Yr Group **7**	Topic 1. **Me presento**	Lesson Content (Order)	What do pupils need to know	Skills utilised / subject disciplines	Progression (Yr7 to 8 to 9 to KS4 to KS5) **GCSE Theme 1 – Personal identity**	Cross Curricular Links / Transferable knowledge.	Assessment
	1.	Introduction to Spanish: greetings Spanish phonic system Spanish-speaking countries Cognates	Spanish letter sounds linked to pronunciation beginning with the vowel sounds Animal vocabulary to practice key sounds and memorising strategies Where Spanish is spoken Hola, Buenos días, Buenas tardes, Adiós, Hasta luego, Chao	Listening Speaking Reading Writing Translation Transcription Performance	Some pupils may have prior experience of language learning but generally this will not have been Spanish and provision at primary is variable	Literacy Linking written word with letter sounds Awareness that a language is spoken in more than one place Geography – Spanish-speaking countries Literacy (including verbal communication) Memory techniques	
	2.	Name, how you are, where you live Cognates Spanish phonic system	¿Cómo te llamas? Me llamo… ¿Qué tal?/¿Cómo estás? (Estoy) fenomenal/bien/regular/fatal ¿Dónde vives? Vivo en (Carlisle/Londres/Edimburgo/Inglaterra/España etc)	Listening Speaking Reading Writing Translation Transcription Performance Intonation – questions/where there is an accented syllable	Building on phonics awareness and cognates.	Literacy Linking written word with letter sounds Awareness that a language is spoken in more than one place Geography – Spanish-speaking countries Literacy (including verbal communication) Memory techniques	
	3.	Age Numbers to 15 Cognates Spanish phonic system	¿Cuántos años tienes? Tengo … años. Numbers 0-15.	Listening Speaking Reading Writing Translation Transcription Performance Intonation – questions/where there is an accented syllable Spotting language patterns – forming numbers in teens, 20s, 30s)	Building on phonics awareness and cognates. Links with other known words (eg similarities between numbers in French and Spanish.	As above + opportunities for numeracy – spotting patterns, simple sums, sequences etc	
	4.	Birthday Numbers to 31 Months Cognates Spanish phonic system	¿Cuándo es tu cumpleaños? Mi cumpleaños es el … de … Months Numbers 0-31	Listening Speaking Reading Writing Translation Transcription Performance Intonation – questions/where there is an		As above + opportunities for numeracy – spotting patterns, simple sums, sequences etc Understanding short dates – order of Months	

				accented syllable Spotting language patterns – forming numbers in teens, 20s, 30s)			
	5.	Characters – masculine and feminine nouns (using Halloween characters)	Hay… un/una murciélago, vampiro, monstruo, fantasma araña, bruja Concept that nouns are either masculine or feminine Some adjectives to describe characters (feo, feroz, simpatico, antipático, grande, pequeño, tímido)	Listening Speaking Reading Writing Translation Transcription Performance Intonation – questions/where there is an accented syllable Spotting language patterns – grammatical awareness		Linking written word with letter sounds – applying phonic knowledge Literacy (including verbal communication) Memory techniques Cultural – festivals	
	6.	What type of person are you? (Adjectives of personality – masculine / feminine spellings)	¿Qué tipo de persona eres? (No) soy… Simple connectives – y, también, pero, o Adjectives of personality – masculine and feminine spellings	Listening Speaking Reading Writing Translation Transcription Performance Intonation – questions/where there is an accented syllable Spotting language patterns – grammatical awareness		As above + opportunities for numeracy – spotting patterns, simple sums, sequences etc Awareness of personality traits – positive and negative. Use of more impressive vocabulary	Speaking test (key Q and A covered so far) – teacher check re: phonetic knowledge / pronunciation and memory skills Cognates test – checking vocabulary awareness in English
Cultural Capital (Essential general knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.				Cultural similarities and differences (eg in greeting etc) Awareness of different phonic systems			

