Curriculum Overview: Spanish

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Year 7	- Understanding the value of language learning - Getting to know the Spanish speaking countries of the world; - Greeting people and introducing yourself; - Learning numbers 1–31; - Saying and understanding dates; - Learning colours; - Learning classroom items and language. Grammar: - Understanding word order - Understanding verb endings - Introducing the verb tener - Using a variety of question words - Giving basic opinions - Understanding masculine, feminine and	- Counting up to 100 in Spanish - Saying if you have any brothers or sisters - Saying if you have any pets - Describing hair and eyes, as well as other facial features Adjective agreement. Using tengo and tiene and soy and es to describe self and others.	- Describing hair and eyes, as well as other facial features - Describing what you and others look like - Describing personality traits. - Introducing the phoneme-grapheme link to understand words and spell accurately Patterns in basic verb conjugation- ser and tener	- Talking about hobbies - Talking about sports - Giving detailed opinions on sports - Using the regular present tense - Learning the verbs jugar and hacer in their different forms Awareness of first,secodn and third person changes in verbs - Extending use of verbs like gustar with porque	- Discussing weather - Getting to know some famous Spanish-speaking musicians - Comparing celebrity profiles on social media - Using 'if' and 'when' constructions - Using que to make longer sentences - Using comparatives más y menos	Talking about the area where you live - Describing types of house - Describing rooms in the house - Describing your dream home - Describing household tasks - Using es and está - Using the verb vivir in the present tense and recall of conjugation of key verbs - Using the definite article - Using prepositions of place with estar - Using basic conditional expressions
Year 8	- Talking about places in town - Describing where you go in town - Giving and understanding directions - Discussing plans for the weekend - Comparing rural and urban environments - Describing how areas have changed over time - Using hay with singular and plural nouns - Using ir in the present tense - Using the imperative - Forming the near future - Using the comparatives tan and tan…como	- Talking about school subjects - Giving more detailed opinions about school subjects - Describing a timetable in a Spanish school Grammar: - Using the verb estudiar - Using exclamations with ¡qué…! - Telling the time	Describing your school environment - Talking about extracurricular activities - Discussing future plans Grammar: - Using se puede and se debe - Using antes de and después de - Using future expressions	Talking about what you eat and drink - Giving opinions on food and drink - Ordering food in a restaurant Grammar: - Using the verbs comer and beber - Forming negative expressions (I) - Using tú and usted - Developing use of phoneme-grapheme link to	- Discussing what makes a healthy diet - Saying what parts of the body are hurting - Discussing health problems and treatments Grammar: - Using mucho and poco - Using the verb doler in the present tense - Using the imperative	Talking about transport and holiday travel - Describing holiday activities - Extending holiday descriptions - Describing a past holiday - Making complex travel descriptions - Describing future holiday plans Grammar: - Using ir with prepositions - Using the verb soler
Year 9	- Discussing the Internet and social media - Discussing TV programmes - Watching films at the cinema and at home - Discussing musical tastes - Creating an online profile - Discussing jobs and careers Grammar: - Forming negative expressions (II) - Using acabar de - Using mejor and peor - Making comparisons with preferir… a… - Using ser and estar - Using the future tense (regular verbs)	A Life abroad writing competition- Warwick University - Describing what you wear - Describing fashion in greater detail - Talking about shopping on the high street - Visiting a shopping centre - Dealing with problems when shopping - Discussing hypothetical situations Grammar: - Using demonstrative adjectives - Forming the present continuous tense - Using indefinite adjectives - Using cardinal and ordinal numbers - Using direct object pronouns - Forming the conditional	- Describing morning routines - Describing afternoon and evening routines - Talking about relationships with friends and family - Comparing routines - Talking about global issues - Discussing solutions to global issues	Anthea Bell Oxford University Translation competititon. - Discovering Texan culture - Comparing Madrid and Barcelona - Discovering Mexico City - Finding out about Peru - Learning about life in Cuba - Planning a trip across South America Grammar: - Forming radical-changing verbs in the present tense. Reflexive verbs.	Students will study the theme of family and relationships (Start of GCSE course- Unit 1) Talking about friends and relationships Describing people Modern family unit Grammar: - adjective agreement definite articles possessive pronouns linking words	Students will study the theme of healthy lifestyle (Start of GCSE course- Unit 2) Healthy diet Exercise and healthy mind Grammar: - prepositions al and del question words
