



SPANISH- Curriculum Overview

Year 7 * Vocabulary; Grammar, Phonics, Cultural capital

Half Term:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics:	<p>All about me V: Greetings, days/months, siblings introduction of self and others G: Ser and Estar, cognates, Tener – present tense C: La quinceañera / La familia real P: rr / e / gi / ch / ca / qu</p>	<p>My leisure V: Pets, colours, free time hobbies. G: articles; adjective agreements, me gusta + infinitive, conjugating AR regular verbs . C: el día de los muertos / la navidad, la guitarra P: a / bi / ti / ji / zo / ha / ho / ju / jue</p>	<p>My school V: school subjects, teachers, G: opinions & reason, infinitives, AR present tense, adjective agreements, articles. C: School in Spain P: ll / rr / hi / qu / e / l / g / gi</p>	<p>Describing school life V: School facilities, daily routine at school G: present tense of AR, ER, IR verbs, irregular verbs Tener and HABER, adjective agreements C: La Semana Santa P: h / her / ge /</p>	<p>My city / town V: Describing where you live and what you can do there. G: opinion+ infinitive; present of regular & irregular verbs, past tense AR regular verbs C: Las regiones P: b . ch . e . j , gi</p>	<p>Festivals and food V: Spanish food and drink, festivals G: opinions, articles, adjective agreements, conditional tense C: la comida típica, La Tomatina P: s , le , to , ll , a . rr</p>
Assessment & End Points:	<p>Aptitude test (sept) Start diagnostic test – (Oct)</p>	<p>Key vocab block Nov STAR piece – speaking role play (Nov) EoU1 all about me and leisure: Listening/reading/translation (Dec)</p>	<p>STAR piece-writing (Feb)</p>	<p>Key vocab block (Mar) End of unit assessment Listening/reading/grammar (Apr)</p>	<p>Key vocab block (May) STAR piece photo card (June)</p>	<p>End of year Listening, Reading, and Writing (June) Key vocab</p>

Year 7:

Knowledge and Procedural Knowledge End Point:

In year 7, students will be introduced to the core knowledge and skills required to develop competency in a foreign language including phonics and knowledge of tense. They will be able to discuss their personal life including; hobbies, where they live, their life at school, their family and pets using a variety of present and preterite tense verbs in the 1st person and their future plans using the near future tense. Year 7 students should accurately identify nouns, verbs and adjectives in the target language and understand the differences between Spanish and English syntax. They should have a solid foundation in masculine/ feminine nouns and adjectives and be able to give and often justify their opinions over a range of topics, recycling key grammar and making links from topic to topic. Students should have a solid grasp of Spanish phonics which supports them in sound-spelling links leading to accurate pronunciation and spelling.



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Tier 2 Vocabulary noun, verb, adjective, justification, connective	Tier 3 Vocabulary cognate non- cognate
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Suggested opportunities for formative assessment:

- In class writing tasks
- Short and longer listening tasks
- Reading comprehensions

Assessment focus:

- Listening assessment – identify vocabulary from Spanish to English, understand a longer dialogue and select the correct answer, identify correct statements, identify tenses
- Writing assessment – 40-word task – Translation into Spanish

Year 8 * Vocabulary; Grammar, Phonics, Cultural capital

Half Term:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics:	My free time and music V: hobbies, sports, music G: Combining 3 tenses: present, past and near future tense, stem-changing verbs - JUGAR/PREFERIR/QUERER C: El pádel y el fútbol / Los artistas musicales	Describing my house V: House, rooms, area Town & cities G: TENER and HABER, conditional tense; opinions, adjective agreements, articles, prepositions, IPALMS	My holidays V: Countries, destinations, weather, and holiday activities G: opinions & reasons, infinitives, HACER + weather expressions, si phrase, present and past tense	Celebrations and festivals V: clothes, numbers, going out and arranging plans. G: adjective agreements, Combing the near future and conditional tense: to be going to + inf/ I would like + inf, demonstrative pronouns (this/that/those)	The environment V: Describing environmental issues and what you can do to help the environment G : using verbs in the 'we' form, se puede + infinitive, comparative	Barcelona V: Describing a visit, and making plans to visit Spain for a trip G: Present, Past, Near Future and Conditional tense C: San Fermín, Pablo Picasso, Camp Nou



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	españoles, Benicàssim Festival P : rr / e / gi / ch / ca / qu	C: Las casas típicas en España- una villa/un piso, la casa de Antoni Gaudí P : a / bi / ti / ji / zo / ha / ho / ju / jue	C: las regiones más populares en España. Las Fallas de Valencia P : ll / rr / hi / qu / e / l / g / gi	C: La Semana Santa, La Feria de Abril, Zara y Mango P : h / her / ge /	adjectives (mas...menos) C: El calentamiento global/los incendios forestales P : b . ch . e . j , gi	P : s , le , to, ll , a . rr
Assessment & End Points:	Diagnostic test – (Sept) STAR piece- writing (Oct)	Key vocab block 1 (Dec) STAR piece – Photo card IPALMS (Nov) End of unit assessment Listening/reading/translation (Dec)	Key vocab block 2 (Feb) STAR piece- photo card (Feb)	Grammar 3(Mar) Key vocab block (Mar) End of unit assessment Listening/reading/translati on (Apr)	Key vocab block 4 (May) STAR piece general conversation (June)	End of year assessment Writing (June) Key vocab

Year 8:

Knowledge and Procedural Knowledge End Point:

In year 8, students will build on their knowledge from year 7 and will be able to discuss in more detail their personal lives using a wider variety of verbs, nouns and adjectives, including comparative adjectives and superlative adjectives. Students in year 8 will be able to discuss the wider world including; holidays, making plans and excuses, eating out, fashion and tourism using and combining past, present and future tense verbs/ verb phrases where appropriate. Year 8 students will develop their knowledge of Spanish grammar and will be able to discuss their own actions and opinions as well as those of others.

Tier 2 Vocabulary noun, verb, adjective, justification, connective	Tier 3 Vocabulary cognate possessive pronoun non- cognate gender modal verb intensifier infinitive contraction Stem-changing verb
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