

Spanish Curriculum Overview

	Focus	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Topic	INTRODUCING MYSELF/PERSONAL IDENTIFICATION	SELF AND FAMILY	SCHOOL	FREE TIME AND HOBBIES	DAILY ROUTINE	FUTURE PLANS/THIS WEEKEND/NEXT WEEKEND
	Key concepts/ideas	<ul style="list-style-type: none"> Greetings and feelings Name and alphabet and spellings Numbers and age Months and birthdays Where you live 	<ul style="list-style-type: none"> Brothers and sisters My Family (name/age/birthday) Pets and animals Colours and agreements Hair and eyes Physical appearance Personality 	<ul style="list-style-type: none"> School subjects (opinions and reasons) Time and school timetable School facilities Description of teachers Activities at school Clothes and Uniform 	<ul style="list-style-type: none"> Clothes and uniform consolidation Weather and seasons Free time activities 	<ul style="list-style-type: none"> Revision of time Morning routine Afternoon routine Weekend activities 	<ul style="list-style-type: none"> Leisure activities Free time
	Key skills	<ul style="list-style-type: none"> Pronunciation, intonation and phonics. Ask and answer questions Initiate and develop conversations Use estoy (for feelings) and soy (for names). Use the present tense of the verb llamarse, tener and vivir Use some possessive adjectives – mi/tu/su 	<ul style="list-style-type: none"> Using the present tense of the verbs tener and llamarse Genders of nouns and plural forms Understanding and using adjective agreement Learning all parts of the verb ser – to be 	<ul style="list-style-type: none"> Using gustar and encantar Giving opinions and reasons using porque es and porque son Adjective agreement Hay and no hay Present tense of regular verbs 	<ul style="list-style-type: none"> Using the verb llevar – to wear Using gustar and encantar in the following forms – me, te, le, nos, os, les Using cuando and si Using the present tense of regular and irregular verbs Infinitives versus conjugated verbs Making verb flashcards Conjugation Back 	<ul style="list-style-type: none"> Present tense consolidation Reflexive verbs Radical changing verbs Adverbs of frequenc 	<ul style="list-style-type: none"> Using the verb ir – to go Using the near future tense Using time phrases
	Key terms/vocab	Buenos días Buenas tardes Buenas noches Adiós ¿Qué tal? ¿Cómo estás Estoy muy bien/bien/regular/mal/fatal – Me llamo Mi nombre es Soy Tengo Tengo once años Los numeros 1 - 100 Mi cumpleaños es el Los meses – the months En mi familia hay Mi/mis Mi apodo es Prefiero Vivo en	¿Tienes hermanos? Tengo un hermano y una hermana que se llama/que se llaman Soy hijo único/hija única Tengo los ojos azules,verdes,marrones,negros y tengo el pelo largo, corto, liso, ondulado, rizado, rubio castaño, negro, pelirrojo, gris mi/mis tu/tus su/sus Tengo un gato, un perro, un caballo, un conejo, un pájaro, un pez, un hamster, un ratón, un cobayo, una tortuga No tengo animales Soy alto/a, bajo/a, de talla mediana, gordo/a, delgado/a. Blanco, rojo, Amarillo, negro, morado, azul, verde, gris, rosa, naranja, marrón Soy creative, honesto, generoso, práctico, serio, sincere, tímido	Mi asignatura preferida es .. el español, el inglés, el francés, el dibujo, el teatro, el deporte, el baile, la historia, la geografía, la religion, la informática, educación física, la tecnología, los idiomas, las ciencias, las matemáticas.Me gusta (n), te gusta(n) etc. me encanta (n), te encanta(n) etc. odio, no me gusta porque es útil, difícil, bueno, divertido, práctico, aburrido, relajante, malo, fácil, interesante Qué hora es? Es la una, son las dos, tres y cinco, diez, y cuarto, y media, menos cinco, diez, cuarto etc. Mi colegio se llama .. Mi colegio es y, pequeño, mixto Hay (no hay) un comedor, un patio, un salón de actos, unos servicios, unos laboratorios, unas aulas, una biblioteca, una piscina Mi professor/profesora es estricto/a etc. Llevo una camisa, una falda etc	El verano, la primavera, el otoño, el invierno ¿Qué tiempo hace? Hace sol, fresco, calor, frío, buen tiempo, mal tiempo, viento, niebla, tormenta Llueve, nieva, hay tormenta, hay niebla Cuando hace fresco llevo un jersey Si llevo un Abrigo Cuando hace sol no llevo una chaqueta Cuando/Si hace sol me gusta.. Jugar al fútbol, al tenis, al baloncesto, al ajedrez, a las cartas, hacer deporte, practicar la natación, salir con los amigos, ir al cine, ir al polideportivo, ver la television, navegar por Internet Voy – I go juego – I play veo – I watch salgo – I go out	La rutina diaria Me despierto, me levanto, desayuno, me lavo los dientes, me ducho o me baño, me visto, me pongo el uniforme, me arreglo, voy al instituto, vuelvo a casa, me relajo, me acuesto Por la tarde descanso, meriendo, veo la tele, paseo al perro, hago los deberes, ceno, me acuesto, me duermo Luego, entonces, siempre Mañana voy a descansar etc.	Me gusta (n), te gusta(n) etc. me encanta (n), te encanta(n) etc. odio, no me gusta porque es Voy a (I am going to) Vas a (You are going to) Va a (He/she is going to) Vamos a (We are going to) Vais a (You plural are going to) Van a (They are going to) Jugar al fútbol, al tenis, al baloncesto, al ajedrez, a las cartas, hacer deporte, practicar la natación, salir con los amigos, ir al cine, ir al polideportivo, ver la television, navegar por Internet
	Independent learning / wider reading	Students can find out more about El Día de los Muertos – The Day of the Dead.	Students learn about Christmas, la Navidad, in Spanish and do wider reading on the subject.	Students will learn about schools in Spain and the main differences between Spanish and English schools.	Students research La Semana Santa and find out how the Holy week is celebrated in Spain.	Students find out about la siesta in Spain.	Students research Las fiestas
	Assessment	Reading assessment Writing assessment	Listening assessment Speaking assessment conducted by the teacher.	Reading assessment Writing assessment	Speaking assessment with peers. Listening assessment.	Reading assessment. Writing assessment	Listening assessment Speaking assessment conducted by the teacher or peer assessment
	Careers links	Improving communication skills, recognising the importance of being able to speak a foreign language	Improving communication skills, recognising the importance of being able to speak a foreign language	Thinking about subject preferences and which subjects will be useful for future careers	Looking at Spanish speaking sportspeople and English footballers who have learnt languages when playing for Spanish teams.	Looking at cultural differences with daily routine and considering how routines might change if working abroad	Learning the future tense which will be used later to discuss career plans

