

## Curriculum Overview – Spanish

Year	Overview	Autumn 1 (Weeks 1 – 7)	Autumn 2 (Weeks 8 – 14)		Spring 1 (Weeks 15 - 20)	Spring 2 (Weeks 21 - 25)	Summer 1 (Weeks 26 - 32)	Summer 2 (Weeks 33 - 38)		Student Resources
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 others, 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.	Introducing myself  Students will be able to talk about themselves and introduce themselves. Basic vocabulary including numbers, colours, alphabet, etc., Understand and apply rules of Spanish phonics.  Gender Verbs ser & tener (1st person present tense) Adjective agreement Definite & indefinite article, Common conjunctions Intensifiers.	My free time  Students will continue to develop what they can say about themselves and their use of verbs, express opinions (me gusta + verb first as easier), demonstrate knowledge of Spanish festive customs, describing the weather.  Me gusta + infinitive, Regular –ar verb patterns, Present tense of hacer and jugar Expressions of frequency Question words.	Key Stage 3 Formal Assessments -	<b>School</b>  Students will continue to develop what they can say about themselves and their use of verbs and adjectives, express more opinions, demonstrate awareness of schools in Spain and education in Central America.  Gender and gender agreements. We form – ar verbs, me gusta(n) + nouns, regular –er & -ir verbs, ser 3 <sup>rd</sup> person sing., adjective agreement sing. + pl., recall definite & indefinite articles, using porque.	<b>School</b>  Students will continue to develop what they can say about themselves and their use of verbs and adjectives, express more opinions, demonstrate awareness of schools in Spain and education in Central America.  Gender and gender agreements. We form – ar verbs, me gusta(n) + nouns, regular –er & -ir verbs, ser 3 <sup>rd</sup> person sing., adjective agreement sing. + pl., recall definite & indefinite articles, using porque.	<b>Family and friends</b>  Students will expand their use of verbs into 3rd person singular and plural, develop cultural awareness of the carnival in Cadiz and the famous Spanish painting, Las Meninas.  Ser, tener, estar verbs in 3rd person, possessive adjective, position of recall adjectives, adjective agreement sing. + pl., intensifiers. (Gender).	<b>My home town</b>  Students will learn transactional language (in a café) and introduce the verb ir ahead of learning to form the near future tense, learn about typical tapas dishes.  Ir, stem-changing verbs querer present tense, forming the near future tense, indefinite articles, muchos/muchas, time expressions, negative structures.	Key Stage 3 Formal Assessments -	BBC Bitesize KS3 Spanish  <a href="https://www.duolingo.com/enroll/fr/en/Learn-Spanish">https://www.duolingo.com/enroll/fr/en/Learn-Spanish</a>  <a href="https://www.spanish-games.net/">https://www.spanish-games.net/</a>  <a href="https://www.thespanishexperiment.com/learn-spanish">https://www.thespanishexperiment.com/learn-spanish</a>
	Extra-Curricular Y7 and Y8 film trip to Cinema City	Assessment 1 formative assessment	Assessment 1 formative assessment Reading assessment		Assessment 1 formative assessment	Assessment 1 formative test Listening assessment	Assessment 1 formative assessment Reading assessment	Assessment 1 formative assessment		
8	By the end of the year students will be able to talk about holidays, food, their free time, their daily routine and where they live. They will be able to use opinions and justify these in their work, and will become increasingly confident in using three tenses. They will also build on their knowledge of the present tense, learning how to use the imperative and reflexive verbs. Pupils will be introduced to the superlative and comparative, to add further detail to their work.	<b>Mis vacaciones</b>  Describing past holidays in detail using the preterit and present tenses together. Giving opinions on past holidays.  Preterite of regular –ar, -er and -ir verbs Preterite of ser (to be) and ir (to go) Using two tenses together	<b>Todo sobre mi vida</b>  Talking about leisure activities, interests in TV, music and other digital technology.  Revision of present tense Revision of me gusta(n) + noun Stem-changing verbs Preterite of hacer (to do) Using two tenses together Adjectival agreement		<b>¡A comer!</b>  Describing food and eating habits. Giving opinions on food. Using transactional language (usted(es)) to order food in a restaurant. Learn about traditional Hispanic cuisine (from Central and South America).  Negatives (no, nunca, nada) Near future Use three tenses together. Direct object pronoun	<b>¡A comer!</b>  Describing food and eating habits. Giving opinions on food. Using transactional language (usted(es)) to order food in a restaurant. Learn about traditional Hispanic cuisine (from Central and South America).  Negatives (no, nunca, nada) Near future Use three tenses together. Direct object pronoun	<b>¿Qué hacemos?</b>  Places in town, activities & making arrangements. Describing clothes, outfits and style. Routines to get ready (using reflexive verbs)  me/te gustaría Stem-changing verbs (querer/poder) tener que + infinitive Reflexive verbs Using three tenses together	<b>Operación Verano</b>  Asking for and giving directions. Describing, past, present and future holidays Describing holiday activities. Describing a (holiday) home using the comparative.  ser vs. estar The imperative Using three tenses together The superlative The comparative		BBC Bitesize KS3 Spanish  <a href="https://www.duolingo.com/enroll/fr/en/Learn-Spanish">https://www.duolingo.com/enroll/fr/en/Learn-Spanish</a>  <a href="https://www.spanish-games.net/">https://www.spanish-games.net/</a>  <a href="https://www.thespanishexperiment.com/learn-spanish">https://www.thespanishexperiment.com/learn-spanish</a>

