

Spanish – Year 7 Curriculum

Content (Intent)	Grammar	Links to prior learning	Skills and Assessment (Implementation)	Expected Learning Outcomes (Impact)
Term 1/2 Introducing oneself/ Family - Mod.1 Greetings - Mod.1 Describing what you have in your school bag. - Mod.1 Spelling a word - Mod.1 Numbers from 1 to 100 - Mod.1 Birthday dates - Mod. 1 Talking about colours - Mod. 2 Countries - Mod. 2 Family description - Mod. 2 Animals - Mod. 2 Description of hair and eyes - Mod. 2 Describing what a person is like	- Learning both ways of using 'you' (singular + plural) - Developing an awareness of the genders of nouns - Using plural forms - Using the verbs "to be = ser" and "to have = tener" - Developing an awareness of definite and indefinite article - Using the verb 'to live' = vivir - Possessive Adjectives - Agreement of Adjectives	Discovering the language *	Skills: - knowledge of language - recognising cognates - pronunciation and intonation - identifying and copying new sounds - writing - apply grammar - identify patterns - ask and answer questions - communicate in pairs etc. - make links with English - redraft to improve writing Reading/Writing/Translation assessment on Mod. 1 (November)	- Greet someone else, introduce oneself, asking someone's name and say goodbye. - Understand what someone has in their school bag, describing what one has and does not have in their school bag. - Use and recognise numbers to say their age and ask how old someone is. - Use ordinal numbers to say when their birthday is, asking when someone has their birthday. - Spell their names. - Say what is their favourite colour. - Understanding class instructions in the target language. - Using a few connectives and intensifiers to link and extend sentences. - Say in which country they live, understand in which countries other people live - Describing someone's physical appearance and personality. - Talking about what pets they have.

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Term 3/4 School / Free time - Mod. 3 School subjects - Mod. 3 Opinions about school subjects - Mod. 3 Food and drinks - Mod. 3 School day - Mod. 3 School uniform - Mod. 4 Describing where they live - Mod. 4 Description of their house - Mod. 4 The rooms at home - Mod. 4 What they do at home - Mod. 4 Describing objects in their room	- Using Adjectives (masculine, feminine, plural endings) - Using different verbs in the present tense - Using connectives - Using intensifiers	- Consolidate use of key verbs. - Develop awareness of singular/plural and genders - Pronunciation of sounds. “tener” and “ser” verbs	Skills: - knowledge of language - listen and identify key words - use resources to retrieve past knowledge - ask and answer questions - adapt previously learned language - spoken and written language - apply grammar - use a range of vocab/structures - communicate in pairs etc. - make links with English Grammar and Speaking assessment on Mod. 2 and 3 (March)	- Describe their timetable and give their opinions about school subjects with justification. - Say what they eat and drink at break. - Say what they usually do on a typical school day. - Describe their school uniform and give their opinions. - Describe their living surroundings and understand where someone lives. - Describe their home. - Describe their bedroom, giving details using prepositions.
Term 5/6 School /Holidays - Mod. 5 Sports - Mod. 5 Free time - Mod. 5 What they do at the weekend - Mod. 5 What they do to help at home	- Using the verbs ‘practicar’ and ‘jugar’ - Using the verbs ‘Ver’ and ‘hacer’	Develop prior knowledge of present tense, subject-verb inversion and asking questions	Skills: - knowledge of language - listen for gist - respond appropriately - ask and answer questions - adapt previously learned language - use a variety of structures - deal with unfamiliar language - spoken and written language - apply grammar - use a range of vocab/structures - communicate in pairs etc. - make links with English Writing and Reading Assessment on Module 4 and 5 (May)	- Describe what sports they do - Use different expressions to give their opinions on free time activities and justify their point of view. - Describe what they do at the weekend - Describe what they do to help at home

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Resources and/or activities to support learning

- In-house booklets for each module
- In-house grammar booklet
- textbooks in class and related audio tracks: Listos for Spanish
- worksheets

*Links to prior learning:

As primary schools don't all teach the same language (e.g. Courthouse Junior School and St Edmund Campion Catholic School both teach French, whereas Oldfield Primary School teaches Mandarin), we think it is essential to cover basic knowledge in each language to ensure that all students have access to the curriculum. This will also be beneficial for students who have already been exposed to this content orally, as writing skills in the foreign language will be developed in Y7.

Character Kitemark:

The **courage** to speak Spanish, without fear of making mistakes, (for example, “tengo doce años” rather than “soy doce”)

The **commitment** to build on enthusiasm for language learning generated at primary school and to begin to learn Spanish phonics such as the additional four letters in the alphabet (ch-, -ll-, ñ, and -rr), topic-specific vocabulary and grammar, such as the paradigms of “tener” and “ser”, noun-adjective inversion and adjectival agreements.

The **compassion** to begin to understand Spanish and Latin American culture and geography and some elemental cultural differences, such as an introduction to the second person registers of “tu” and “usted”.