**ALL HALLOWS RC HIGH SCHOOL**

 

**Spanish Curriculum Overview**

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**Spanish - Curriculum overview KS3 and KS4**

**Intent – Why do we teach Spanish?**

* To promote curiosity about and an appreciation of the culture and the way of life of the people living in the countries where Spanish is spoken.
* We teach Spanish to enable students to understand and communicate with people around the world.
* To teach students to manipulate language to suit their purpose in a range of scenarios and to facilitate understanding of grammar construction.
* To encourage a more open view of the world as it allows for deeper cultural understanding and promotes a more tolerant society within school, the local area and wider environment by making them global citizens.

| **Year 7** |
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| **Autumn 1 - Mi vida:**LO1: Introduce myself (Greetings, name, age, live) LO2: Use SER to describe what my and others personalities are like LO3: Talk about siblings using TENERLO4: Use numbers 0-31 to state age and birthdaysLO5: Describe pets using adjectives | **Autumn 1 - Mi vida:*** Ask questions to create a basic conversation with others
* Use the definite article
* Use phonics to help me pronounce words and build on speaking skills
* Use the verb SER (to be)
* Use accurate adjectival agreement
* Use connectives
* Use the verb TENER (to have)
* Make adjectives agree with nouns
* Check agreement of adjectives with nouns
* Use a range of connectives
* Use intensifiers to add detail
* Usepossessive adjectives to give information about family members
* Use listening strategies with listening activities such as pictures and prediction.
* Check written work for accuracy in spelling, accents and grammar.
* Give an effective presentation using prompts, focussing on pronunciation and clear and confident speech.
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| **Autumn 2 - Mi tiempo libre:**LO1: Give my opinion on free time activitiesLO2: Describe what I do in my spare time using -AR verbs in the present tenseLO3: Describe the weather and talk about activities I do in certain weather using ‘Cuando’LO4: Say what sports I do using HACER (to do) and JUGAR (to play)  | **Autumn 2 - Mi tiempo libre:** * Use me gusta + infinitive
* Use ‘No’ to make sentences negative
* Use a range of connectives
* Use varied adjectives
* Use porque to give a reason
* Use expressions of frequency
* Use -AR verbs in the present tense
* Use the connective CUANDO
* Use the irregular verb -HACER (to do)
* Use the stem-changing verb JUGAR (to play)
* Use intensifiers to add detail
* Recognising (near) cognates when reading longer texts
* Work out meaning on words from context
* Check written work for accuracy in spelling, accents and grammar.
* Use phonics to build on speaking skills.
* Take part in extended conversation
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| **Spring 1 - Mi instituto:**LO1: Say what subjects you study using *ar* verbs in the I and we form LO2: Give opinions about school subjects using (no) me gusta(n) with *el*/*la*/*los*/*las*LO3: Give justified opinions about teachers using porque es/son LO4: Describe my school facilities withthe words for ‘a’, ‘some’ and ‘the’LO5: Describe what you do during break time using -er and -ir verbs  | **Spring 1 - Mi instituto:*** Use *-ar* verbs in the present tense