	Extra-Curricular Y7 and Y8 film trip to Cinema City	Assessment 1 formative assessment listening assessment	Assessment 1 formative assessment Listening assessment		Assessment 1 formative assessment	Assessment 1 formative assessment 1 reading assessment	Assessment 1 formative assessment 1 reading test	Assessment 1 formative assessment		
9	By the end of this programme of study, Students will be able to talk about a variety of topics in Spanish, preparing them for GCSE Spanish in year ten. They will be able to express likes/dislikes using a wider variety of language. Students will also revise all three main tenses, in the context of work and careers, healthy lifestyles and wider world issues.	<p>Somos así</p> <p>Students will be able to talk about their lives and their likes/dislikes using a wider variety of language. Pupils will revise all three main tenses.</p> <p>Me gusta(n)/chifla(n) + noun</p> <p>Present tense of ir, hacer, ser</p> <p>Present tense of regular verbs</p> <p>Near future tense</p> <p>Preterite tense of regular verbs</p> <p>Preterite tense of hacer and ser</p> <p>Using three tenses together</p>	<p>¡Oriéntate!</p> <p>Students will be able to talk about their hopes for the future, to coincide with options evenings time of year.</p> <p>Emphasis will be made on the importance of languages for future careers.</p> <p>tener que + infinitive</p> <p>Near future tense</p> <p>Three tenses together</p> <p>Adjectival agreement</p>		<p>En forma</p> <p>Students will discuss the importance of a healthy lifestyle.</p> <p>They will be introduced to talking about wider issues and will have the opportunity to use new verbs.</p> <p>Stem changing verbs (jugar, preferir)</p> <p>Reflexive verbs</p> <p>Se debe/no se debe Me duele(n)</p> <p>The imperative</p> <p>Direct object pronoun</p>	<p>En forma</p> <p>Students will discuss the importance of a healthy lifestyle.</p> <p>They will be introduced to talking about wider issues and will have the opportunity to use new verbs.</p> <p>Stem changing verbs (jugar, preferir)</p> <p>Reflexive verbs</p> <p>Se debe/no se debe Me duele(n)</p> <p>The imperative</p> <p>Direct object pronoun</p>	<p>Jóvenes en acción</p> <p>Students will have an opportunity ahead of GCSE to talk about wider, global issues and to develop language for expressing their beliefs. Also, they will be introduced to the imperfect. Plus, their cultural capital will be developed by reading two poems by the Spanish poet, Gloria Fuertes and a traditional Peruvian folk tale.</p> <p>Stem-changing verbs (poder)</p> <p>Present tense verbs in the 3rd person (s/p)</p> <p>Se debería Imperfect tense</p>	<p>Una aventura en Madrid</p> <p>Students will develop language they would need for arriving in Spain and to learn more about Spain's capital city. Also they will be introduced to the simple future.</p> <p>Expressions with tener</p> <p>Simple future tense</p> <p>The superlative</p> <p>The comparative</p>		<p>BBC Bitesize KS3 Spanish</p> <p><a href="https://www.duolingo.com/enroll/fr/en/Learn-Spanish">https://www.duolingo.com/enroll/fr/en/Learn-Spanish</a></p> <p><a href="https://www.spanish-games.net/">https://www.spanish-games.net/</a></p> <p><a href="https://www.thespanishexperiment.com/learn-spanish">https://www.thespanishexperiment.com/learn-spanish</a></p>
	Extra-Curricular KS3 trip to UEA	Assessment  1 formative assessment Reading assessment	Assessment  1 formative assessment Listening assessment		Assessment  1 formative assessment	Assessment  1 formative assessment Reading assessment	Assessment  1 formative assessment Listening assessment	Assessment  1 formative assessment		