Year 8

	Focus	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Topic	FREE TIME/HOBBIES AND WEATHER	DAILY ROUTINE	TOWN AND LOCAL AREA	FOOD AND DRINK	HOLIDAYS	A HOLIDAY IN THE PAST
	Key concepts/ideas	Weather and seasons Free time activities CULTURE: El Día de los Muertos	Revision of how to tell the time Morning routine Afternoon routine Weekend activities CULTURE: La Navidad	Describing a town/región Places in town Activities in town CULTURE: El carnaval	Meal times Likes and dislikes Foods from other countries Healthy food CULTURE: La Semana Santa	Destinations and countries Transport Accommodation Holiday activities CULTURE: El flamenco	Talk about last holiday CULTURE: MADRID / PRIDE IN SPAIN
	Key skills	Gustar / Encantar Cuando / Si The Present Tense (regular and irregular) Infinitives versus Conjugated verbs Create Verb Flashcards	Present Tense consolidation Reflexive verbs Radical changing verbs Adverbs of frequency	Hay/no hay Se puede/ no se puede Ser y Estar Extending sentences with connectives	Revision of time Infinitive constructions Adjectival agreement	The Present Tense Consolidation Near future tense	INTRODUCTION OF PRETRITE Connectives Development of answers and justification of opinions
	Key terms/vocab	me gusta me encanta no me gusta odio jugar al fútbol ver películas	a las siete y media a las cuatro y cuarto me levanto me despierto me acuesto me baño	vivo en una casa un pueblo hay, no hay mi dormitorio es, está	los caramelos el pan la fruta como bebo desayuno almuerzo ceno	voy a/viajo a Grecia, España, los Estados Unidos comprar recuerdos nadar en el mar el avión el tren el hotel el alojamiento	fue fui comí bebí visité el año pasado hizo estuve de vacaciones
	Independent learning / wider reading	Fortnightly vocab tests and creative challenges.	Fortnightly vocab tests and creative challenges.	Fortnightly vocab tests and creative challenges.	Fortnightly vocab tests and creative challenges.	Fortnightly vocab tests and creative challenges.	Fortnightly vocab tests and creative challenges.
	Assessment	Reading Assessment Writing Assessment	Listening Assessment Speaking Assessment (PEER)	Reading Assessment Writing Assessment	Listening Assessment Speaking Assessment (TEACHER)	Reading Assessment Writing Assessment	Listening Assessment Speaking Assessment (PEER)
	Careers links	Discussing differences of opinion about different activities and strengthening communication.	Discussing different lifestyles and habits, thinking about building supportive routines.	Learning about different towns and cities in Spanish-speaking countries, improving cultural understanding for future interactions and thinking about where you want to live.	Thinking about careers in the food industry and the role of food in intercultural understanding, learning key language to succeed in interactions abroad like restaurants.	Looking at careers related to travel and tourism.	Improving narration, sequencing and oral presentation skills.

