

SPANISH

YEAR 7

	Topic	Knowledge What will students know by the end of this unit?	Skills What skills will students have developed by the end of this unit?	Big Idea What are the essential ideas which students could not leave school without?	Cross Curricular What links to other subjects / enrichment might be made?
Half Term 1	Introductions	<ul style="list-style-type: none"> Introducing yourself Spelling your name Learn about different Spanish letters Learn about different names and surnames (two surnames) in Hispanic world Numbers 1 -20 The days of the week 	<ul style="list-style-type: none"> Spelling words Coping with language problems Understanding and using formal and informal forms of address Introduction to phonics 	<ul style="list-style-type: none"> To feel confident using and understanding target language in the classroom and to be able to communicate basic personal information 	<ul style="list-style-type: none"> Exploit links with second MFL Spelling Bee Hispanic use of surnames Role plays Classroom language display poster Alphabet research/posters – discover Spanish words for each letter Alphabet ‘Salsa’ song Alphabet tongue twisters
Half Term 2	Classroom and basic personal information	<ul style="list-style-type: none"> School bag items; Classroom furniture and equipment Say and write numbers 1-31 Age, birthdays and dates Use numbers 1st to 31st Learn about the San Fermin Festival Christmas Traditions in Hispanic Countries 	<ul style="list-style-type: none"> Understanding and using definite and indefinite articles Forming plurals of nouns and articles Using irregular verbs in the present tense Understanding classroom language Forming questions 	<ul style="list-style-type: none"> To be able to use classroom language and give basic information 	<ul style="list-style-type: none"> Exploit links with second MFL Spelling Bee Maths puzzles San Fermin song and activities on Pamplona Bull Run Day of the dead - video and activities Months - Spanish Rhyme/Poem Macano song - Las uvas El Gordo - video/adverts Christmas Traditions, Activities and crafts including 'Villancicos'
Half Term 3	Family and pets	<ul style="list-style-type: none"> Talking about brothers and sisters Talk about families Learn about the Spanish Royal Family Numbers from 31 – 100; peoples ages Talking about pets Talking about birthdays Learn about Saint's Days also celebrated in the Hispanic World 	<ul style="list-style-type: none"> Using possessive adjectives Using connectives to extend sentences Using a relative pronouns Saying what you would like Giving opinions and making your sentences longer 	<ul style="list-style-type: none"> To be able to give information about self and family 	<ul style="list-style-type: none"> Exploit links with second MFL Introduction to the Spanish Royal Family Poem - El gallo despertador 'Kikiriki' Saint's Days Activity
Half Term 4	Descriptions	<ul style="list-style-type: none"> Names of colours Likes/dislikes Personality Physical descriptions Plural 'somos' and adjectives 	<ul style="list-style-type: none"> Understand adjective agreement Using an irregular verb in the present tense 	<ul style="list-style-type: none"> To be able to describe self and others 	<ul style="list-style-type: none"> Exploit links with second MFL Introduction to Hispanic celebrities and their likes/dislikes Poem - El hombre de color Las Meninas - painting description - possible link with art Colour by numbers - Picasso
Half Term 5	School Day	<ul style="list-style-type: none"> School subjects Time 	<ul style="list-style-type: none"> Give and explain opinions Revise plural adjectives Recognise and use irregular verbs in the present tense 	<ul style="list-style-type: none"> To be able to talk about and give opinions on school 	<ul style="list-style-type: none"> Exploit links with second MFL Learn about timetable in Spanish Speaking Countries Create an ideal timetable ¿Qué hora es señor lobo? Time dominoes School Poem Schools in Hispanic Countries
Half Term 6	Life at school	<ul style="list-style-type: none"> School facilities School uniform Hispanic Festivals and Culture 	<ul style="list-style-type: none"> Revise present tense of irregular verbs Use a regular verb in the present tense Give and explain opinions 	<ul style="list-style-type: none"> To be able to talk about and give opinions on life at school 	<ul style="list-style-type: none"> Exploit links with second MFL School project Knowledge of differet cultural traditions and festivals in the Hispanic world: los San Fermines, La tomatina, Las Fallas International Fortnight Project