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10	Students will be able to talk and write about the topics of holidays, school, family hobbies and where they live in Spanish. Students will strengthen their knowledge and application of the present, preterite and irregular tense. They will also be able to use the future tense with confidence.	<b>Holidays</b>  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.	<b>School</b>  Opinions about subjects, homework, school rules, uniform, teachers, exams. Description of school/life at school, clubs, sporting activities including opinions. Ideal school.	Key Stage 4 Formal Assessments –lassroom Based	<b>Identity and Relationships / Media and technology</b>  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. The internet, mobile technology and social media, how it is used, frequency of use, preferences, advantages/ disadvantages.	<b>Celebrity culture</b>  Life, achievements and lifestyle of individual celebrities/ famous people.  Opinions about different celebrities and their activities/ influences on young people and wider society.  Events involving famous people e.g. sport, music, film, TV, fashion, culture and technology.	Key Stage 4 Formal Assessments – Classroom Based	<b>Hobbies and leisure</b>  Music preferences. Cinema and TV preferences, favourite film/programme, favourite stars.  Sport, including opinions about types of sport, advantages and disadvantages of watching/participating.  Past experiences and future intentions.  Food and drink preferences, eg fast-food, eating with friends, eating in different places and when, eg special occasions.  Shopping habits and preferences.	<b>Town and region</b>  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.	Year 10 Mock Examinations	Quizlet.com Duolingo.com BBC Bitesize GCSE Spanish <a href="https://revisionworld.com/gcse-revision/spanish/spanish-gcse-past-papers">https://revisionworld.com/gcse-revision/spanish/spanish-gcse-past-papers</a> senecalearning.com	
	Extra-Curricular	Assessment 2 formative assessments Written assessment Listening assessment Reading assessment	Assessment 2 formative assessments		Assessment 2 formative assessments	Assessment 1 formative assessment Written assessment Reading assessment Listening assessment		Assessment 2 formative assessments Written assessment Reading assessment Listening assessment	Assessment Focus on end of year mock summative exams in listening, reading, writing and speaking.			
11	By the end of this programme of study, pupils will be able to discuss the theme of identity and culture through mealtimes, daily routine, illnesses, food and festivals. They will also be able to talk about jobs and their work experience, what they do to earn money, their summer jobs and future plans. They will learn about the environment, healthy and unhealthy	Culture  Reflexive verbs, Estar and tener for illnesses. The passive and avoiding the passive. Irregular verbs in the preterite tense (tener, poner, poder, venir, traer, decir). Expressions followed by the infinitive (para, al, sin, antes de, después de ...	Job and future employment  Masculine and feminine noun endings. The use of indefinite articles. The conditional tense. Solía .... Future plans (using	Year 11 Mock Examinations A – Classroom based / Exam room	Social and global issues  Se debería + infinitive. Using the present and near future tenses together. The present subjunctive and pluperfect tense	Year 11 Full Mock Examinations – Examination Rooms	All topics revised  Key vocabulary for speaking examination. En la foto hay – PALMS- Me parece que Making questions Extending answers –	Year 11 Mock Examinations A – Classroom based / Exam room	EXAMS	GCSE Examination Window		

	<div>living, poverty and homelessness, charity and voluntary work.</div> <div>During the Spring term, they will consolidate their knowledge on the speaking and written exams, with time in class dedicated to practising exam skills for all four exams.</div>		<div>quiero, tengo la intención de, espero, pienso, voy a, me gustaría...)</div>				<div>negatives – opinions - justifications</div>				
Extra-Curricular	Assessment 3 formative assessments Written assessment Listening assessment Reading assessment	Assessment 1 formative assessment		Assessment 2 formative assessments Focus on spring speaking mock assessments.		Assessment Focus on end of year GCSE exams in listening, reading, writing and speaking.					