

SPANISH – YR7

Units taught in Year 7

AUTUMN	SPRING	SUMMER
<i>Bienvenidos</i> – Use of phonics and cognates (words similar / the same as English), understanding and having simple conversations about yourself in Spanish, use of definite articles	<i>Mi familia</i> – Using possessive adjectives (<i>mi, tu, su</i>), understanding and using correct adjective positioning, giving and understanding details about others (personality traits and physical traits).	<i>El tiempo libre</i> – Understanding and using full paradigm of key verbs <i>hacer, ir</i> and <i>salir</i> , describing preferences and opinions about hobbies, use of the immediate future tense.
<i>En el instituto</i> – Using full paradigm of verb <i>estudiar</i> , using correct adjective agreement, using and understanding regular -ar, -er and -ir verbs in the present tense	<i>En casa</i> – Use of full paradigm of verbs <i>estar</i> and <i>vivir</i> , use of prepositions, using stem changing verbs	<i>Voces Inocentes</i> – Hearing Spanish at native level speed, following subtitles of a TL film, describing a film using complex language, expressing opinions about films, making comparisons with other Hispanic countries cultures and British culture (FBV)

Main Skills Developed in Year 7

Speaking: pronunciation, phonics (patterns of letters / sounds)

Listening: recognising familiar vocab, discounting information not needed, understanding the ‘gist’ of authentic material

Reading: basic and more detailed comprehension skills (skimming, scanning, reading for detail)

Writing: use of grammar (use of a variety of connectives, vocab and tenses) and punctuation (Spanish specific e.g. accents, apostrophes etc.), use of authentic texts to produce own versions of authentic materials

How parents can help to support their son’s/daughter’s

learning:

- Encourage the use of online vocab learning software: www.linguascope.com, www.freerice.com, www.languagesonline.org.uk in order to extend and improve knowledge of vocab.
- Encourage them **not** to use online translators for written homework, but instead to use an online dictionary (such as www.wordreference.com) or notes in their exercise book / on Show My Homework.

Students will be set weekly short homeworks of vocabulary learning, research activities and assessment preparation tasks towards the end of each unit. Homeworks are accessed via the internet through the Show My Homework Learning platform.



SPANISH – YR8

Units taught in Year 8

AUTUMN	SPRING	SUMMER
<p><i>La gente y los pasatiempos (Family and hobbies)</i> – Use of opinion phrases, making comparisons (<i>más / menos ... que</i>), using reflexive verbs and sequencers (<i>primero, luego, más tarde, finalmente</i>).</p>	<p><i>Zipi y Zape: el club de la canica (Zipi and Zape: the Marble Gang)</i>– Students will watch a Spanish language film which will expose them to native level speed language (with subtitles). They will complete work about characters in the film (reinforcement of adjective agreement) and a film review (using extended writing skills to describe their personal opinions).</p>	<p><i>Barcelona y la región catalana (Barcelona and the Catalonian region)</i> – Students will focus on learning about the culture and customs of Barcelona and the Catalonian region. This will include FC Barça, the history of the city of Barcelona, Antoni Gaudi and his architectural style & some simple terms in Catalan language.</p>
<p><i>¿Dónde vamos? (Making plans: Where are we going?)</i>– Using adverbs of frequency, introduction to and use of preterite tense, reinforcement of future tenses (immediate future and conditional), making arrangements / plans with friends</p>	<p><i>Las vacaciones (Holidays)</i>– Using variety of tenses together (past, present and future), giving details about usual / past holidays, giving extended explanations about holiday choices.</p>	<p><i>Valentin</i> - Hearing Spanish at native level speed, following subtitles of a TL film, describing a film using complex language, expressing opinions about films, making comparisons with other Hispanic countries cultures and British culture (FBV)</p>

Main skills developed in Year 8:

- Pupils should be taught to:
- Understanding and forming the perfect past tense
- Spontaneous and natural sounding speaking using authentic expressions
- Using an example text as a model
- Using resource and support materials including dictionaries and glossaries
- Developing the use of high frequency words
- Using the context to work out unknown words
- Developing extended opinions and giving reasons why
- Reading more challenging authentic texts in Spanish
- Developing listening skills using continuous texts and predicting the context

How parents can help to support their son's/daughter's learning:

- Encourage the use of online vocab learning software: www.linguascope.com, www.freerice.com, www.languagesonline.org.uk in order to extend and improve knowledge of vocab.
- Encourage them **not** to use online translators for written homework, but instead to use an online dictionary (such as www.wordreference.com) or notes in their exercise book / on Show My Homework.

Students will be set weekly short homeworks of vocabulary learning, research activities and assessment preparation tasks towards the end of each unit. Homeworks are accessed via the internet through the Show My Homework Learning platform.



