



Core Aim

Our core aim is to support our students in their pursuit of knowledge and wisdom, allowing them to flourish as lifelong learners seeking to love God and serve the community.

Curriculum Vision

Regardless of prior attainment or circumstances, all students at St Peter's have equal access to a broad curriculum that is knowledge-rich, inclusive and ambitious. Our curriculum will give students the knowledge, skills and experiences to gain qualifications and the social and cultural capital necessary to flourish both individually and in society. Our curriculum should be a joyful experience for students stimulating a life-long love of learning.

Curriculum Plans & Progress Ladders

This document provides an overview of the topics students will study in each curriculum area, along with information on how their progress will be assessed. In Key Stage 3, each department has set the expected standards for students to achieve by the end of the year or the Key Stage. These standards are detailed as progress ladders, explaining what students should have secured at each step and what they can do to further progress. These are broad statements written to summarise the knowledge and skills a student will have acquired at each stage of their learning. Students will be assessed regularly during their learning and departments may use more specific criteria when designing assessments. This document should be read alongside your child's progress report to help you understand their current level of attainment in each subject.



At St Peter's we believe that a broad and balanced curriculum with a strong academic core is a right for all pupils. We seek to encourage pupils to explore subjects of interest around their in-school learning and to enhance their curriculum experience through enrichment.

Autumn 1		Autumn 2	
Unit of Work/Big Question		Unit of Work/Big Question	
DESCONÉCTATE – HOLIDAYS REPASO <ul style="list-style-type: none"> What information can you provide information on holidays? 		DESCONÉCTATE – HOLIDAYS - UNITS 1-3 <ul style="list-style-type: none"> What are your holidays like? 	
Knowledge		Knowledge	
<ul style="list-style-type: none"> Recapping Spanish pronunciation Identifying countries Recapping methods of transport Using present tense Adding information including who with Using the verb ir (to go) Using time phrases Applying opinions Justifying opinions Making adjectives agree with nouns Formation of present tense Formation of preterite tense 		<ul style="list-style-type: none"> Discussing holidays and weather Revising the present and preterite tenses Saying what you do in summer Using the present tense Listening to identify the person of the verb Talking about holiday preferences Using verbs of opinion to refer to different people Understanding percentages Saying what you did on holiday Using the preterite tense Using different structures to give opinions 	
Skills & Procedural Knowledge		Skills & Procedural Knowledge	
L I S T E N I N G	<ul style="list-style-type: none"> Listen to check answers Understand statements about activities in town Understand a text using verbs in the near future tense Listen for positive and negative opinions Avoid distractors Match descriptions to words/symbols/images Listen to people talk about what TV programmes they like and dislike Listen to a variety of statements and give reactions to a partner Match answers photos 	L I S T E N I N G	<ul style="list-style-type: none"> Listening to and understanding weather vocabulary in present and past tense Listening to and understanding holiday vocabulary in past tense Listening to and understanding new weather vocabulary Listening to and understanding passage about daily life; listening for verb endings Listening to check answers Listening out for percentages Listening to and understanding time phrases, the best and worst activities of a trip and opinion phrases Listening to a description of a trip and answering questions in English
S P E A K I N G	<ul style="list-style-type: none"> Create dialogues talking about activities in the near future tense Create dialogues expressing positive and negative opinions Play a guessing game in pairs Create two dialogues involving time expressions Ask and answer questions about meals Practise phrases for situations when you can't understand what someone says Ask, answer and comprehend a set of given questions 	S P E A K I N G	<ul style="list-style-type: none"> Asking and answering questions about holidays Asking and answering questions about summer activities Asking and answering questions about holidays Asking and answering questions about a trip to Barcelona

