**Disciplinary Knowledge in Spanish**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Year 8** | **Year 9** | **Year 10** | **Year 11** |
| Teacher outline**Overview** | *To be able to learn, recognise and use key vocabulary and structure relating to:**AUTUMN 1+ 2**The introductory topic in Year 8. This will include learning how to introduce oneself and talk about how one is feeling.**How to describe who is in one’s family, as well as physical descriptions, and if one has any pets.* *How to describe countries of origin as well as nationalities.* *SPRING 1+ 2**How to describe the contents of a school bag and pencil case.**How to describe a timetable and subject likes and dislikes and why.**How to describe a school uniform and give opinions on teachers.**SUMMER 1+ 2**Home and local area. Say where one lives, describe types of house and rooms, including describing a bedroom in detail, stating where furniture is located and chores.* | *To be able to learn, recognise and use key vocabulary and structure relating to:**AUTUMN 1+ 2**Describe the town in which one lives, including places of interest and the activities available to do there.* *How to describe the weather in all four seasons and state what one does in certain weather conditions.* *How to describe the foods and drinks one has during the day and analyse if one has a healthy or unhealthy lifestyle.* *Be able to list parts of the body and describe any illnesses or pains to a doctor.* *SPRING 1+ 2**Genres of TV, film and music. Musical instruments.**Describing sports and hobbies one does and plays with opinions.**Talking about technology and how one uses it, including the pros and cons of social media.* *An introduction to different celebrations across the world and describing Christmas in detail.**SUMMER 1**Family members, including physical descriptions and personal relationships as well as the positives and negatives of marriage.* *SUMMER 2**Describing my ideal future partner**An introduction to GCSE style questions from the reading, writing, listening and speaking exam**Comparing oneself now to when one was younger.* | *To be able to learn, recognise and use key vocabulary and structure relating to:**AUTUMN 1+ 2**Home and local area. Say where one lives, describe types of house and rooms, including describing a bedroom in detail, stating where furniture is located and chores, as well as one’s ideal house.**Local amenities in one’s area. Pros and cons of where one lives, and would like to live in the future.**SPRING 1+ 2**How to talk about different charities and the type of charity work one does.**Describing one’s diet and whether it is healthy or unhealthy.* *Identifying environmental issues and concerns both locally and globally.* *Social concerns including poverty, homelessness and unemployment.**SUMMER 1+2**How to describe one’s holiday, including destination, method of transport and type of holiday.**Stating holiday activities when the weather is good / bad, making a reservation and different types of accommodation.**Describing a recent holiday and associated problems during one’s stay* | *To be able to learn, recognise and use key vocabulary and structure relating to:**AUTUMN 1**Describing one’s school and stating likes and dislikes of school subjects.**Describing teachers, timetable, uniform and school rules, stating advantages and disadvantages of school.**AUTUMN 2+SPRING 1**Discussing future plans and the school system in France.**Identifying one’s strengths and weaknesses.**Jobs, careers, and work experience.**Pros and cons of different jobs and careers**SPRING 2**Revision of GCSE themes 1-3**Practise of 40, 90 and 150 word writing questions.**How to tackle photo card, role play and translation questions.**Exam technique to support with preparation towards GCSE exams (listening, reading, writing and speaking).* |