SPANISH
YEAR 8

	Topic	Knowledge What will students know by the end of this unit?	Skills What skills will students have developed by the end of this unit?	Big Idea What are the essential ideas which students could not leave school without?	Cross Curricular What links to other subjects / enrichment might be made?
Half Term 1	Where you live	<ul style="list-style-type: none"> Talking about where they live Saying where they would like to live Describing the good and bad points Explaining what there is to do in their town or area Discussing which sports they like to play or do Being able to use the points of the compass Describing what there is their area Being able to talk about the weather and seasons 	<ul style="list-style-type: none"> Being able to use the present tense of regular verbs Using correct adjective agreement Using 'me gustaria' Using 'se puede' + infinitive Being able to use contractions such as 'al' ('to the') Use of infinitives Understanding and using plural endings Using (no) hay/hace Understanding the use of the near future with weather 	<ul style="list-style-type: none"> Being able to describe their local area using different tenses and more complex and justified opinions 	<ul style="list-style-type: none"> Exploit links with second MFL Geography - links to Hispanic regions and areas and their descriptions. Christopher Columbus Activity - Día de la Hispanidad/Día de las Razas (12th Oct) Tourist Board Videos on Andalucía Preparing weather forecasts for different Hispanic Countries
Half Term 2	House and Home	<ul style="list-style-type: none"> Saying what kind of house or flat live in; how near or far away it is Naming rooms in the house and saying what facilities it has Saying where rooms are in the house Saying what there is in their bedroom Explaining where things are 	<ul style="list-style-type: none"> Using 'del/de la' learn and use prepositions Practice use of the verb 'estar' 	<ul style="list-style-type: none"> Being able to describe their house in detail using prepositions. 	<ul style="list-style-type: none"> Exploit links with second MFL. Computing - Internet research – pupils to find a house they would like to live in and present it to their friends and family http://www.hogaria.net/ Links to Casaa Mila/ El Capricho (Gaudi Houses) for students to visit Design a 'house to let/sell' advert Frida Kahlo's bedroom - differences in cultures/countries
Half Term 3	Feelings/Emotions Freetime and arranging to go out Daily Routine	<ul style="list-style-type: none"> Saying how you are feeling Saying what you want to do Making plans to go out Saying what you are going to do Saying what you have to do at home and asking others What you have to do as part of your daily routine Describing what you do 	<ul style="list-style-type: none"> Confident use of the verb 'querer' Continued practise of adjective agreement Revision of prepositions Being able to use irregular verbs 'ir' and 'poder' Learning the near future tense in more detail Using 'tener que' to add complexity Adding expressions of frequency Using negatives Using regular and irregular present tense verbs together Using stem changing verbs Using reflexive verbs Transferring sentences into the third person form 	<ul style="list-style-type: none"> Being able to describe how they are feeling, arranging to go out and discussing their daily routine with others. 	<ul style="list-style-type: none"> Exploit links with second MFL. Drama - 'Cinderella' play exploiting daily routine language. Cinderella or fairy princess diary translation and model text activity https://www.thespanishexperiment.com/stories - fairy stories in Spanish
Half Term 4	Eating out	<ul style="list-style-type: none"> Ordering hot or cold drinks Asking others what they want to drink Ordering something to eat Saying what they don't eat and why Asking how much something is Learning numbers from 100 to 1000 Being able to order a 3 course meal 	<ul style="list-style-type: none"> Being able to use the verbs 'querer' and 'preferir' understanding and using 'tener' hambre/sed Revision of near future and use of Para mí/para ti/para él/para ella when ordering for others 	<ul style="list-style-type: none"> Being able to order food and drink for themselves and others in a Spanish speaking country using key verbs and the future tense. 	<ul style="list-style-type: none"> Exploit links with second MFL. Drama - acting out a restaurant scene. Write a poem about food. Design a menu for a café or restaurant. Internet research – recipes for traditional Hispanic foods – translate and try out. Web investigation on Las Tapas.
Half Term 5	Going Shopping	<ul style="list-style-type: none"> Learning vocabulary for different types of shops Asking for and giving directions Talking about quantity and containers Learning about Euros and Centimos Shopping for food in markets in the Hispanic World 	<ul style="list-style-type: none"> Using singular and plural forms of 'comprar' Learning and using positive commands: tú, usted (formal and informal) Revision of adjective agreement 	<ul style="list-style-type: none"> Being able to go shopping in a Spanish speaking country. 	<ul style="list-style-type: none"> Exploit links with second MFL. Numeracy - prices and quantities. Drama - acting out role play in a shop. Exploring virtually : Tour of el Mercado central – Valencia, El corte inglés, La mercadería - Barcelona
Half Term 6	When I was young & Summer Project	<ul style="list-style-type: none"> To be able to say what they used to be like when they were younger To explain what they used to do when they were younger To work cooperatively, and use all the language they have learnt during the year, and extend their learning further to produce a project 	<ul style="list-style-type: none"> Using the imperfect tense (regular and irregular verbs) 	<ul style="list-style-type: none"> Being able to describe themselves and what they used to do in the past. Being able to work cooperatively to create a detailed project using all the language learnt during the year. 	<ul style="list-style-type: none"> Exploit links with second MFL. Eurovision Song Contest. https://www.youtube.com/watch?v=k9NwPatX-Uw – Explore Colombia using the past tense Possible links with Geography and English when creating resources for 'Hotel' Project.