<p>R E A D I N G</p>	<ul style="list-style-type: none"> ● Match words to pictures ● Identify examples of the near future tense ● Identify new words in a text ● Answer questions about the texts in English ● Find the Spanish equivalent of given English phrases ● Work out the meaning of unfamiliar words ● Match listed questions and statements with an appropriate reaction 	<p>R E A D I N G</p>	<ul style="list-style-type: none"> ● Reviewing present tense, understanding question words ● Reviewing present tense ● Reading a Spanish text and completing phrases in English ● Reading a Spanish text; completing with correct opinion phrases and finding Spanish equivalents of English phrases ● Reading and understanding percentages in a text ● Reading a Spanish webpage and finding five advantages of visiting Barcelona on Segway
<p>W R I T I N G</p>	<ul style="list-style-type: none"> ● Write a paragraph using the near future tense and sequencers ● Translate sentences into English ● Write positive and negative opinion phrases ● Write a description of holiday activities ● Decode and translate sentences in mirror writing ● Translate sentences into Spanish 	<p>W R I T I N G</p>	<ul style="list-style-type: none"> ● Writing about your holidays ● Translating sentences into Spanish ● Writing about a visit to Barcelona
<p>G R A M M A R</p>	<ul style="list-style-type: none"> ● The near future tense (voy, vas, va, etc. + infinitive) ● Ir – to go (present tense) ● Preterite of <i>ir</i> (full paradigm) ● Preterite of regular -ar verbs (full paradigm) ● Preterite of regular -er and -ir verbs (full paradigm) ● Distinguishing between present and preterite verb forms ● ‘we’ form of -ar verbs in present/preterite ● Agreement of adjectives ● Comparison of adjectives: <i>más... que...</i> ● Agreement of indefinite article ● Preterite of <i>hacer</i> (full paradigm) ● Using the present and the preterite together ● Third person singular of present tense and preterite, regular / irregular verbs ● Conditional: <i>me/te gustaría</i> + infinitive ● Stem-changing verbs <i>querer, poder</i> (present tense) ● Comparative: <i>más/menos</i> + adjective + <i>que</i> 	<p>G R A M M A R</p>	<ul style="list-style-type: none"> ● Revision of present and preterite tenses ● <i>Hacer</i> in the preterite tense ● Using different opinion phrases to add variety to what you say ● Present tense of regular verbs and irregular verb ser ● Adding variety to what you say ● Listening for verb endings as clues: -o (I), -s (you), -mos (we), -n (they) ● Using verbs of opinion: <i>gustar, encantar, chiflar, molar, apasionar, flipar</i> ● Referring to other people’s opinions ● Using connectives: <i>dado que, puesto que, ya que</i> ● Giving reasons for activities you do by referring to your wider interests ● Understanding percentages ● Present tense of stem changing verbs: <i>preferir, tener</i> and <i>ir</i> ● Preterite tense of regular verbs and irregular verbs <i>ser</i> and <i>ir</i> ● Listening for ways to give opinions about the past ● Listening for and using examples of sequencers (<i>primero, luego, más tarde, después, finalmente</i>) and opinion phrases (<i>lo mejor/peor</i>) ● Verbs in the ‘we’ form
<p style="text-align: center;">Key Assessment Task (KAT)</p>		<p style="text-align: center;">Key Assessment Task (KAT)</p>	

Spring 1		Spring 2	
Unit of Work/Big Question		Unit of Work/Big Question	
DESCONÉCTATE – HOLIDAYS – UNITS 4-6 <ul style="list-style-type: none"> What is your school like? 		MI VIDA EN EL INSTI – MY SCHOOL LIFE – UNITS 1-3 <ul style="list-style-type: none"> What is your family like? 	
Knowledge		Knowledge	
<ul style="list-style-type: none"> Describing where you stayed Using the imperfect tense Working out the meaning of new words Booking accommodation and dealing with problems Using verbs with <i>usted</i> Using questions to form answers Giving an account of a holiday in the past Using three tenses together Identifying positive and negative opinions 		<ul style="list-style-type: none"> Giving opinions about school subjects Describing school facilities Describing school uniform and the school day Using adjectives Talking about subjects and teachers Using comparatives and superlatives Justifying opinions using a range of language Describing your school Using negatives Comparing then and now Talking about school rules and problems Using phrases followed by the infinitive Tackling harder listening exercises 	
Skills & Procedural Knowledge		Skills & Procedural Knowledge	
L I S T E N I N G	<ul style="list-style-type: none"> Listening to and understanding passages about holidays. Matching audio to photos Listening to description of holiday accommodation and noting down details Listening to a conversation about a hotel and reading a hotel webpage and spotting the differences in the descriptions Listening to dialogues with a hotel receptionist and filling in missing words Listening to check answers Listening out for positive and negative opinions 	L I S T E N I N G	<ul style="list-style-type: none"> Listening to and understanding school timetable and school facilities Listening out for positive and negative opinions Listening to and understanding opinions and adjectives related to school uniform Listening to check answers Listening and choosing the correct word to complete a summary Listening to and understanding a passage about school Listening to and understanding a passage comparing primary and secondary school Listening to and classifying opinions (P/N/P+N) about school rules Listening to interviews and identifying the answers given
S P E A K I N G	<ul style="list-style-type: none"> Asking and answering questions about a holiday using photos as prompts Asking and answering questions about hotel facilities Asking and answering questions at a hotel reception Reporting and responding to problems at a hotel reception Describing holidays using present and past tense 	S P E A K I N G	<ul style="list-style-type: none"> Asking and answering questions about school timetable Asking and answering questions about school uniform and school day Asking and answering questions about school subjects, giving reasons and opinions Comparing primary school with secondary school Having a debate about school rules Interviewing a partner

