

Brief overview

Our Year 7 Spanish curriculum promotes communication, initially focusing on how to greet others and share personal information about yourself. We also learn to talk about family members and learn the names of animals. Students learn colours which then enable them to link and build sentences as we explore physical descriptions. Additionally, we introduce personality traits and adjectival agreement rules. We focus upon grammatical terminology (e.g. infinitive, cognate, conjugation) and linguistic structures which embed knowledge and skills from primary school. As part of our Free Time Activities topic we introduce present tense verbs (Regular AR/ER/IR verbs and irregular verbs *jugar* and *hacer*) which are directly used to describe different hobbies and interests. Throughout our topics students practise giving a variety of opinions and justifying them using *porque* (because) and *es* (it is). Students also make links to weather when discussing free time activities. In our final Food topic, students explore meal times in Spain and learn about Spanish cuisine. They use the present tense to conjugate a variety of verbs relating to eating and drinking. Students practice giving opinions about food and discuss healthy/unhealthy diets. Year 7 also develop their speaking skills by creating a role play in a restaurant scenario.

Term	Autumn 1 & 2	Spring 1 & 2	Summer 1 & 2
Unit title	Me presento	Mis pasatiempos	Mi comida preferida
Big question/ core concept	<ol style="list-style-type: none"> 1. ¡Hola! ¿Cómo estás? Hello, how are you? 2. ¿Cuántos años tienes? How old are you? 3. ¿Tienes hermanos? Do you have siblings? 4. ¿Tienes mascotas? Do you have pets? 5. ¿De qué color es? What colour is it? 6. ¿Cuándo es tu cumpleaños? When is your birthday? 7. ¿De qué color tienes los ojos? What colour are your eyes? 8. ¿Eres alto? Are you tall? 9. ¿Cómo eres? What are you like? 10. ¿Dónde vives? Where do you live? 	<ol style="list-style-type: none"> 1. ¿Qué te gusta hacer? What do you like to do? 2. ¿Qué actividades haces en tu tiempo libre? What activities do you do in your free time? 3. ¿Eres deportista? Are you sporty? 4. ¿Qué haces cuando hace sol? What do you do when it's sunny? 	<ol style="list-style-type: none"> 1. ¿Qué comes? What do you eat? 2. ¿Qué quieres? What do you want? 3. ¿Eres sano? Are you healthy?
Knowing	<ul style="list-style-type: none"> • Introductions • The verb <i>llamarse</i> (to be called) in the present tense • ¿Cómo estás? and responses to describe how you are feeling e.g. good, very good, bad, tired, hungry • Classroom language and the alphabet • The verb <i>estar</i> (to be) in the present tense • The verb <i>tener</i> (to have) in the present tense – with age • Family members 	<ul style="list-style-type: none"> • Cognates and near cognates e.g. <i>chatear</i> • Simple opinions • Infinitives to describe hobbies and interests • Consecutive verb rule • Using adjectives to give reasons • Present tense AR verbs e.g. <i>nadar</i> • Present tense ER verbs e.g. <i>comer</i> • Present tense IR verbs e.g. <i>vivir</i> 	<ul style="list-style-type: none"> • Mealtimes • Conjugating present tense verbs e.g. <i>comer, beber, desayunar</i> • Items of breakfast food and drink • Snacks, lunch and dinner in Spanish speaking countries • Tapas • Healthy & unhealthy food choices • Adjectives to describe food

