment end-points: <ul style="list-style-type: none"> <li>• Exampro reading topic tests (foundation for all)</li> <li>• Exampro listening topic tests (foundation for all)</li> </ul>		Assessment end-points: <ul style="list-style-type: none"> <li>• Exampro reading topic tests (differentiated higher and foundation)</li> <li>• Exampro listening topic tests (differentiated higher and foundation)</li> </ul>		Assessment end-points: <ul style="list-style-type: none"> <li>• Exampro reading topic tests (differentiated higher and foundation)</li> <li>• Exampro listening topic tests (differentiated higher and foundation)</li> </ul>	

<ul style="list-style-type: none"> <li>● Foundation written assessment – photocard, 40 word, translation, 90 word.</li> <li>● Speaking assessment - role play (hotels, tourist office etc)</li> </ul>	<ul style="list-style-type: none"> <li>● Foundation written assessment – photocard, 40 word, translation, 90 word or higher written assessment – 90 word, 150 word, translation</li> <li>● Speaking - photocard task</li> </ul>	<ul style="list-style-type: none"> <li>● Foundation written assessment – photocard, 40 word, translation, 90 word or higher written assessment – 90 word, 150 word, translation</li> <li>● End of Y10 exam – all 8 topics to give a real exam experience, all 4 exams, datasweep info to be taken from topic tests over exam.</li> </ul>
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Year 11					
Autumn Term		Spring Term		Summer Term	
Unit Title: <b>Theme 1 – Identity and Culture</b> <b>My people</b> <b>Interests &amp; influences</b>	Unit length: 1 term	Unit Title: <b>Theme 1 – Identity and Culture</b> <b>Spanish festivals</b>	Unit length: 1 term	Unit Title: <b>Theme 2 – Local, national, international and global areas of interest.</b> <b>Global issues</b>	Unit length: ½ term
Domains of Knowledge: <ul style="list-style-type: none"> <li>● Socialising with family &amp; friends.</li> <li>● Describing people</li> <li>● Apps &amp; social media</li> <li>● Making arrangements</li> <li>● Relationships</li> <li>● Hobbies &amp; interests</li> <li>● Sports &amp; entertainment</li> <li>● Role models.</li> </ul>		Domains of Knowledge: <ul style="list-style-type: none"> <li>● Mealtimes &amp; healthy living.</li> <li>● Comparing different festivals</li> <li>● Describing a special day</li> <li>● At the restaurant</li> <li>● Music festivals</li> <li>● International sporting events</li> </ul>		Domains of Knowledge: <ul style="list-style-type: none"> <li>● Global issues</li> <li>● How to protect the environment</li> <li>● Talking about local actions.</li> </ul>	
Relevant Key Concepts: <ul style="list-style-type: none"> <li>● Language learning skills</li> <li>● Nouns and articles</li> <li>● Adjectives</li> <li>● Verbs</li> <li>● Conjunctions</li> <li>● Opinion expressions</li> </ul>		Key Concepts: <ul style="list-style-type: none"> <li>● Language learning skills</li> <li>● Nouns and articles</li> <li>● Adjectives</li> <li>● Verbs</li> <li>● Conjunctions</li> <li>● Opinion expressions</li> </ul>		Key Concepts: <ul style="list-style-type: none"> <li>● Language learning skills</li> <li>● Nouns and articles</li> <li>● Adjectives</li> <li>● Verbs</li> <li>● Conjunctions</li> <li>● Opinion expressions</li> </ul>	
Gateway knowledge: <ul style="list-style-type: none"> <li>● Using verbs in the present tense</li> <li>● Adjective agreement</li> <li>● Using ser and tener to describe people.</li> </ul>		Gateway knowledge: <ul style="list-style-type: none"> <li>● Recognising reflexive verbs</li> <li>● Food vocabulary from KS3.</li> <li>● Using 3 time frames confidently.</li> </ul>		Gateway knowledge: <ul style="list-style-type: none"> <li>● Using 3 time frames</li> <li>● Verbs in the first person in different tenses.</li> <li>● Modal verbs</li> </ul>	

<p>Assessment end-points:</p> <ul style="list-style-type: none"> <li>● Mock exams, all 4 skills full 8 topics.</li> <li>● Exampro reading topic tests (differentiated higher and foundation)</li> <li>● Exampro listening topic tests (differentiated higher and foundation)</li> <li>● Foundation written assessment – photocard, 40 word, translation, 90 word or higher written assessment – 90 word, 150 word, translation</li> <li>● Speaking - general conversation questions.</li> </ul>	<p>Assessment end-points:</p> <ul style="list-style-type: none"> <li>● Exampro reading topic tests (differentiated higher and foundation)</li> <li>● Exampro listening topic tests (differentiated higher and foundation)</li> <li>● Foundation written assessment – photocard, 40 word, translation, 90 word or higher written assessment – 90 word, 150 word, translation</li> <li>● Speaking - general conversation questions.</li> </ul>	<p>Assessment end-points:</p> <ul style="list-style-type: none"> <li>● Final GCSE exams.</li> <li>● Speaking exam beginning of May.</li> </ul>
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