<p style="text-align: center;">R E A D I N G</p>	<ul style="list-style-type: none"> ● Reading and understanding passages about holidays ● Reviewing imperfect tense for descriptions ● Reading and understanding hotel pricing information ● Reading a description of a holiday; putting paragraphs in the correct order and finding Spanish equivalents of English phrases 	<p style="text-align: center;">R E A D I N G</p>	<ul style="list-style-type: none"> ● Reading and reviewing opinion verbs and adjectives ● Reading a school timetable ● Reading a text about school uniform and finding Spanish equivalents of English phrases ● Reading and matching opinions to reasons; translating phrases into English ● Reading a text and finding Spanish equivalents of English phrases; looking for antonyms ● Translating a passage into English ● Reading a text about school and choosing correct answers ● Matching school rules to photos; writing sentences ● Reading texts and identifying the correct problem; translating phrases into English
<p style="text-align: center;">W R I T I N G</p>	<ul style="list-style-type: none"> ● Writing a description of a hotel ● Writing phrases to describe the problems shown in pictures ● Translating a text into Spanish 	<p style="text-align: center;">W R I T I N G</p>	<ul style="list-style-type: none"> ● Writing about school subjects and teachers ● Writing about your school using negative expressions ● Writing about school rules
<p style="text-align: center;">G R A M M A R</p>	<ul style="list-style-type: none"> ● Imperfect tense of <i>estar, tener, ser, haber</i> ● Using <i>ser</i> or <i>estar</i> in the imperfect for descriptions in the past ● Varying your language while speaking ● Question words: <i>Cuándo / cuánto / a qué hora</i> ● Using questions to form answers ● Using <i>usted</i> in formal situations ● Using three tenses together (present, preterite, imperfect) ● Identifying positive and negative opinions (while listening) 	<p style="text-align: center;">G R A M M A R</p>	<ul style="list-style-type: none"> ● Opinion verbs: <i>interesar, odiar, preferir</i> ● Adjectival endings for colour ● Talking about when you do things ● Comparatives and superlatives ● Giving reasons in your answers ● Negatives: <i>nada, nadie, ni... ni..., ningún, nunca, tampoco</i> ● Imperfect and present tenses for comparing then and now ● Verbs with an infinitive ● Applying pronunciation patterns ● Speaking more expressively by using exclamations: <i>¡Qué va!, ¡Qué horror!</i> ● Listening skills: dealing with distractors; hearing things in different words to the ones on the page
<p>Key Assessment Task (KAT)</p>		<p>Key Assessment Task (KAT)</p>	