	<ul style="list-style-type: none"> • Indefinite articles: un, una • Pets & colours • Numbers 1-31 • Days of the week & Months of the year • Birthdays • Simple opinions • Key question words • Definite articles: el, la, los, las • Adjectival agreement & position of adjectives • Appearance (including hair & eyes) using 1st & 3rd person with plural adjectives • The verb <i>ser</i> (to be) in the present tense • Personality • Spanish speaking countries • Cognates and near cognates • Where you live • The verb <i>vivir</i> (to live) in the present tense 	<ul style="list-style-type: none"> • Adverbs of frequency • Difference between <i>jugar</i> and <i>hacer</i> • Sports • Seasons • Weather phrases • Use of <i>cuando</i> & <i>si</i> • Compass points • Weather forecast 	<ul style="list-style-type: none"> • Menus • Key questions & answers in a restaurant
Applying	<ul style="list-style-type: none"> • How to introduce yourself and talk about how you are feeling • To be able to ask and answer key questions about basic personal information • To write a mini paragraph about yourself including name, age, birthday, family members and pets • To be familiar with the 1st, 2nd and 3rd person singular • How to describe your favourite colour • To write a description of a piece of art indicating likes and dislikes • How to use numbers 1-31 and months to give the date, your age and birthday • How to describe appearance in the 1st, 2nd and 3rd person singular • To write a photo description • To be able to ask and answer questions about appearance • To identify Spanish speaking countries • To describe where you live 	<ul style="list-style-type: none"> • How to express likes, dislikes and opinions with reasons • How to describe a variety of hobbies and sports • To be able to ask and answer questions about likes and dislikes • How to use present tense AR/ER/IR verbs (opinions) in translation and written tasks • How to use <i>jugar</i> and <i>hacer</i> with sports and hobbies • Identify what others love/hate doing in listening, reading and translating tasks • How to use consecutive verb rule in translation and written tasks • To write about your hobbies & interests 	<ul style="list-style-type: none"> • How to describe what you have for different meals • What dishes they have in different Spanish speaking countries • What Tapas are and give examples • To be able to order items of food and drink • To write about what you eat at mealtimes and express opinions about Tapas and Spanish dishes • Identify classic dishes in listening, reading and translating tasks • How to talk about healthy & unhealthy diets
Assessment	<ul style="list-style-type: none"> • Key piece with individual written teacher feedback on writing task <i>Me presento</i> with next steps • End of Topic Assessment →Listening, Reading & Translation • Grammar Assessment 	<ul style="list-style-type: none"> • Mid-Year Assessment →Listening, Reading, Dictation & Writing • Grammar Assessment 	<ul style="list-style-type: none"> • EOY Assessment →Listening, Reading, Dictation & Writing • End of Topic Assessment

Brief overview

Our Year 8 Spanish curriculum initially builds upon prior knowledge of personal information (name, age, birthday, tener = to have, ser = to be, family members). We focus upon describing family members (physical descriptions and personality) and both positive/negative relationships. Students are introduced to telling the time, they use numbers they learnt in Year 7 and identify patterns enabling them to construct times. This links directly to our topic daily routine which is divided into morning and after school activities. Grammatically we develop their basic knowledge of reflexive verbs (llamarse = to be called) to learn how to describe their own routines as well as those of others. Furthermore, we begin to describe holidays in the present tense prior to teaching the preterit tense. Students describe where they go on holiday and what activities they like to do on holiday using the consecutive verb rule. Students then go on to learn how to describe a past holiday and an ideal holiday using the key phrase “Me gustaría” (I would like). Finally we study where I live which includes house and town. . Finally, we study the world around us and explore inclusion, family types, daily routines, the planet and what we can do to plan for a better future. Students will use the verb “vivir” (to live), prepositions of place, adverbs of position and a range of nouns and adjectives to describe their houses, bedrooms and ideal future homes. They talk about places in the town, where they go and give directions.

Term	Autumn 1 & 2	Spring 1 & 2	Summer 1	Summer 2
Unit title	Yo y los otros	Mis vacaciones	Mi casa	Mi ciudad
Big question/ core concept	<ol style="list-style-type: none"> 1. ¿Hablas de tus relaciones con tus amigos y con tu familia? Do you talk about your relationships with your friends and family? 2. ¿Qué hora es? What time is it? 3. ¿Qué es tu rutina diaria por la mañana? What is your daily morning routine? 4. ¿Qué es tu rutina diaria por la tarde? What is your daily afternoon/evening routine? 	<ol style="list-style-type: none"> 1. ¿Adónde vas de vacaciones? Where do you go on holiday? 2. ¿Qué haces cuando llueve? What do you do when it rains? 3. ¿Qué te gusta hacer durante tus vacaciones? What do you like to do during your holidays? 4. ¿Adónde fuiste de vacaciones el año pasado? Where did you go on holiday last year? 5. ¿Qué actividades hiciste en tus vacaciones el año pasado? What activities did you do on your holiday last year? 6. ¿Cómo serían tus vacaciones ideales? What would your ideal holiday be like? 	<ol style="list-style-type: none"> 1. ¿Dónde vives? Where do you live? 2. ¿Cómo es tu casa? What is your house like? 3. ¿Cómo es tu habitación? What is your room like? 4. ¿Dónde te gustaría vivir? Where would you like to live? 	<ol style="list-style-type: none"> 1. ¿Qué hay en tu ciudad? What is there in your city / town? 2. ¿Adónde vas en tu ciudad? Where do you go in your town? 3. ¿Por dónde se va al supermercado? How do you get to the supermarket? 4. ¿Qué vas a hacer el fin de semana? What are you going to do at the weekend?
Knowing	<ul style="list-style-type: none"> • Personal information • Llamarse (To be called) • Appearance (hair & eyes) using 1st & 3rd person • Adjectives to describe personality • Relationships e.g. I get on well with, I argue with • Numbers 1-24 • Time • Reflexive verbs e.g. ducharse (to shower oneself) in the present tense 	<ul style="list-style-type: none"> • The verb <i>ir</i> (to go) in the present tense • Countries • Type of transport and reasons • Weather using <i>si</i> (if) and <i>cuando</i> (when) with activities • Holiday activities in the present tense • The verb <i>ir</i> (to go) in the preterit tense • Preterit tense regular -ar / -er / -ir verbs • The near future tense and <i>Me gustaría</i> with infinitives 	<ul style="list-style-type: none"> • The verb <i>vivir</i> (to live) in the present tense • <i>Es</i> and <i>está</i> to describe locations • Type of house • Rooms in the house • Bedroom furniture • Prepositions • Dream house using <i>Me gustaría</i> 	<ul style="list-style-type: none"> • Daily routine • Reflexive verbs in the present tense • Time • Numbers • Irregular verbs in the true Future tense • <i>Ce sera</i>