Year 10	People and Lifestyle: Education and Work Students describe school subjects and facilities. Comparing jobs and talking about careers. Making sentences negative. The gustar verb. Future tense and giving advice.	Popular Culture: Free Time Activities Students describe how often they do sports and hobbies and what they like most. Superlative form. Present continuous. Verbs with prepositions. Preterite for regular verbs. First person spelling changes in the preterite tense.	Customs, Festivals and Celebrations Students explore Spanish and Latin American festivals. Irregular verbs in the preterite tense. Stem changes in the preterite tense.	Celebrity Culture Students discuss famous celebrities from the Spanish and Latin American world. Students develop their knowledge of how verbs work and should have memorised key infinitives by now. They look at how to use three time frames and how to describe and narrate.	Travel and Tourism with lots of clips and real-life scenario role plays with travel and tourism theme Students describe holiday experiences, express and justify preferences and talk about holiday activities in the past tenses. Students also secure their use of the conditional tense by applying the _ía ending to various verbs in the context of tourism.	Travel and Tourism/Exam Skills Focus on productive skills Students develop their uses of tenses when writing and speaking , as well as working on improved coherence and extended answers to aid fluency. They also make a comprehensive revision of key vocabulary categorised grammatically. Develop their writing skills so they can
Year 11	Students will be studying the theme, 'Communication and Technology', Develop their writing skills so they can interpret different question types and plan and write a clear answer. Develop their translation skills so that students can translate clearly into English and into the target language. Developing revision techniques through summary recall exercise. Mark winning structures encouraged.	Students will be studying the theme of Home and Local Area Students will focus on increasing their confidence speaking and will take part in exam style photo card ,reading aloud and role play scenarios using current themes.They will be encouraged to use correct pronunciation, various tenses in their answers and to develop their spontaneity. Develop their listening skills and their ability to deal with the full range of question types. Develop their speaking skills so they can talk about a photo and the topic associated with	Students will be studying the theme The Environment, Students will focus on learning useful higher tier structures and learn to vary vocabulary and language in order to achieve the highest grades. They will also begin recalling earlier themes from Identity and Culture. Authentic sources become a focus: AQA literary texts. Develop their writing skills so they can	Carousel Exam tasks- student-led targeted learning Students will begin reviewing all themes covered over the 2 year course in the context of exam style tasks from AQA website. Students given both higher and extension listening and reading tasks to do from kerboodle. www.memrise.org higher file used for vocabulary consolidation. Develop their listening and reading skills and their ability to deal with the full range of	Taking responsibility Preparation and delivery of speaking exam (early May) Review of all themes using AQA revision powerpoints/recap to retain revision worksheets and analysis of past papers. Emphasis on grading and exam criteria for grades 7-9. Use of kerboodle assessment file on all 3 themes: higher level practice assessment in listening, reading, writing and translation. Prepare them to be confident and more	Final revision sessions after half term to instil tips, ke
Year 12	- Diverse types of families and marriages, and comparison to the past - Expectations on women in the past and at present - Divorce and its implications	- Cyberspace and social groups - Illegal downloading and its implications e uses of the mobiles by young people: pros and c - Social media: uses and implications - The influence of YouTubers and BookTubers - Different social groups	- Women in the home in the past and now - Male chauvinism and its consequences - The fight for women's rights: past and present - Women and work: gaps in conditions - The responsibility of housework	egional and national traditions and their significan eligious and pagan celebrations and their significan - Eating habits and differences with UK - Gastronomy and regionalism guage variants in Spain: political and social implica - Co-official languages and education	- The legacy of the Romans in Spain - The legacy of the Arabs in Spain - Pre-Colombian civilizations and their legacy - Classical art: Velazquez - Modern Art: Picasso and The Guernica - Architectural representation and its role	Examples of Hispanic celebrities and their work - Types of activities linked with celebrities cipation of celebrities in reality shows and their i - Social impact of celebrities work - Role-modelling in popular culture
Year 13	Multiculturism in Hispanic Society La Inmigración. Dsicuss the positive and negative aspects of immigration. Review of present tense. Learn more about immigration in the Spanish- speaking world. Revise the imperfect nd preterite tenses. Discuss what	La convivencia Understand and describe the different ways cultures integrate in Hispanic society. Form and use prepositions. Use language to describe change. Describe the issues surrounding the integration of different cultures within the sphere of education. Use	Aspects of political life in the Hispanic World. Jóvenes de hoy,ciudadanos de manana. Young people of today and tomorrow. Discuss the importance of politics in young peoples' lives. Understand why their attitude to politics is changing. Use the present	Popular movements Consider and discuss the effects of protests and strikes. Consider and discuss how effective protests and strikes are. Use if clauses and pluperfect. Develop and use a wider vocabulary. Describe the power of trade unions. Use if and imperfect subjunctive. Vary	Exam paper practice and sepaking exams in early May.	Speaking focus -exam preparation and working