Summer 1		Summer 2	
Unit of Work/Big Question		Unit of Work/Big Question	
MI VIDA EN EL INSTI – MY SCHOOL LIFE – UNIT 4-6 <ul style="list-style-type: none"> What is your school like? 		MI GENTE – MY FAMILY AND FRIENDS – UNITS 1-2 <ul style="list-style-type: none"> Do you prefer to spend time with your family or friends? 	
Knowledge		Knowledge	
<ul style="list-style-type: none"> Talking about plans for a school exchange Using the near future tense Asking and answering questions Talking about activities and achievements Using object pronouns Saying how long you have been doing something 		<ul style="list-style-type: none"> Talking about socialising and family Using verbs in the present tense Describing people Using adjectival agreement Talking about social networks Using para with infinitives Extending responses by referring to others 	
Skills & Procedural Knowledge		Skills & Procedural Knowledge	
L I S T E N I N G	<ul style="list-style-type: none"> Listening to a text and putting photos in the correct order Listening to and understanding vocabulary of activities and clubs; past, present and future time frames 	L I S T E N I N G	<ul style="list-style-type: none"> Listening to and understanding free-time activities Listening to check pronunciation Listening to and reading conversations about free-time activities and completing it with the correct form of poder or querer. Listening and noting down details about physical appearance Listening to check Listening and understanding adjectives of personality Listening and identifying the correct picture and a reason related to apps Listening to and reading a text and answering questions in English Listening to phrases and deciding if they are positive or negative
S P E A K I N G	<ul style="list-style-type: none"> Asking and answering questions about a day in your school Asking and answering questions about after-school clubs and activities 	S P E A K I N G	<ul style="list-style-type: none"> Asking and answering questions about physical characteristics Describing yourself and a friend Asking and answering questions related to apps Asking and answering questions using the present continuous Arranging a meeting with an exchange partner
R E A D I N G	<ul style="list-style-type: none"> Reading a text and translating phrases into English; extracting details to write a programme of the day; making questions Reading texts and completing sentences in English Reading texts and completing sentences in English Reading texts and answering questions in English Translate phrases into English 	R E A D I N G	<ul style="list-style-type: none"> Reading and understanding a text about physical characteristics, identifying main points and noting down details Translating adjectives into English Reading sentences about free-time activities and matching to pictures Reading a blog post and looking for present continuous phrases Reading a text and completing it with the correct form of the verb
W R I T I N G	<ul style="list-style-type: none"> Writing an email to your exchange partner describing your plans for your next visit Translating a text into Spanish Writing an article about after-school activities 	W R I T I N G	<ul style="list-style-type: none"> Translating sentences into Spanish Translating sentences into Spanish Write a blog post about your favourite apps

G R A M M A R	<ul style="list-style-type: none"> Using desde hace to say how long you have been doing something Understanding direct object pronouns (lo/la/los/las) Spotting time expressions while listening Using the near future tense to say what you are going to do Forming questions using: ¿Cuándo? ¿Qué? ¿Cómo? ¿A qué hora? ¿Dónde? Using sequencers and time expressions to give structure to writing: primero, después, por la mañana, por la tarde Desde hace + present tense Direct object pronouns (lo / la / los / las) Understanding time expressions: past, present, future 	G R A M M A R	<ul style="list-style-type: none"> Possessive adjectives (mi, tu, su, nuestro, vuestro, su) Using verbs in the present tense Using expressions of frequency (siempre, todos los días, etc.) Pronunciation: word stress Stem-changing verbs (poder, querer) Spotting usted forms in a dialogue Qualifying descriptions (muy, bastante, un poco, poco) Phrases that don't translate word for word Identifying the person of the verb in a reading text Adjectival endings (-o/a, -e, consonant, -or/ora, -ista) Para + infinitive Extending responses by referring to others The present continuous Decoding verbs in the present continuous while listening Improvising dialogues
Key Assessment Task (KAT)		Key Assessment Task (KAT)	



