

Year 7 – Subject-Spanish

Curriculum intent

All learners will study Spanish in year Y7. They will continue this language throughout KS3 and be encouraged to continue with their chosen language to GCSE. Through languages, we promote students' curiosity, develop problem-solving skills and deepen their understanding, not only of their own identity and culture but also of other countries and cultures. Comparing other cultures to the one they see here and building the values of tolerance and respect. Furthermore, by gaining a qualification in a Modern Foreign Language, we are building students' communication and literacy skills and preparing them for a globalised world of work. At KS3, we introduce the language and start to build learners' confidence and awareness of the role languages play. Learners will explore the topics of personal description, activities and sports and school.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge	<p>Spanish: ¡Viva! 1 Módulo 1 Mi vida– My life</p> <p>My life: introductions and greetings; where you live; descriptions of personality using the verb 'ser'; numbers 1-31, months and dates; members of the family; pets, colours; Alphabet.</p>	<p>Spanish: ¡Viva! 1 Módulo 2 Mi tiempo libre-Free time</p> <p>Learners will say what they like to do during their free time, giving opinions using 'me gusta' + infinitive and using 'ar' verbs in the present tense. They will talk about the weather, using 'cuando' (when), saying which sports I do, using the verbs 'hacer' (to do) and 'jugar' (to play). They will read about someone's</p>	<p>Spanish: ¡Viva! 1 Módulo 3 Mi insti – My school</p> <p>Learners will know the vocabulary for school subjects and will understand that nouns in Spanish are either masculine or feminine. Learners will continue to develop the skill of conjugating -ar verbs but with a focus on saying what 'we' do. Learners will continue to</p>	<p>Spanish: ¡Viva! 1 Módulo 4 Mi familia y mis amigos –My family and friends</p> <p>Learners will take part in a wide variety of tasks and activities using language and vocabulary relating to their families. They will know how to apply possessive adjectives (my, his, their, etc.) They will further develop their descriptive language in</p>	<p>Spanish: ¡Viva! 1 Módulo 5 Mi Ciudad – My city</p> <p>Learners will be able to describe their town and say what there is in town, using hay and no hay. Learners will learn to tell the time in Spanish and talk about places in town. Learners will be able to discuss my plans for next week using the 'near' future tense and use this to make arrangements. Learners will also, take part in a role-play based in a</p>	<p>Spanish: ¡Viva! 2 Módulo 1 Mis vacaciones – My holidays</p> <p>Learners will be introduced to one of the past tenses (the preterite). Initially, Learners will focus on regular ar/er and ir verbs. Learners will also learn how to form and apply the irregular verbs 'ir' 'to go' and 'ser' 'to be' in the preterite tense, in order to say where I went in the past and give opinions.</p> <p>By the end of the unit, I should be able to create a presentation giving a</p>



		<p>favourite hobbies, recognising the third person singular and take part in a longer conversation using simple question words.</p>	<p>practice giving opinions and shown how to use 'me gusta(n)' + el/la/los/las to discuss school subjects. Learners will also be encouraged to develop my opinions with the use of connectives and justifications. Learners will continue to build my knowledge of descriptive vocabulary and demonstrate greater confidence in applying adjectival agreements. Learners will be able to describe what they do during break and lunch times.</p>	<p>relation to physical appearance, but they should be encouraged to describe others as well as themselves. They will also learn to say where they live and describe their homes using the verb 'estar'</p> <p>Throughout the course, learners will be provided with a range of tasks to develop the four skills of reading, writing, speaking and listening; using role-play, drama, games, video, songs and other authentic materials.</p>	<p>café which will enable me to order food and drink. Finally, Learners will learn about interesting cultural parts of Hispanic life, including El Día de los Muertos – The day of the dead</p>	<p>detailed description about a holiday, using at least 2 tenses (preterite and present) and sharing positive and negative opinions and justifications.</p>
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Skills	<p>Speaking- introduce myself and describe how I am feeling, describing positive and negative feelings. Ask and answer introduction questions,</p> <p>Listening-Listen for gist recognising key words and cognates from the module</p> <p>Reading-Read for gist ,recognising key words to do with introducing yourself</p> <p>Writing-Write about yourself in Spanish</p>	<p>LISTEN: Understand what people do in their spare time activities</p> <p>SPEAK: Practise saying sentences using -ar verbs in the present tense to describe what they do in their spare time</p> <p>READ: Understand a text about free time activities</p> <p>WRITE: Translate sentences with -ar verbs into English</p> <p>Write about spare time activities creating a paragraph using connectives, opinions and intensifiers.</p>	<p>LISTEN: Learners will practice listening tasks on school. This will be the first time that learners will have encountered the vocabulary, but the vast majority are cognates or near-cognates.</p> <p>SPEAK: Ask and answer questions about your school in pairs. Use the opportunity to emphasise the pronunciation.</p> <p>READ: Learners read a text and pick out key words on school and respond to comprehension questions about their school. Learners will be encouraged to use a variety of techniques to aid</p>	<p>LISTEN: Learners will elicit information: Authentic audio about family members and ages (numbers 1-100)</p> <p>SPEAK: Learners complete a presentation about their family and are able to respond to questions about their family.</p> <p>READ: Learners read and respond to questions about their family. Draw their attention to the Tip box, which offers a strategy for working out higher numbers and remind them, if necessary, to look for cognates and patterns.</p>	<p>READ: Learners gist read descriptions of their home towns and note the details in English. Some vocabulary is glossed for support.</p> <p>WRITE: Learners write a description of their own home village or town, to include their own opinions and the reasons for them. A writing framework can be provided as a WAGOLL.</p> <p>SPEAK: In pairs and with books closed, learners ask and answer questions about their town</p> <p>LISTEN: Learners listen to conversations and</p>	<p>LISTEN: Learners practice listening tasks on town – some vocabulary is glossed for support</p> <p>SPEAK: Learners can create and practice dialogues in pairs.</p> <p>READ: Translation of extended text and reading comprehensions.</p> <p>WRITE: Learners should use a framework to write about their holidays in the past, remind them to use a range of connectives and consider introducing new connectives such as luego/entonces/además.</p>
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			when reading in Spanish. WRITE: Write about your school in Spanish.	WRITE: Learners write about their family	make notes in English of the facilities that each town has or doesn't have.	
Assessments	Reading and Speaking task on introductions	Listening and Writing task on introductions	Reading and Speaking task on school	Listening and Writing task on family	Reading and Speaking task on town	Listening and writing task on holidays
Enrichment	European Day of Languages Bake Off Escape Room Art Competition Poetry Competition Model Competition	Cultural focus: Day of the Dead – learners will create masks. Students will also learn about how Christmas and the Day of the Kings are celebrated in Spain	Spanish fiestas in Spain-Creative tasks	Learners will plan and take part in a Mexican restaurant/Cafe	Students complete treasure hunt using directions	Students make maracas and castanets



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