Year 9

	Focus	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Topic	Year 8 re-cap / consolidation Holidays	Year 8 re-cap / consolidation Holidays in the past	GCSE THEME 1: IDENTITY AND CULTURE Me, my family and friends	GCSE THEME 1: IDENTITY AND CULTURE Technology in everyday life	GCSE THEME 1: IDENTITY AND CULTURE Free time activities	GCSE THEME 1: IDENTITY AND CULTURE Customs and Festivals
	Key concepts/ideas	<ul style="list-style-type: none"> Countries and destinations Holiday activities Weather Transport Accommodation 	<ul style="list-style-type: none"> Describing activities in past holidays Weather in the past 	<ul style="list-style-type: none"> Description of family members Who you get on with and why Talking about friendships Talking about partners (now, future and ideal) Marriage, Divorce, Future Plans 	<ul style="list-style-type: none"> Methods of communication How you use technology Using mobile phones Internet/laptops/computers 	<ul style="list-style-type: none"> Hobbies and Interests Music and TV Sports and Exercise Eating Out / Food 	<ul style="list-style-type: none"> Family Life in Spain Local customs Fiestas (Tomatina, Día de los Muertos, San Fermín)
	Key skills	<ul style="list-style-type: none"> Adjective agreement Justified opinions Present tense Structures + infinity verb Near future tense 'If' sentences Time expression Revise and extend comparisons Form and use adverbs correctly 	<ul style="list-style-type: none"> Introduction to the Preterite tense Using expressions of sequence Time expressions in the past Write about someone else Use opinions in the preterite tense 	<ul style="list-style-type: none"> Present Tense Tener, Ser, Estar Reflexive Verbs Adjective Agreement Near Future Tense Cuando sea mayor / cuando tenga X años False friends 	<ul style="list-style-type: none"> Perfect Tense Comparatives (más que etc.) Por and Para Offering extra information when speaking Tips for translating into English Direct Object Pronouns Using <i>Estar</i> and the present continuous tense Comparisons using <i>más que</i> and <i>menos que</i> 	<ul style="list-style-type: none"> Verbs like GUSTAR Soler + infinitive Radical Changing Verbs Simple Future Tense Using future time phrases Forming regular adverb Using listening techniques Using <i>hacer</i> and <i>jugar</i> in the present 	<ul style="list-style-type: none"> Preterite Tense SER / IR in Preterite Tense Imperfect tense Acabar de + infinitive Recognising irregular verbs in the imperfect Skim-reading for information Using cognates or near cognates to help work out meaning
	Key terms/vocab	<i>Transporte, Adónde vamos, Alojamiento, Quiero reservar... ir (to go) + a + the infinitive 'more than/less than'</i>	<i>¿Qué se puede hacer? ¿Adónde fuiste? ¿Qué hiciste? ¿Lo pasaste bien? Se puede + an infinitive verb</i>	<i>Me fastidia Me llevo bien / me llevo mal mi novio/a ideal tendría mi novio/a ideal sería a mi novio/a le gustaría</i>	Using the perfect tense of regular verbs e.g., <i>Hemos decidido</i> Difference between <i>Habia</i> and <i>era</i> Statements of possibility e.g. <i>(no) es posible</i>	<i>No está mal pero</i> (giving extra information) Listening for positive opinions (<i>fascinante, aburrido, favorito</i>) Using pronouns after <i>con</i> e.g., <i>conmigo</i>	Using past expressions of time e.g., <i>hace dos años</i> Using <i>hay</i> and <i>había</i> Reflexive verbs in the preterite tense
	Independent learning / wider reading	Students given various tasks to consolidate their learning.	Students were given useful website resources to improve their skills, alongside various homework tasks.	Students have a variety of tasks to complete that cover reading, writing, speaking and translation. They also have a list of useful websites to improve their skills.	Students have a variety of tasks to complete that cover methods of communication, technology, and the internet/computers in Spanish speaking countries. They also have a list of useful websites to improve their skills.	Students will have several tasks to consolidate their knowledge about hobbies, what they do in their free time and music. They also have a list of useful websites to improve their skills.	Students are going to have tasks to improve their skills (listening, reading, speaking, and writing). They also have a list of useful websites to improve their skills.
	Assessment	Reading assessment. Listening assessment.	Speaking assessment (Peer assessed). Writing assessment.	Reading Assessment (Kerboodle) Listening Assessment (Kerboodle)	Reading Assessment (Kerboodle) Writing Assessment (Kerboodle)	Speaking Assessment (ROLE PLAY) Peer assessed. Listening Assessment (Kerboodle)	Speaking assessment Writing assessment
	Careers links	Talking about different career paths within the hospitality/tourism sector in the UK and around the world.	Talking about different career paths within the hospitality/tourism sector in the UK and around the world.	Looking at potential future plans and how Spanish could open a window of opportunity in the students' lives.	The importance of technology in the globalised world – linking to certain career paths.	Looking at careers related to tourism and hospitality.	Students will learn about different countries where Spanish is spoken, helping them to see the breadth of opportunity for using their language skills in future careers.