Yr Group **7**	Topic **Unit 1: Me presento Part 2 – mi tiempo libre (free-time**	Lesson Content (Order)	What do pupils need to know	Skills utilised / subject disciplines	Progression (Yr7 to 8 to 9 to KS4 to KS5) **GCSE Theme 1 – Personal identity**	Cross Curricular Links / Transferable knowledge.	Assessment
	1.	Sporting activities Connectives Days On + day Frequency phrases	¿Qué deporte(s) haces? Juego al… Hago… No juego/hago… Sports vocabulary including some less common sports When to use 'juego' or 'hago' y, también, pero, o, sin embargo, aunque normalmente, a veces, a menudo, siempre, nunca, dos/tres veces a la semana etc el/los + day (Ext: Me gustaría probar…/Nunca he probado…)	Listening Speaking Reading Writing Translation Transcription Performance Intonation – questions/where there is an accented syllable Spotting language patterns – grammatical awareness	Phonics and cognates masculine and feminine nouns Connectives	Literacy Similarities and differences between cultures – popular sports Exposure to less common sports – raise idea of other opportunities Opportunity to talk about self	
	2.	Opinion phrases with free-time activities (infinitives) Simple justifications	¿Qué (no) te gusta hacer en tu tiempo libre/los fines de semana? Activities such as: bailar, nadar, hablar, jugar, practicar, cantar, tocar, comprar, leer, ver, comer, hacer, dormir, salir, ir, etc. Simple opinions with verbs like gustar: encantar, chiflar, molar, apasionar, fastidiar, molestar followed by the infinitive (make it explicit for pupils what the infinitive is and that in Spanish there are 3 possible endings/conjugations -ar, -er, -ir: "I like <u>to eat</u>"= me gusta com<u>er</u>). Other verbs expressing simple opinions such as odio/detesto. Simple justifications: porque es+adjectives (including superlatives and quantifiers) such as: aburridísimo, un rollo, irritante, genial, muy guay, fabuloso, divertidísimo, emociionante, etc. Prefiero/prefieres/prefiere + infinitive	Listening Speaking Reading Writing Translation Transcription Performance Intonation – questions/where there is an accented syllable Spotting language patterns – grammatical awareness Recall/memory	Phonics Cognates Connectives ***hacer*** – recognition of key verb in a different form	Literacy Expressing personal opinions and justifying them	
	3.	Other free-time activities in the present tense Frequency phrases/time expressions	¿Qué haces en tu tiempo libre /los fines de semana ? Free-time activities (including some regarding use of technology) Time expressions: por la mañana, por la tarde, los	Listening Speaking Reading Writing Translation Transcription	Phonics Cognates Connectives Qué ***haces*** as a key question	Literacy Similarities and differences between cultures – popular activities Opportunity to talk about	

		What you normally do/on a (weekend) etc	fines de semana, los lunes, siempre, a menudo, a veces, rara vez, casi nunca, nunca… Present tense of regular verbs Present tense of some irregular verbs such as ir, hacer, tener	Performance Intonation – questions/where there is an accented syllable Spotting language patterns – grammatical awareness	phrase	self	
	4.	Weather expressions – free-time activities dependent on weather	Weather expressions: hace buen/mal tiempo, hace sol/viento/calor/frío, llueve, nieva Cuando/Si + present tense activity phrases	Listening Speaking Reading Writing Translation Transcription Performance Intonation – questions/where there is an accented syllable Spotting language patterns – grammatical awareness Recall/memory techniques	Phonics Cognates Connectives Qué ***haces*** as a key question phrase	Literacy Weather/climate	
	5.	Saying what you would like to do	¿Qué te gustaría hacer? Me gustaría + activities with the infinitive (pero no me gustaría…) Recogise and use me gusta/me gustaría… correctly	Listening Speaking Reading Writing Translation Transcription Performance Intonation – questions/where there is an accented syllable Spotting language patterns – grammatical awareness	Phonics Cognates Connectives ***hacer*** – recognition of key verb in a different form Recognising opinion phrases in a different tense (conditional)	Literacy Hopes for the future	Extended writing: script for an oral presentation about yourself (name, age, birthday, where you come from, where you live, languages you speak or would like to speak, what you like doing and what you do regularly at the weekend/after school). Listening test.
Cultural Capital (Essential general knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.				Awareness of leisure opportunities Consider fitness/sports opportunities Leisure opportunities available in different areas – comparison between cultures/societies			

Yr Group **7**	Topic **Unit 2: Mi familia y otros animales**	Lesson Content (Order)	Vocabulary	Grammar	Skills utilised / subject disciplines	Progression (Yr7 to 8 to 9 to KS4 to KS5) ***Prior knowledge***	Cross Curricular Links / Transferable knowledge.	Assessment
	1.	Pets/animals What pets you would like to have in the future	¿Qué animales tienes? ¿Cómo es? ¿Qué animales prefieres/quieres tener? Colours Description of pets (physical and personality) Expressing preferences including justifications: mi animal favorito es…/prefiero los… porque/ya que… son+ adj. such as: cariñosos, monos, como un peluche.	es and son adjectival agreement Expressing future wishes using quiero/me gustaría/quisiera tener…	Listening Speaking Reading Writing Translation Transcription Performance Intonation – questions/where there is an accented syllable Spotting language patterns – grammatical awareness Extending responses	Animals Colours Personality and some simple physical description Recognition of opinion phrases and application in a different tense	Expressing preferences and future wishes	MWB – check adj agreement. Feedback and reflection comments. Wordwall activities. Seneca.
	2.	Family members Their names and ages	¿Cuántas personas hay en tu familia? Family members, their names and ages (se llama(n)/tiene…años) Numbers up to 100	Negatives (no hay) Verbs for name and age in the 3rd person	Listening Speaking Reading Writing Translation Transcription Performance Intonation – questions/where there is an accented syllable Spotting language patterns – grammatical awareness Extending responses	Numbers Structures previously covered in the first person	Numeracy	See above.
	3.	Family members and self – physical descriptions (build, eyes, hair, other distinguishing features)	¿Cómo eres? ¿Cómo es tu..? Physical description with ser: alto, bajo, gordo, delgado, guapo, feo… (feminine and plural forms too) Physical description with tener: el pelo largo, corto, rizado, liso, rubio, moreno…/los ojos azules, verdes, grises, marrones… Emphasis on getting agreements right.	ser, tener, llevar – 1st and 3rd person present tense Agreement	Listening Speaking Reading Writing Translation Transcription Performance Intonation – questions/where there is an accented syllable Spotting language patterns – grammatical awareness Extending responses	Some simple physical description Concept of masculine and feminine for nouns as well as people Concept of masc/fem agreement for adjectives Previous use of ser and tener (1st person)	Spotting linguistic patterns Opportunity to use information about Spanish-speaking celebrities – developing awareness and knowledge of the wider world Opportunity for discussion re: gender and impact on language	