* Use a range of connectives
* Use intensifiers to add detail.
* Use accurate adjective agreement to give justified opinions
* Use sequencers to add detail.
* Use hay and no hay
* Using *-er* and *-ir* verbs in the present tense
* Use listening strategies with listening activities such as pictures and prediction.
* Check written work for accuracy in spelling, accents and grammar.
* Use phonics to build on speaking skills.
* To recognise the differences between schools in England and in Spanish.
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| **Spring 2 - Mi familia y mis amigos:** LO1: Describe my family using possessive adjectives and ageLO2: Describe hair and eye colour using SER and TENERLO3: Describe what other people look like using verbs in the third personLO4: Describe where you live using the verb ESTAR | **Spring 2 - Mi familia y mis amigos:** * Usepossessive adjectives to give information about family members
* Use a range of connectives
* Count upto 100
* Use irregular verbs TENER and SER
* Check the position of adjectives (after the noun)
* Check agreement of adjectives with nouns
* Use intensifiers to add detail
* Use the verb ESTAR to describe location
* Give an effective presentation using prompts, focussing on pronunciation and clear and confident speech.
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| **Summer 1 - Mi ciudad:**LO1: Describing what there is in my town/villageLO2: Asking and telling the time in SpanishLO3: Say what activities you do at a certain time using IRLO4: Order food and drink in a cafe using QUERERLO5: Say what you are going to do this weekend using the near future tense  | **Summer 1 - Mi ciudad:*** Use hay and no hay
* Use *- a , some* and *many*
* Use the verb IR
* Use the verb QUERER
* Use *al* and *a la*
* Understand a tapas menu/tapas culture
* Ask how much something is
* Understand prices
* Use the near future tense
* Use time phrases
* Use sequencers to add detail
* Use a range of negatives
* Use a range of connectives
* Use intensifiers to add detail
* Use accurate adjective agreement
* Give justified opinions
* Use listening strategies with listening activities such as pictures and prediction.
* Check written work for accuracy in spelling, accents and grammar.
* Use phonics to build on speaking skills.
* To recognise the differences between mealtimes and eating habits in Spain and the UK
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| **Summer 2 - Repaso/La cultura española:** LO1: Write a description of an imaginary person based on vocabulary covered in theme of Mi vida (retrieval)LO2: Write a poem about likes and hobbies based on vocabulary covered in the theme of mi tiempo libre (retrieval)LO3: Create a plan for a new school in Guatemala based on vocabulary covered in the theme of mi instituto (retrieval)LO4: Complete an ideal family tree based on vocabulary covered in the theme of mi familia y mis amigos (retrieval)LO5: Write a presentation about your city based on vocabulary covered in the theme of mi ciudad (retrieval) | Project based tasks to allow for a review from Autumn 1 - Summer 1 |