Year 10

	Focus	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Topic	THEME 2: LOCAL, NATIONAL, INTERNATIONAL AND GLOBAL AREAS OF INTEREST Home, town, neighbourhood and region	THEME 2: LOCAL, NATIONAL, INTERNATIONAL AND GLOBAL AREAS OF INTEREST: Charity and Voluntary Work, Healthy living	THEME 2: LOCAL, NATIONAL, INTERNATIONAL AND GLOBAL AREAS OF INTEREST: Environment, Poverty and Homelessness	THEME 2: LOCAL, NATIONAL, INTERNATIONAL AND GLOBAL AREAS OF INTEREST: Holidays, Travel and Tourism	THEME 1: IDENTITY AND CULTURE Customs and Festivals	THEME 1 : Identity and culture revision for mock
	Key concepts/ideas	Description of house/home Description of town/city Places in a town Activities you can do Problems/issues in your region Town versus Countryside	Being a volunteer Places to volunteer Activities to support others Talking about charities and homeless people and the needy Healthy leaving, food and drink, smoking, drinking	<ul style="list-style-type: none"> Ways of protecting the environment Environmental issues 	Countries and destinations Types of holidays Weather Transport Accommodation <ul style="list-style-type: none"> Activities 	<ul style="list-style-type: none"> Family Life in Spain Local customs Fiestas (Tomatina, Día de los Muertos, San Fermín) 	<ul style="list-style-type: none"> Revision of year 9 topics in readiness for mock exams
	Key skills	SER Y ESTAR Consolidation of Present Tense Opinions and Reasons Using adjectives to enhance descriptions Demonstrative adjectives Writing longer sentences <ul style="list-style-type: none"> 	Conditional tense Use of deber, tener que, hay que Use of se debe, se puede 'if' clauses with present and future tense Photocard training Listening skills Using present, past and future tense <ul style="list-style-type: none"> 	Use of preterite tense Use of perfect tense Learning how to express justified opinion using a range of vocabulary Conversation and role play training <ul style="list-style-type: none"> 	Using the preterite and imperfect tenses together Sequencing expressions such as antes de haber, después de haber Listening skills Using negative expressions <ul style="list-style-type: none"> Role play , photo card and conversation practice 	Preterite and future tense SER / IR in Preterite Tense Imperfect tense Subjunctive expressions <ul style="list-style-type: none"> Reading and writing skills 	Present tense Past tense Future tense Subjunctive Justified opinions <ul style="list-style-type: none"> All skills
	Key terms/vocab	SUELO VER LA TELE EN MI DORMITORIO TENGO QUE COMPARTIR MI DORMITORIO CON MI HERMANO ME GUSTARÍA QUE MI REGIÓN FUERA MÁS INTERESANTE.	SI ME TOCA LA LOTERÍA, VOY A DONAR MUCHO DINERO A LOS NECESITADOS. PARA LLEVAR UNA VIDA SANA TIENES QUE....	TRATO DE RECICLAR BOTELLAS Y LATAS. TENGO LA INTENCIÓN DE USAR BOLSAS DE PLÁSTICO. PIENSO QUE, OPINO QUE, ME PREOCUPA, ME FASTIDIA..	SIEMPRE HE QUERIDO VISITAR ARGENTINA ACABO DE VOLVER DE CUBA. SI FUERA RICO IRIA A..	SI PUDIERA ME ENCANTARIA IR... SI TUVIERA DINERO IRIA....	Revision of all so far
	Independent learning / wider reading	Students have a variety of useful websites for revision Exam style questions, students find information about	Students have the chance to listen to spanish music or watch videos through the various sites and practice exam style questions, They learn about different foods and Spanish customs	Students have the opportunity to learn about environmental issues in Spanish speaking countries Developing writing and reading skills	Students practice how book a hotel, plane , train ticket . Speaking and listening practice with exam style questions	Students have the chance to watch videos of the different festivals in Spanish, practice exam style questions	Exam skills practice. Access to various websites for support
	Assessment	Reading and writing assessment at Foundation and Higher level full papers. All students complete both papers at this time	Listening and photocard speaking for both foundation and higher. Students will take either foundation or higher according to their FP	Reading , writing and conversion. Both foundation and Higher.	Speaking including conversation photo card and role play.Listening. Both tiers, foundation and higher	Writing and reading assessment	JUNE MOCK, ALL SKILLS

