**Disciplinary Knowledge in Spanish**

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|  | **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 c  hard c  d  e  é  soft g  hard g  gu  gü  silent h  i  í  j  l  ll  n  ñ  o  ó  qu  r  rr  ü  v  x  y  z | *AUTUMN 1 – SUMMER 2*  All of these sounds are now included as part of the retrieval starter task on each powerpoint in KS3.  soft c  hard c  d  e  é  soft g  hard g  gu  gü  silent h  i  í  j  l  ll  n  ñ  o  ó  qu  r  rr  ü  v  x  y  z | *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 c  hard c  d  e  é  soft g  hard g  gu  gü  silent h  i  í  j  l  ll  n  ñ  o  ó  qu  r  rr  ü  v  x  y  z | *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 c  hard c  d  e  é  soft g  hard g  gu  gü  silent h  i  í  j  l  ll  n  ñ  o  ó  qu  r  rr  ü  v  x  y  z |