| **Year 8** |  |
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| **Autumn 1 - De vacaciones:** LO1: Talk about a past holiday using the preterite of IR LO2: Describe what I did on holiday LO3: Describe the last day of my holidayLO4: Say what my holiday was like | **Autumn 1 - De vacaciones:** * Use the preterite of IR
* Use exclamations
* Use the preterite past tense (Regular -AR verbs)
* Use no with the preterite
* Use the preterite past tense (-ER and -IR verbs)
* Use sequencers
* Give reasons (justify)
* Use the preterite of SER
* Check the position of adjectives (after the noun)
* Check agreement of adjectives with nouns
* Use negatives
* Use a variety of opinions
* Use a variety of connectives
* Use time expressions
* Use verb endings to recognise tenses
* Check written work for accuracy in spelling, accents and grammar.
* Use phonics to build on speaking skills.
* Use listening strategies with listening activities such as pictures and prediction.
* Develop reading strategies to approach reading tasks and extended texts.
* Give an effective presentation using prompts, focussing on pronunciation and clear and confident speech.
* Use listening strategies with listening activities such as pictures and prediction.
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| **Autumn 2 - Todo sobre mi vida:**LO1: Say what I use my phone forLO2: Give my opinion on types of musicLO3: Give my opinion on types of TV programmesLO4: Talk about what I did yesterday | **Autumn 2 - Todo sobre mi vida:** * Use the present tense of regular verbs
* Use frequency words
* Use a variety of opinions
* Give reasons for my opinion (justify)
* Use articles correctly
* Use the comparative
* Use language to agree/disagree
* Use the preterite of HACER
* Use the present and preterite together
* Use time expressions
* Use sequencers
* Check the position of adjectives (after the noun)
* Check written work for accuracy in spelling, accents and grammar.
* Use phonics to build on speaking skills.
* Use listening strategies with listening activities such as pictures and prediction.
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| **Spring 1 - A comer:** LO1: Use opinions to say what food I like and dislike LO2: Describe mealtimes using negatives LO3: Ordering a meal in a restaurantLO4: Use the near future to prepare a party menuLO5: Describe an event using the past, present and future tenses together  | **Spring 1 - A comer:** * Usea wide range of opinions
* agree/disagree with someone
* Use exclamations
* Check the position of adjectives (after the noun)
* Check agreement of adjectives with nouns
* Use negatives
* Use usted/ustedes
* Use a variety of connectives
* Use the near future tense
* Use the preterite past tense
* Check written work for accuracy in spelling, accents and grammar.
* Use phonics to build on speaking skills.
* Develop reading strategies to approach reading tasks and extended texts.
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| **Spring 2 - ¿Qué hacemos?:**LO1: Arrange to go out using me gustaria LO2: Making excuses using querer and poder LO3: Discussing getting ready to go out using reflexive verbsLO4: Use the near future to talk about clothingLO5: Talk about sporting events using the past, present and future tenses together  | **Spring 2 - ¿Qué hacemos?:*** Use *me/te gustaria* + infinitive
* Give a positive and negative reaction
* Use *querer* and *poder*
* Use *tener que* + infinitive
* Use exclamations
* Use reflexive verbs
* Use the present and the preterite past tense together
* Use sequencers
* Use frequency words
* Check the position of adjectives (after the noun)
* Check agreement of adjectives with nouns
* Use demonstrative adjective
* Using three tenses (present, preterite, near future) together
* Check written work for accuracy in spelling, accents and grammar.
* Use phonics to build on speaking skills.
* Use listening strategies with listening activities such as pictures and prediction.
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| **Summer 1 - Operación verano:**LO1: Describing accommodationLO2: Describe holiday activitiesLO3: Asking for directions LO4:Talk about summer camps | **Summer 1 - Operación verano:*** Give justified opinions
* Use the comparative
* Use the superlative
* Use the imperative ‘tu’ form
* Use *al* and *a la*
* Use the near future tense
* Use the preterite tense
* Use 3 tenses together
* Use mejor and peor
* Use sequencers to add detail
* Use time expressions
* Use a range of negatives
* Use a range of connectives
* Use intensifiers to add detail
* Use accurate adjective agreement
* Give justified opinions
* Use listening strategies with listening activities such as pictures and prediction
* Check written work for accuracy in spelling, accents and grammar.
* Use phonics to build on speaking skills.
* Give an effective presentation using prompts, focussing on pronunciation and clear and confident speech.
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| **Summer 2 - Repaso/La cultura española:** LO1: Create a dice game based on holidays based on vocabulary covered in the theme of Mis vacaciones (retrieval)LO2: Write a profile about a singer based on vocabulary covered in the theme of Todo sobre mi vida (retrieval)LO3: Create a food blog based on vocabulary covered in the theme of ¡A comer! (retrieval)LO4: Complete a problem based role-play based on vocabulary covered in the theme of ¿Qué hacemos? (retrieval)LO5: Create a poster advertising your local area based on vocabulary covered in the theme of Operación verano (retrieval) | Project based tasks to allow for a review from Autumn 1 - Summer 1 |  |