	Careers links	Student learn about different Spanish speaking countries helping them to understand how the skills of learning a language would help with future careers	Students learn about voluntary work in different Spanish speaking countries	Students have the chance to learn about the different organisations and work related to the environment in Spanish speaking countries, both voluntary and paid.	Learning how to communicate when getting around Spanish speaking countries which develops communication skills essential in the workplace	Broad knowledge of life and festivities in Spanish speaking countries, understanding different cultures	
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	Focus	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 11	Topic	THEME 3: CURRENT AND FUTURE STUDY AND EMPLOYMENT: My school and my studies	THEME 3: CURRENT AND FUTURE STUDY AND EMPLOYMENT: Jobs and careers	THEME 1: IDENTITY AND CULTURE Revision of Family/Relationships and Free Time, technology and festivals	THEME 2: LOCAL, NATIONAL, INTERNATIONAL AND GLOBAL AREAS OF INTEREST Home, town, neighbourhood and region, charity, healthy living, global issues, and tourism	revision	
	Key concepts/ideas	Subjects – opinions and reasons Timetable Teachers Facilities Rules Uniform	Part time jobs Work experience Jobs and careers Future plans and career paths Ideal jobs	Family members physical and character descriptions Family relations Relationships vocab Plans for the future Free time activities vocabulary Technology vocabulary <ul style="list-style-type: none"> Festivals in the Hispanic world 	Description of house Description of region and what you can do Voluntary work Poverty Global issues and environment Healthy living vocab (food exercise, smoking etc..) <ul style="list-style-type: none"> Holiday destinations and vocabulary 	<ul style="list-style-type: none"> revision 	<ul style="list-style-type: none">
	Key skills	Imperative Desde hace + perfect tense Deber, hay que, tener que + inf Imperfect and present subjunctive revision Reading practice, analysing texts in Spanish. <ul style="list-style-type: none"> 	Lo + adjective and lo que Si + imperfect subjunctive + conditional Secured present, past and future tenses Secured justified opinions <ul style="list-style-type: none"> 	Verb revision, present, preterit, imperfect, future and near future tenses Comparatives and superlatives revision Conditional tense revision Si sentences revision Securing opinions <ul style="list-style-type: none"> Time frame vocabulary 	Simple future vs immediate future tenses revision Direct pronoun revision Indirect pronoun Demonstrative adjectives and pronouns revision Perfect tense revision All exams skills Impersonal expressions Quisiera... <ul style="list-style-type: none"> 	<ul style="list-style-type: none"> revision 	<ul style="list-style-type: none">
	Key terms/vocab	Es importante que yo apruebe mis exámenes. Que yo sepa, el chino es una asignatura muy difícil por lo tanto no quiero estudiarlo.	Tengo ganas de trabajar en el extranjero. Si pudiera elegir, sería abogado/a. Cuando sea mayor me gustaría ser.... Voy a trabajar como.....	Me llevo bien/mal con.... Más que ...menos que... Me encanta, me gusta... Cuando era pequeño-a... Si present tense + future tense Pienso que, en mi opinión.... Me gustaría casarme porque... Mi novio ideal sería.....	En mi pueblo se puede.. Para ayudar el medio ambiente + present or future tense Me gustaría ser voluntario porque... Me preocupa/me fastidia Si tuviera dinero... Cuando sea mayor...	revision	
	Independent learning / wider reading	Students research differences in school between English and Spanish speaking countries. Access to various websites to support reading and listening. Exam style practice questions	Past papers on all skills practice. Research of different career paths according with academic choices. Talk about future plans.	Practice of all exam skills. Student will have access to a variety of websites with links for revision	Exam skills practice, flashcards, mind maps.	revision	

	Assessment	Listening and reading. Foundation and Higher from Kerboodle AQA website.	November mocks in all skills	Mock exams March	Year 11 exams	Year 11 exams	
	Careers links	Discussion of subjects needed for the different career paths	Career choices, options post 16			revision	