

Year 7 Spanish Curriculum

KEY STAGE 3 Curriculum Intent: To foster a love for languages and further language study at KS4 and higher education. To enthuse pupils to become independent language learners. To develop pupils to have a solid grammar platform on which to build further knowledge. To promote open-minded, inquisitive individuals who respect other cultures and have a desire to see those cultures at first hand.

	Autumn Term			Spring Term			Summer Term		
Main Topic	Myself and my family; <i>giving name, age, birthday, description of family members & pets</i>			Where I live; <i>giving nationality, what is in my town, description of house, daily routine & household chores</i>			School; <i>school facilities, opinions and reasons about school subjects, uniform, rules & future plans</i>		
Grammar Focus	Adjectival agreement	Present Tense	Irregular verbs - Ser and tener	Modal verb – se puede	Negative verbs – hay / no hay	Reflexive Verbs – Daily Routine	Opinions + Definite Article (el/la/los/las)	Verbs of obligation + infinitive	Immediate future (ir + infinitive)
Curriculum links	Theme 1: Identity and Culture <i>Me my family & friends</i>			Theme 2: Local, National, International and Global Areas of Interests <i>Home, town, neighbourhood and region</i>			Theme 3: Current and Future Study and Employment <i>My studies</i> <i>Life at school/college</i> <i>Education post-16</i>		
Cross-curricular links	Personal Development – PSHCE Literacy – Understanding tenses Relationships and wellbeing- PSHCE			Geography-global awareness Local area and community - PSHCE			Careers and future plans – PSHCE Education Post 16		
Interleaving of skills	-Pronunciation in the target language -Understand & apply key verbs in the tenses studied in speaking and writing tasks -AO1: Listening – understand and respond to different types of spoken language -AO3: Reading – understand and respond to different types of written language -Pick out detail from short listening & reading texts. -Understand changes in syntax (eg. Adjective agreement) especially in translations -AO2: Speaking – communicate and interact effectively in speech. -AO4: Writing – communicate in writing.								
Literacy	Articles / Verbs / Grammatical Terminology			Negatives / Giving your opinion / Reading for details			Articles / Infinitives / Structuring sentences / Justifying Opinions		
Gatsby Benchmark 4 - Linking Curriculum to Careers	Transferrable skills – communication, formal Introductions, presentation skills. Working confidently In pairs and teams to complete tasks			Transferrable skills – communication, presentation skills. Global awareness – which countries speak Spanish			Transferrable skills – communication, clear presentation skills, carrying out questionnaires, analysing results and creating a report		
Cultural capital	References to Spanish and South American culture and the differences between these and British culture Encouraging students to have a ‘global’ and ‘outward thinking’ view of the world Developing understanding, tolerance and an appreciation of the rich culture of Spanish and South American countries								
Assessment	CKT 30 word common knowledge tests on high frequency, non-topic specific vocabulary. Numbers, time phrases, Conjunctions, Intensifiers, Comparatives and Questions	KMP Speaking – all about me -GCSE style pre-prepared questions learnt by heart and performed in an interaction between student and teacher	CKT 30 word common knowledge tests on high frequency, non-topic specific vocabulary. Numbers, time phrases, Conjunctions, Intensifiers, Comparatives and Questions	KMP Reading and listening on where you live -range of topic specific vocabulary tested in line with AO2 and AO3 at GCSE	CKT 30 word common knowledge tests on high frequency, non-topic specific vocabulary. Numbers, time phrases, Conjunctions, Intensifiers, Comparatives and Questions	KMP Reading and listening on school -range of topic specific vocabulary tested in line with AO2 and AO3 at GCSE			