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	Listening	Speaking	Reading	Writing
Mastering	<ul style="list-style-type: none"> Deduce meaning and demonstrate understanding of overall message, key points and details in a range of longer passages (including some authentic sources, adapted or abridged) which include a range of at least three different tenses, justified opinions and some less familiar, as well as familiar, language and grammatical structures, spoken clearly. 	<ul style="list-style-type: none"> Initiate and develop conversations on a variety of topics. Occasionally use some less common vocabulary and some more complex grammatical structures and using at least three tenses. Demonstrate spontaneity by asking unsolicited questions, responding to unexpected questions and expanding answers where appropriate. Begin to use coping strategies to deal with unknown words and phrases. Use pronunciation and intonation which are mostly accurate. 	<ul style="list-style-type: none"> Deduce meaning and understand detail in longer texts, including extracts from literary texts, which include a range of at least three different tenses, justified opinions, some unfamiliar, as well as familiar, language and some more complex structures. Use reading strategies to work out meaning in a variety of short and longer authentic texts (e.g. emails, short magazine extracts and adapted or abridged short stories). Translate into English short passages containing a range of tenses and grammatical structures. 	<ul style="list-style-type: none"> Write coherent longer texts on a variety of topics, containing descriptions, narrations and personal opinions with justification, using at least three tenses. Link sentences and paragraphs, and structure ideas. Translate into the target language short passages containing a variety of vocabulary and grammatical structures. Mostly accurate and meaning is clear, but with some minor errors (e.g. spellings, genders, agreements) and some errors with more complex structures.
Advancing	<ul style="list-style-type: none"> Demonstrate understanding of a range of short and longer passages which include opinions with reasons, details and reference to the present, the past and the future, spoken clearly. Transcribe sentences. 	<ul style="list-style-type: none"> Take part in conversations, using a range of common vocabulary and grammatical structures, referring to the present, the past and the future. Demonstrate spontaneity by asking unsolicited questions, and expand answers. Use increasingly accurate pronunciation and intonation. 	<ul style="list-style-type: none"> Demonstrate understanding of a range of short and longer texts which include justified opinions and refer to the present, the past and the future. Read short authentic texts (e.g. adapted adverts, leaflets, poems and songs). Translate short passages into English, showing awareness of grammar, especially tenses. 	<ul style="list-style-type: none"> Write short texts in a range of contexts, giving and seeking information and opinions and referring to the present, the past and the future. Use style and register appropriately in familiar settings. Translate into the target language short passages containing a range of familiar words and grammatical structures.
Securing	<ul style="list-style-type: none"> Demonstrate understanding of main points, opinions with reasons and details in a range of short passages which include reference to the present and the future, spoken clearly. Transcribe longer phrases. 	<ul style="list-style-type: none"> Take part in longer conversations, describing, informing, giving details and expressing and justifying opinions. Use a range of common vocabulary and grammatical structures, referring to the present and the future. 	<ul style="list-style-type: none"> Demonstrate understanding of main points, details, overall message and opinions with reasons, in short written texts, referring to the present and the future. Understand short authentic texts adapted for target-language learners (e.g. menus, short adverts, short messages, short conversations). Translate longer, more complex sentences into English, showing awareness of grammar. 	<ul style="list-style-type: none"> Write short texts for different purposes, referring to the present and the future. Express and justify opinions. Translate into the target language longer sentences containing familiar words and grammatical structures.

Developing	<ul style="list-style-type: none"> • Demonstrate understanding of main points, opinions with reasons and some details in short passages which include reference to either the present or the future. • Transcribe short phrases. 	<ul style="list-style-type: none"> • Take part in simple conversations, referring to the present or the future. • Describe and give information in a range of short dialogues using familiar vocabulary and a range of common grammatical structures. • Exchange opinions and give simple reasons. • Begin to speak spontaneously (e.g. by giving an unsolicited opinion). 	<ul style="list-style-type: none"> • Demonstrate understanding of main points, opinions with reasons and details in short written texts, which include reference to the present or the future. • Understand short texts written for target-language learners (e.g. songs, simple poems). • Translate longer sentences into English, showing awareness of grammar. 	<ul style="list-style-type: none"> • Write short texts for different purposes using mainly memorised language, referring to the present or the future. • Exchange opinions and give simple reasons. • Translate into the target language simple sentences containing familiar words and structures.
Emerging	<ul style="list-style-type: none"> • Demonstrate understanding of main points and opinions from a sequence of related sentences using a range of familiar vocabulary, short phrases and common verbs in the present tense, spoken clearly. • Transcribe familiar short phrases. 	<ul style="list-style-type: none"> • Ask and answer a range of simple questions. • Take part in a range of brief dialogues, using short phrases referring to the present. • Exchange opinions. • Describe and give information in short dialogues using familiar vocabulary and common grammatical structures. 	<ul style="list-style-type: none"> • Demonstrate understanding of main points and opinions in short texts using a range of familiar vocabulary, short phrases and common verbs in the present tense. • Translate short sentences into English, showing awareness of grammar. 	<ul style="list-style-type: none"> • Write several short, linked sentences to give information and express simple opinions, referring to the present. • Translate familiar short phrases into the target language.