| **Year 9** |
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| **Autumn 1 - *Somos así*:**LO1: Talk about my interests using GUSTARLO2: Describe my week using regular present tense verbsLO3: Talk about films using IR in the present tenseLO4: Talk about future birthday celebrations using the near future | **Autumn 1 - Mi instituto:*** Use varied opinions with reasons
* Ask someone about their interests
* React to what others say
* Use the present tense of SER
* Use the present tense of regular verbs
* Use the indefinite or definite article
* Use the present tense of IR
* Use the near tense
* Use sequencers
* Use negatives
* Use connectives
* Use time expressions
* Use listening strategies - clues, predictions, indirect information, time markers and tenses
* Use reading strategies - key words, read for gist, identity (near) cognates, use the context to work out meaning, use headings as a way into longer texts.
* Check written work for accuracy in spelling, accents and grammar.
* Use phonics to build on speaking skills.
* Give an effective presentation using prompts, focussing on pronunciation and clear and confident speech.
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| **Autumn 2 - ¡Oriéntate!:**  LO1: Talk about my personalityLO2: Describe what tasks are involved in certain jobsLO3: Talk about what job I would(not) like to do and whyLO4: Describe what I did at work yesterday using the preterite LO5: Describe a typical day at a workplace | **Autumn 2 - ¡Oriéntate!:**  * Use varied opinions with reasons
* Use tener que + infinitive
* Use accurate adjectival agreement
* Use the present tense of regular verbs
* Use sequencers
* Use ‘Me gustaría’ (conditional tense)
* Use the preterite of the irregular verb IR
* Use the present tense and the preterite together
* Use the present tense of SER
* Use the present tense of regular verbs
* Use the indefinite or definite article
* Use the present tense of IR
* Use the near tense
* Use negatives
* Use connectives
* Use time expressions
* Use listening strategies - clues, predictions, indirect information, time markers and tenses
* Use reading strategies - key words, read for gist, identity (near) cognates, use the context to work out meaning, use headings as a way into longer texts.
* Check written work for accuracy in spelling, accents and grammar.
* Use phonics to build on speaking skills.
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| **Spring 1 - En forma:**LO1: Talk about my diet (eating habits)LO2: Discuss food/drink likes and dislikesLO3: Talk about active lifestylesLO4: Describe my daily routineLO5: Talk about getting fitLO6: Talk about ailments | **Spring 1 - En forma:*** Use negatives
* Use direct object pronouns
* Give justified opinions
* Use time expressions
* Use stem-changing verbs
* Use reflexive verbs in the present tense
* Use ‘me duele(n)’ to say what hurts
* Use ESTAR to describe a temporary state
* Use the near future
* Use (no) se debe + infinitive
* Use 2 tenses together (present and near future)
* Use sequencers to add detail
* Use time expressions
* Use a range of negatives
* Use a range of connectives
* Use intensifiers to add detail
* Use accurate adjective agreement
* Use listening strategies with listening activities such as pictures and prediction
* Check written work for accuracy in spelling, accents and grammar.
* Use phonics to build on speaking skills.
* Give an effective presentation using prompts, focussing on pronunciation and clear and confident speech.
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| **Spring 2 – Jóvenes en acción**LO1: Talk about children’s lives using poderLO2: Talk about children’s rightsLO3: Discuss journey’s to schoolLO4: Talk about fair tradeLO5: Discuss environmental issuesLO6: Talk about how ‘green’ my school isLO7: Talk about how my city has changed | **Spring 2 – Jóvenes en acción*** Use PODER
* Make adjectives (nationality) agree
* Use third person form of verbs
* Use PODER + infinitive
* Use the comparative
* Use the near future
* Use the third person in the present tense
* Use the ‘we’ form of -AR, -ER, -IR verbs
* Use key irregular verbs - HACER, SER, IR, TENER in the present tense
* Use negatives
* Use (No) se debería + infinitive
* Use para to create longer sentences
* Se deberia in conditional
* Using 3 tenses together
* Using the present and imperfect tenses together
* Use sequencers to add detail
* Use time expressions
* Use a range of negatives
* Use a range of connectives
* Use intensifiers to add detail
* Use accurate adjective agreement
* Use listening strategies with listening activities such as pictures and prediction
* Check written work for accuracy in spelling, accents and grammar.
* Use phonics to build on speaking skills.
* Give an effective presentation using prompts, focussing on pronunciation and clear and confident speech.
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| **Summer 1- Una aventura en Madrid :**LO1: A school exchange tripLO2: Sightseeing in MadridLO3: Buying souvenirsLO4: Making plansLO5:Saying what you will do tomorrow | **Summer 1 - Una aventura en Madrid:*** Give justified opinions
* Use the comparative
* Use the superlative
* Use the imperative ‘tu’ form
* Use *al* and *a la*
* Use the near future tense
* Use the preterite tense
* Use 3 tenses together
* Use mejor and peor
* Use sequencers to add detail
* Use time expressions
* Use a range of negatives
* Use a range of connectives
* Use intensifiers to add detail
* Use accurate adjective agreement
* Give justified opinions
* Use listening strategies with listening activities such as pictures and prediction
* Check written work for accuracy in spelling, accents and grammar.
* Use phonics to build on speaking skills.
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| **Summer 2 - Voces Inocentes/La cultura española:** LO1: To identify features in film posters and genresLO2: Understand the context of a film based in El SalvadorLO3: Develop understanding of language and listening for gistLO4: Describe scenes in a film you have seen using the preterite tenseLO5: Write a film review | Project based tasks to allow for a review from Autumn 1 - Summer 1 |