	<ul style="list-style-type: none"> • Use of time to describe ¿A qué hora ? (At what time ?) you do activities • Adverbs of frequency <i>todos los días (everyday)</i> • Time markers <i>después de (after having) + infinitive</i> 			
Applying	<ul style="list-style-type: none"> • How to describe family members (physical description and personality) • To be able to describe your relationship with family members • To write a description of your family and your relationship with family members • How to tell the time • How to conjugate reflexive verbs in the present tense • Identify information about daily routines in listening, reading and translating tasks • To complete guided writing tasks <i>lo que hago por las mañanas y las tardes</i> - what I do in the morning and afternoon / evening which include adverbs of time. • To describe your own daily routines, including the morning and after school / evenings using reflexive verbs and other verbs 	<ul style="list-style-type: none"> • How to describe your holiday in the present tense (where, how, who with, weather and activities with opinions / reasons) • How to describe your holiday activities last year in the preterit tense. • Identify information about holidays in listening, reading and translating tasks in the present • How to describe your holiday activities last year in the preterit tense. • Identify information about holidays in listening, reading and translating tasks in the preterit • To be able to share details of your ideal holiday 	<ul style="list-style-type: none"> • How to talk about where you live • How to describe your house and bedroom including furniture • To be able to describe location using prepositions • Identify information about house in listening, reading and translating tasks • How to describe your dream house 	<ul style="list-style-type: none"> • How to talk about places in the town time • How to describe what you do in town • How to give directions • To write a description about your town
Assessment	<ul style="list-style-type: none"> • Key piece with individual written teacher feedback on mini paragraph <i>Mi familia</i> with next steps • Grammar Assessment 	<ul style="list-style-type: none"> • Mid-Year Assessment →Listening, Reading, Dictation & Writing • End of Topic Assessment →Listening, Reading & Translation • Grammar Assessment 	<ul style="list-style-type: none"> • EOY Assessment →Listening, Reading, Dictation & Writing 	<ul style="list-style-type: none"> • End of Topic Assessment

Brief overview

Our Year 9 Spanish curriculum firstly focuses on celebrities which allows students to build upon their prior knowledge of physical descriptions and adjectives used to describe personalities in Y7 and Y8. It is an opportunity to consolidate knowledge and develop opinions with reasons by extending their range of adjectives and learning to use comparatives. We look at examples of Hispanic music, playing musical instruments and discuss musical taste, in addition to expressing viewing preferences on TV or at the cinema including times. Students learn to talk about social media and how to develop sentences again with justified opinions. Grammatically in our topic school we use the present, preterit and immediate future tenses (including reference to the future with *me gustaria*). Students explain what subjects they study at school and describe their timetables. They say what their school is like, identifying school facilities, discussing school rules and extracurricular activities. We focus upon the past tense when describing a school day and study future plans and ambitions which links to careers. Finally, students learn how to talk about different styles of clothing and fashion, plans for next weekend and what they would do if they win the lottery using the conditional tense.