SPANISH
YEAR 9

	Topic	Knowledge What will students know by the end of this unit?	Skills What skills will students have developed by the end of this unit?	Big Idea What are the essential ideas which students could not leave school without?	Cross Curricular What links to other subjects / enrichment might be made?
Half Term 1	Clothing and fashion	<ul style="list-style-type: none"> Saying what you wear normally and what you like wearing Describing clothes in detail Asking for clothes in a shop Asking and stating prices Comparing items and expressing preferences Saying what you are going to wear Buying clothes/a present; saying whether it is little,very or too expensive, large etc. 	<ul style="list-style-type: none"> Using the present tense Revision of adjective agreement Using Comparatives Using Superlatives Using demonstrative adjectives - Este/a/ese/a/aquel/aquella Revision of near future tense Use of Lo/la/los/las and Un/una/unos/unas when referring to clothes 	<ul style="list-style-type: none"> Being able to describe and talk about clothing and fashion using different tenses, justified opinions and comparisons. 	<ul style="list-style-type: none"> Exploit links with second MFL. Translation Bee. Ask and answer questions comparing items of clothing in a Spanish catalogue. Design own collection – label all items of clothing including detailed descriptions. Fashion show – descriptions of items of clothing. My ideal uniform Fancy dress costume design
Half Term 2	Sports	<ul style="list-style-type: none"> Being able to say what sports they do Being able to say what sports they like/dislike/prefer 	<ul style="list-style-type: none"> Using jugar and practicar in the present tense Using contractions such as 'al' and 'a la' Using more complex opinions with infinitives 	<ul style="list-style-type: none"> Being able to talk about different sports using complex opinions and justifications. 	<ul style="list-style-type: none"> Exploit links with second MFL. Translation Bee. Pelota Vasca/Balonmano/Lucha libre and other unusual Hispanic sports
Half Term 3	Freetime	<ul style="list-style-type: none"> Saying what they do in their free time and how often Giving detailed opinions Giving opinions of the internet and websites Saying what kinds of television programs and films they do/don't like Explore programs and series from the Hispanic World Describing film and books Saying what they are going to do Talking about New Year's Resolutions 	<ul style="list-style-type: none"> Revision of the present tense Using stem changing verbs (preferir/jugar/repetir) Using Irregular verbs Introduction of the present participle Revision of adjective agreement Using quantifiers - Poco/mucho/suficiente/demasiado Near future tense revision Using the simple future tense (¿Qué harás mañana?) 	<ul style="list-style-type: none"> Being able to talk about different hobbies and pastimes Having a greater cultural awareness of Hispanic culture and passtimes including films. 	<ul style="list-style-type: none"> Exploit links with second MFL. Translation Bee. Drama and Music – looking at film and film music reviews Design film poster with information in Spanish. TVE clip – Nueva etapa de TVE Internacional - RTVE.es Spanish Netflix – list of age appropriate Spanish series, films and programs to encourage independent language learning
Half Term 4	Food	<ul style="list-style-type: none"> Saying when and where they eat Saying what they eat and drink Talking about ingredients of meals Being able to compare what people eat in Spain and the UK Being able to talk about a meal they had in the past 	<ul style="list-style-type: none"> Using the verb 'Soler' Using adjectives Using comparatives and superlatives Using 'se come' and 'se bebe' Using 'tanto/tanta/tantos/tantas' Using the preterite tense 	<ul style="list-style-type: none"> Being able to talk in detail about food and drink, including comparisons between British and Hispanic Foods Having a greater cultural awareness of Hispanic gastronomy. 	<ul style="list-style-type: none"> Exploit links with second MFL. Masterchef competition. Internet research – recipes for traditional Hispanic foods – translate and try out De Tapeo en Madrid video Create a guide to shops in local town El gypsy - recipes to watch in Spanish and try out
Half Term 5	Transport & Travel	<ul style="list-style-type: none"> Talking about means of transport Saying how they prefer to travel Asking about train arrival and departure times Being able to buy train tickets Saying how they normally travel Explaining transport problems 	<ul style="list-style-type: none"> Revision of adjective agreement Using ordinal numbers Using the present continuous Using the preterite tense (regular verbs) 	<ul style="list-style-type: none"> Being able to talk about different forms of transport using opinions and different tenses. 	<ul style="list-style-type: none"> Exploit links with second MFL. Research a Spanish speaking town, including transport Using the internet plan a route to a Spanish Speaking City using as many modes of transport as possible. Trailers and activities to visit Valencia
Half Term 6	Holidays & Travel	<ul style="list-style-type: none"> Saying where they went, when and how Saying whom they went with and for how long Describing the journey Saying what they did when they got there Saying where they would like to go on holiday in the future and why Describing a future holiday and what they will do 	<ul style="list-style-type: none"> Using the preterite tense (regular and irregular verbs) Understanding and using question words and accents Using the Conditional tense Using the Near future Using the Simple Future tense (regular and irregular stems) 	<ul style="list-style-type: none"> Being able to talk about their holidays using three different tenses and complex justified opinions Having a greater cultural awareness of Hispanic countries, festivals and customs. 	<ul style="list-style-type: none"> Exploit links with second MFL. Cross-curricular international fortnight Magazine or News and Travel Channel project.