| **Y10** |
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| **Autumn 1 - Mi vida en el insti**LO1 - Give justified opinions on school subjects LO2 - Compare school subjectsL03 - Giving opinions about teachers L04 - Describing school uniformLo5 - Describing school facilitiesL06 - Talking about my primary school L07 - Discuss school rulesL08 - Identifying school problemsL09 - Talking about plans for a school exchangeL10 - Activities and achievements |  |
| **Autumn 2 - Mis vacaciones**L1 - Discussing holiday activities and the weatherL2 - Talking about my holiday preferencesL3 - Talking about my last holidayL4 - Talking about a trip to BarcelonaL5 - Talking about holiday accommodationL6 - Booking holiday accommodationL7 - Dealing with accommodation problems |  |
| **Spring 1 - Mis vacaciones**L1 - Talking about places in a townL2 - Describing where I liveL3 - Talking about shopsL4 - Giving and asking for directionsL5 - Talking about what you can do in my local areaL6 - At the tourist officeL7 - Planning holiday activitiesL8 - Making plans focusing on the weatherL9 - Talking about my cityL10 - Talking about how the city has improvedL11 - Describing how my city used to beL12 - Identifying necessary changes in my city |  |
| **Spring 2 - Mi gente**L1 - Talking about socialising and familyL2 - Describing appearanceL3 - Talking about social mediaL4 - Say what I am doing using the present continuousL5 - Talking about reading preferencesL6 - Describing personalityL7 - Talking about relationshipsL8 - Describing your friends |  |
| **Summer 1 - Mis intereses e influencias**L1 - Talking about sportsL2 - Opinions on TV programmes and filmsL3 - Talking about foreign filmsL4 - Talking about what you usually do in your freetimeL5 - Using the imperfect to say what you used to do L6 - Using the perfect tense to talk about what’s trendingL7 - Write a critic for a TV programme/filmL8 - Talking about who inspires you |  |
| **Summer 2 – De costumbre**L1 - Talking about illness L2 - Talking about injuriesL3 - Describing meal timesL4 - Describing my daily routineL5 - Talking about typical foodsL6 - Talking about festivalsL7 - Describing a special dayL8 - Ordering food in a restaurantL9 - Issues in a restaurantL10 - Talking about a music festival |  |

| Y11 |
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| **Autumn 1 - El mundo de trabajo**L1 - Talking about jobsL2 Talking about job preferencesL3 - Talking about part-time jobsL4 - Describing my work experiencesL5 - Discussing the importance of language learningL6 - Talking about gap yearsL7 - Buying travel ticketsL8 - Discussing immediate future plansL9 - Discussing longer term plans**Autumn 2 - El medio ambiente**L1 - Describing where you liveL2 Talking about the environment L3 - Describing my eating habitsL4 - Talking about my diet (healthy v. unhealthy) L5 - Talking about global issuesL6 - Talking about environmental issues in my cityL7 - Discussing lifestylesL8 - Talking about international sporting eventsL9 - Talking about volunteeringL10 - Talking about natural disasters |  |
| **Spring 1 - Repaso**Course content completedThemed revision sessions focussing on speaking, listening, reading and writing revision with a focus on exam skills. |  |