SPANISH – YR9

Units taught in Year 9

AUTUMN	SPRING	SUMMER
<p><i>La gente, Intereses e influencias (Sports, TV, hobbies)</i> – Students will discuss and describe their thoughts about sports, TV and hobbies. They will also learn to correctly describe other people and use correct word order and agreement of nouns and adjectives / verbs.</p>	<p><i>Intereses e influencias (technology & internet)</i> – Students will look at the use of technology in our current everyday lives and the advantages / disadvantages of the internet. They will begin to look in more depth at describing a photo / image which is a new addition to the GCSE curriculum for the speaking exam. They will be assessed in half term 1 on their reading skills (including translation) and half term 2 on listening skills.</p>	<p><i>¡Desconéctate! (holidays)</i> – Students will study the topic of holidays and as part of this theme we will look at weather, preferences for holiday types and activities, describing a past holiday, problems that they encounter on a past holiday and describing their own area as a tourist destination (for Spanish speaking tourists).</p>
<p>Grammar Focus: They will cover the following grammatical areas: adjective agreement (gender of nouns), using adverbs of frequency as well as recognising and using reflexive and stem-changing verbs.</p>	<p>Grammar Focus: Grammatical areas that will be covered are the use of the perfect tense with mostly regular and some irregular verbs, discussing advantages and disadvantages (using a variety of connectives) and using the present continuous tense.</p>	<p>Grammar Focus: They will be continuing to look at the following grammatical areas: revision and use of present, preterite and imperfect tenses, identifying and using a variety of opinion phrases and understanding and describing large numbers and figures.</p>

SPANISH – YR10

Units taught in Year 10

AUTUMN	SPRING	SUMMER
<p><i>Mi vida en el insti (School)</i> – Students will discuss and describe their thoughts about school subjects, school uniform, describe a typical day at school, express their opinions about school rules and also discuss school clubs.</p>	<p><i>¡A currar! (Jobs)</i> – Continuing on from their discussion about school, students will describe and express details about jobs. This will cover weekend or temporary / summer jobs, work experience, future plans and careers that they could do involving languages.</p>	<p><i>De costumbre (Customs and festivals)</i> – Students will explore and learn about celebrations and customs observed in Spain and other Spanish speaking countries.</p>
<p>Grammar Focus: They will cover the following grammatical areas: use of opinion phrases, making comparisons (<i>más / menos ... que</i>), using verbs in additional tenses (preterite, future, conditional), use of subjunctive phrases (<i>si yo fuera ...</i>), verbs of obligation, reading and listening skills (extended texts)</p>	<p>Grammar Focus: Grammatical areas that will be covered are the use of impersonal phrases (lo mejor, lo peor), conditional clauses, further practice of verbs in future and past tenses (imperfect, conditional, formal future)</p>	<p>Grammar Focus: Grammatical areas to be covered: making comparisons between different festivals using more complex connectives, describing a special occasion that they have celebrated (preterite tense and reflexive verbs), using the passive, using superlatives, ordering food in a restaurant, narrating events in extended writing.</p>

SPANISH – YR11

Units taught in Year 11

AUTUMN	SPRING	SUMMER
<p><i>Ciudades (Cities) –</i> Students will discuss and describe local, national and international areas of interest. This includes units focusing on shops and shopping, and understanding the geography in Spain. They will also learn to discuss social issues and what can be done to improve society.</p>	<p><i>Hacia un mundo mayor (Environment) –</i> Students will describe types of housing and lifestyles. The focus of this module is on a global scale and looks at the environment, environmental issues and natural disasters, as well as their impact on society.</p>	<p><i>¡Desconéctate! (Identity and Culture)</i> – Students will discuss healthy lifestyle choices, including healthy eating, diet, illnesses and injuries. Students will develop their conversational skills to be able to agree or disagree with someone and explain their stance.</p>
<p>Grammar Focus: They will cover the following grammatical areas: use of opinion phrases, making comparisons (<i>más / menos ... que</i>), using verbs in additional tenses (preterite, future, conditional), use of subjunctive phrases (<i>si yo fuera ...</i>), verbs of obligation, reading and listening skills (extended texts).</p>	<p>Grammar Focus: Grammatical areas that will be focused on in this module are the future tense as well as the subjunctive. There is emphasis on understanding and forming the imperfect continuous tense.</p>	<p><i>Revision and Exam Preparation –</i> Students will be working through various items in preparation for their summer exams. This will include sessions on reading and listening skills, vocab learning and general exam technique (types of questions, identifying information needed / not needed for answers etc.).</p>

SPANISH

Extra-Curricular opportunities

Languages lunchtime club and lunchtime intervention sessions weekly.

SMSC & British Values

Up to date and authentic material are used on a regular basis to maintain students' knowledge of cultural areas (e.g. BBC Mundo, 20 minutos, relevant literary texts) and to give them a better understanding of their own culture in reference to this.

What are British Values?

- *Democracy*
 - *The rule of law*
 - *Individual liberty*
 - *Mutual respect and tolerance of those with different faiths and beliefs*
-
- *enable students to **develop** their self-knowledge, self-esteem and self-confidence*
 - *enable students to **distinguish** right from wrong and to respect the civil and criminal law of England*
 - *encourage students to **accept responsibility** for their behaviour and to understand how they can contribute positively to society generally*
 - *enable students to **acquire a broad general knowledge** of and respect for public institutions and services in England*
 - *further **tolerance and harmony** between different cultural traditions*
 - *encourage **respect for other people** and encourage respect for democracy, including respect for the basis on which the law is made and applied in England.*