

YEAR 7 SPANISH CURRICULUM PROGRESSION OVERVIEW

Subject Curriculum Intent

Teaching at KS3 will focus on developing the breadth and depth of pupils' competence in listening, speaking, reading and writing, based on a sound foundation of core phonics, grammar and vocabulary. It will enable pupils to understand and communicate personal and factual information that goes beyond their immediate needs and interests, developing and justifying points of view in speech and writing, with increased spontaneity, independence and accuracy and will provide suitable preparation for further study.

Our aim is that all students develop a love of and curiosity for foreign languages, deepening their knowledge and acquiring new skills through a wide variety of fun and interactive learning techniques. Students will develop confidence in problem solving, team work independent study and creativity. Finally, by learning about culture and languages in the world, students will appreciate and respect the diversity, customs and traditions of others.

| | Autumn Term | | Spring Term | | Summer Term | |
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| Topic | Introduction to Spanish | | Self and Others | | Home and Area | |
| Core Knowledge/ Threshold Concept | <ul style="list-style-type: none"> Introducing yourself Spanish in the world Phonic sounds in Spanish Saying how old you are Talking about birthdays Communicating in the classroom Describing colour Christmas | <ul style="list-style-type: none"> the Spanish alphabet Sound-spelling links Days and months Numbers 1-31 Key verbs in the Present tense (1st-3rd person) Asking basic questions -hay Articles Adjectival agreement Using <i>no</i> First prepositions Basic opinions, qualifiers and connectives | <ul style="list-style-type: none"> Describing your favourite things Describing appearance and personality Talking about family, friends and pets Festivals | <ul style="list-style-type: none"> Number recall Using verbs <i>ser/tener</i> Numbers 1-100 recall of adjectival agreement Opinion expressers, qualifiers, connectives and time tags Possessive adjectives Opinions Comparisons Likes/ dislikes with justification | <ul style="list-style-type: none"> Describing your nationality and country of origin Talking about your town and area Describing location Describing your home Talking about facilities in a town Where and when you go to places Talking about future plans | <ul style="list-style-type: none"> Recall of opinions Present tense of regular verb <i>vivir</i> Irregular verbs <i>ser/estar/ir</i> Using <i>hay</i> More prepositions More negatives Using 'to' Recall of articles and adjectival agreement. Recall of comparisons Time tags, the time and sequencers Introduction to the future tense with <i>ir</i>. |
| Why this learning now? | Students are able to introduce and begin talking about themselves almost immediately using language chunks and present tense with a focus on phonics and developing basic questions and answers from the start. | | Explores present tense in more detail. Students will now be able to talk about other people as well as themselves. Quality language structures are introduced to enable pupils to start to give extended opinions and reasons. | | Further development of present tense. The verb <i>ir</i> leads to introducing the future tense, allowing pupils to begin applying more than one time frame. Students will be able to justify their opinions now using a variety of adjectives. | |

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| Assessment Opportunities: | <ul style="list-style-type: none"> Recall strategies are used in all lessons. Variety of questioning. Regular vocabulary testing (proof of learning/knowledge). Assessed exercises in lessons eg listening and reading. Summative assessments across skills to inform data capture. | | |
| Learning at Home | <ul style="list-style-type: none"> Home learning will largely focus on vocabulary learning. Students will use home learning to develop a variety of vocabulary revision skills and will generally be given weekly/ fortnightly on websites such as www.quizlet.com or www.linguascope.com. Worksheets, research, creative writing tasks and revision will also form a regular part of home learning. In term 1, students will be given a work booklet to complete alongside their practice online at www.linguascope.com. | | |
| Key Vocabulary | <ul style="list-style-type: none"> Students focus on key literacy words per term which link to the scheme of learning. Students are provided with printed Key Vocabulary mats as support at the start of each topic. Students collate important vocabulary on their Quality Language and Adjective A-Z sheets. | | |
| Spiritual, Moral, Social and Cultural concepts covered | <ul style="list-style-type: none"> Students will be given provision for Spiritual development through the awareness of other people’s faiths and values in the Hispanic world, reflecting on and sharing experiences with others and using imagination and creativity in their learning. Students will be given the opportunity for Moral development through understanding and abiding by the rules and expectations of the classroom and examining cultural traditions in the Hispanic world, for example, those which consider animal welfare. Students will be given the opportunity for Social development through the vast array of opportunities for pair work and teamwork in the classroom which foster an ethos of cooperation, support and respect with their peers, all of different religious, ethnic and socio economic backgrounds. Students will be given the opportunity for Cultural development by exploring different beliefs, traditions and festivals in Spanish-speaking countries and comparing them with those in Britain. Their greater understanding of different cultures in the world will enable them to develop respect and to celebrate diversity. Students will understand and apply the use of ‘Usted’ in formal situations in Hispanic culture. Culture is fundamental to language learning and is explored in a range of topics, such as school, free-time, food and drink, festivals and local environment. | | |
| Links to careers and the world of work | <p>Over the course of their studies students will consider the importance of learning a language and the importance of the Spanish language across the globe. The annual European Day of Languages is an opportunity to consider why Language learning is important and to experience other languages. Students will be made aware of the wide range of jobs linked to languages. Furthermore, students will be given the opportunity to speak to language ambassadors to understand more about studying languages post GCSE. Student’s learning will be personalised and adapted to suit their ability and level and they will be encouraged to embrace new experiences and other languages beyond the classroom.</p> | | |