| **Vocabulary****V** | *AUTUMN 1+ 2**Basic classroom commands (greetings, questions, spellings)**Talking about oneself (name, age, date, months, nationality, town/city etc.)**Family members, physical descriptions and pets.**SPRING 1+ 2**School subjects, opinions, likes and dislikes.**Numbers and vocabulary needed to tell the time.**Articles of clothing (particularly school uniform) and colours**SUMMER 1+ 2**Type of accommodation, rooms in the house and furniture**Adjective to describe furniture**Phrases to say which chores you do* | *AUTUMN 1+ 2**Places of interest in town, adjectives to describe them, colours, directions, prepositions, weather phrases.* *Food and drink items, healthy and unhealthy lifestyles, body parts and illnesses.* *SPRING 1+ 2**Vocabulary of TV, film and music genres and musical instruments**Sports and hobbies, with times and locations.**Different technologies, online use and social networks benefits and drawbacks.* *Vocabulary for different Spanish festivals, especially Christmas.**SUMMER 1**Family members and pets, adjectives to describe physical descriptions.* *SUMMER 2**Vocab needed when describing a photo, completing a role play and extended writing task**Question words* | *AUTUMN 1+ 2**Type of accommodation, rooms in the house and furniture**Adjectives to describe furniture**Phrases to say which chores you do**Places of interest in one’s town and vocabulary needed to suggest advantages and disadvantages of where one lives.**SPRING 1+ 2**Specific vocab for different types of charities and charity work one does.**Food and drink items.**Vocabulary describing global and local problems.**SUMMER 1+ 2**Countries and modes of transport.**Weather, holiday activities and vocab used to describe problems encountered on holiday.* | *AUTUMN 1**School subjects and opinions, school description and key adjectives**Vocab used to describe daily routine, the school timetable, rules, teachers and uniform.**AUTUMN 2+SPRING 1**Jobs and careers**Vocabulary used to describe strengths and weaknesses**SPRING 2**Key vocabulary necessary to respond to a photo card / role play task**Specific vocab for all 12 units from themes 1-3**Sentence starters, linking words, opinions, intensifiers**The necessary vocabulary required to write in at least 3 different time frames.* |
| ***Grammar*****G** | *AUTUMN 1 – SUMMER 2**Present tense –* ***ser / tener / llamarse****Asking for permission using modal verbs –* ***poder, querer****How to use question words**Indefinite / definite articles**Plurals**How the first and thirds person singular and third person plural of regular (ER) verbs are conjugates.**Possessive adjectives* *Adjectival agreement**Word order – placement of adjectives in a sentence.**Gender of school subjects**Expressing opinions**Using* ***hay*** *and* ***se encuentra****Present tense of* ***vivir & ir*** *Prepositions**Present tense of* ***estudiar*** *(first and third person singular)* | *AUTUMN 1 – SUMMER 2**Present tense –* ***tener / ser / llamarse / llevarse / pelearse/ AR, ER and IR*** *verbs**Adjectives, placement in a sentence and adjectival agreement**Using no, nunca, nada, ningun and other expressions to make sentences negative.****Jugar*** *vs.* ***Practicar*** *&* ***Jugar*** *vs****. Tocar****Using the past tense with* ***haber*** *using regular AR/ER/IR verbs**Using* ***poder*** *and* ***querer*** *to say what you can do / want to do in your town**Introduction to the conditional and imperfect tenses.* | *AUTUMN 1 – SUMMER 2**Negative phrases**Introduction to the other future tense**Conditional tense of regular and irregular verbs**Prepositions and possessive pronouns**The imperfect tense of* ***ser / tener / hacer****Using si + present tense**Desde hace + present tense**Después de + past participle* | *AUTUMN 1**Opinions + reasons / justifications**Reflexive verbs in the present tense**Revision of AR, ER & IR verbs in the present tense**Revision of modal verbs querer, deber + ‘hay que’* *Revision of the conditional tense**AUTUMN 2+SPRING 1**Si clauses + present tense**Cuando + present tense/subjunctive**Convertorse/ser + profession**SPRING 2**Revision of past, present and future tenses**Revision of conditional and imperfect tenses**Revision of adjectives and agreements**Revision of specific constructions including después de + past participle and sentences with 2 tenses.* |
| **Phonics****P**  | *AUTUMN 1 – SUMMER 2* All of these sounds are now included as part of the retrieval starter task on each powerpoint in KS3. soft chard cdeésoft ghard ggugüsilent hiíjlllnñoóqurrrüvxyz | *AUTUMN 1 – SUMMER 2* All of these sounds are now included as part of the retrieval starter task on each powerpoint in KS3. soft chard cdeésoft ghard ggugüsilent hiíjlllnñoóqurrrüvxyz | *AUTUMN 1 – SUMMER 2* These sounds will be revisited consistently throughout KS4 in readiness for the mock and real speaking examinations in Year 10 and 11. soft chard cdeésoft ghard ggugüsilent hiíjlllnñoóqurrrüvxyz | *AUTUMN 1 – SUMMER 2* These sounds will be revisited consistently throughout KS4 in readiness for the mock and real speaking examinations in Year 10 and 11. soft chard cdeésoft ghard ggugüsilent hiíjlllnñoóqurrrüvxyz |