Term	Autumn 1 & 2	Spring 1 & 2 / Summer 1	Summer 2
Unit title	Yo y mi mundo	Mi insti	Adict@s a la moda
Big question/ core concept	<ol style="list-style-type: none"> 1. ¿Quién es tu famoso favorito? Who is your favourite celebrity? 2. ¿Qué instrumento quieres tocar? What instrument do you want to play? 3. ¿Qué ponen en la televisión? What are they showing on TV? 4. ¿Cuáles son tus aplicaciones favoritas? What are your favourite apps? 	<ol style="list-style-type: none"> 1. ¿Qué estudias en tu insti? What do you study at your school? 2. ¿Qué hay en tu instituto? What is there in your school? 3. ¿Qué se debe hacer? What must we do? 4. ¿Haces actividades después de las clases? Do you do activities after classes? 5. ¿Qué hiciste ayer en tu instituto? What did you do yesterday at your school? 6. ¿Qué planes tienes para el futuro? What plans do you have for the future? 	<ol style="list-style-type: none"> 1. ¿Qué llevas normalmente? What do you normally wear? 2. ¿Cómo describirías tu estilo personal? How would you describe your personal style? 3. ¿Te gusta ir de compras? Do you like shopping? 4. ¿Qué harás si ganaras la lotería? What would you do if you won the lottery?
Knowing	<ul style="list-style-type: none"> • Celebrities • Physical descriptions and personality traits • Adjectives (non-cognates) and adjectival agreement • Comparatives and superlatives • Hispanic music • Musical instruments • The verb <i>Tocar</i> (to play) in 3 time frames • How to use <i>Prefiero a</i> to make comparisons • Numbers 	<ul style="list-style-type: none"> • School subjects with opinions and reasons • Using exclamations with ¡Qué...! • Present tense -ar verb conjugation • Lesson times • Timetable • Education in Spain • Conditional tense • Ideal School Day • <i>Hay</i> (There is / are)+ facilities 	<ul style="list-style-type: none"> • Clothing • Colours and sizes • Fashion • Leisure activities • Near future tense • If I win the lottery, I would ... • Conditional tense

	<ul style="list-style-type: none"> Time TV Programmes 'Acabar de' when describing what you have just watched TV/film preferences How to form the immediate future tense Social media apps Infinitives to describe online activities e.g. <i>colgar fotos</i> (to post photos) Use of <i>Ser</i> and <i>estar</i> in online posts 	<ul style="list-style-type: none"> School rules <i>Se puede</i> (You can) and <i>se debe</i> (You must) Extra-curricular activities <i>Antes de</i> (before) and <i>después de</i> (after) + infinitive Near future tense Preterit tense Sequencers A school day in the past tense Jobs Plans for the future 				
Applying	<ul style="list-style-type: none"> How to describe celebrities To be able to describe physical descriptions and personality, using a range of adjectives and comparatives / superlatives How to describe instruments you play, have played or would like to play Identify information about celebrities and music in listening, reading and translation tasks To write a description of a celebrity How to tell the time in Spanish Discuss TV programmes and preferences How to describe what you have just watched and what you are going to watch in the immediate future Identify information about TV programmes and social media apps / posts in listening, reading and translating tasks 	<ul style="list-style-type: none"> How to describe school subjects with detailed opinions How to describe your timetable including times and time markers To be able to explain differences between English and Spanish schools To be able to describe your ideal school day How to describe your school environment Identify information about school in listening, reading and translation tasks How to describe school rules To be able to talk about extra-curricular activities To be able to use before and after To be able to describe after school activities using the immediate future tense Identify information about school rules and clubs in listening, reading and translation tasks How to describe a school day from start to finish in the past To be able to describe plans for the future including reasons for choice of jobs Identify information about jobs and future plans of others in listening, reading and translation tasks 	<ul style="list-style-type: none"> How to describe outfits and express opinions about fashion Identify information about clothes, colours, adverbs of time in listening, reading and translation tasks To write a dialogue in a shop To describe what you would do if you win the lottery 			
Assessment	<ul style="list-style-type: none"> End of Topic Assessment →Listening, Reading & Translation 	<ul style="list-style-type: none"> End of Topic Assessment →Writing 	<ul style="list-style-type: none"> Mid-Year Assessment →Listening, Reading, Dictation & Writing 	<ul style="list-style-type: none"> Key piece with individual written teacher feedback on mini paragraph <i>Mi insti</i> with next steps 	<ul style="list-style-type: none"> EOY Assessment →Listening, Reading, Dictation & Writing 	<ul style="list-style-type: none"> End of Topic Assessment