			tener/llevar bigote, barba, gafas, pecas				Different types of family units	
	4.	Family members - personalities	¿Cómo es su personalidad? Character description including some less obvious adjectives such as: intrépido, revoltoso, travieso, pillín, muermo, chivato… and including quantifiers and superlatives such as un poco, bastante, realmente… Include frequency phrases	ser – es and son intensifiers Frequency phrases and word order. Agreement.	Listening Speaking Reading Writing Translation Transcription Performance Intonation – questions/where there is an accented syllable Spotting language patterns – grammatical awareness Extending responses	Personality adjectives in the 1st person Frequency phrases	Spotting linguistic patterns Opportunity to use information about Spanish-speaking celebrities – developing awareness and knowledge of the wider world Opportunity for discussion re: gender and impact on language Personal qualities and negative traits	
	5.	Family members and what they like to do in their free-time	¿Qué le gusta hacer? Opinion phrases and free-time activities with infinitives.	What someone else likes doing (using verbs like gustar in the third person singular followed by infinitive such as "A mi abuelo le gusta tocar la guitarra" (revisiting)	Listening Speaking Reading Writing Translation Transcription Performance Intonation – questions/where there is an accented syllable Spotting language patterns – grammatical awareness Extending responses		Consideration of linking personality to activities Consider benefits of different activity types?	
	6.	Future plans/hopes related to family	quiero/me gustaría/quisiera + infinitive: En el futuro quiero/quisiera tener… novio/a marido/mujer esposo/a hijo/a/s	Expressing future wishes using quiero/me gustaría/quisiera + infinitive: En el futuro quiero/quisiera tener… Negatives	Listening Speaking Reading Writing Translation Transcription Performance Intonation – questions/where there is an accented syllable Spotting language patterns – grammatical awareness		Thinking about the future – hopes and plans for family life, consideration of different possibilities	Extended writing answering: What your family is like Describing a member of your family including what they like doing What your personality is like What animals you would like to have in the future. Reading test.

					Extending responses Using 2 time frames			
Cultural Capital (Essential general knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.					Different types of family unit, gender neutral/non binary options in writing and speaking. Celebrities – talents, skills, attributes. Well-known people in the Spanish-speaking world.			

Yr Group **7**	Topic **Unit 3: Mi casa y donde vivo (where I live)**	Lesson Content (Order)	What do pupils need to know	Skills utilised / subject disciplines	Progression (Yr7 to 8 to 9 to KS4 to KS5) **GCSE Theme 2 – local, national, international and global areas of interest**	Cross Curricular Links / Transferable knowledge.	Assessment
	1.	Revision and extension of countries	¿Dónde vives? Vivo en… + countries – Europe and others Points of the compass	Listening Speaking Reading Writing Translation Transcription Performance Intonation – questions/where there is an accented syllable Spotting language patterns – grammatical awareness	Prior vocab - countries	Geography Awareness of own location within own country Awareness of countries and locations around the world – Europe and wider Compass points	
	2.	More specific locations Location preferences	cerca de… Points of the compass Types of location – en la costa, en el centro de la ciudad, en las afueras, en la montaña, en el campo Me gustaría vivir en… Verb estar in the present (revisited from unit 1). Introduce the idea of estar for location Vivir in the present tense Expressing preference and justifying it (some new vocabulary will be required for the justifications): prefiero/me gusta vivir en el campo/la ciudad porque es tranquilo/hay muchas cosas que hacer	Listening Speaking Reading Writing Translation Transcription Performance Intonation – questions/where there is an accented syllable Spotting language patterns – grammatical awareness	Prior vocab – opinions and reasons	Geographical locations and consideration of personal opinion – pros and cons Compass points	
	3.	Types of home and general descriptions of buildings Opinions and preferences	Types of house: piso, apartamento, casa adosada, granja, etc. General description of housing: grande, pequeño, cómodo, moderno, antiguo…	Listening Speaking Reading Writing Translation Transcription Performance Intonation –	Prior knowledge – descriptions Adjectival agreement Indefinite and definite articles	Different types of home – at times depending on location, comparisons between different countries Consider pros and cons of different types of home	

				questions/where there is an accented syllable Spotting language patterns – grammatical awareness			
	4.	Rooms in a house Descriptions and opinions	Rooms in a house/other parts of a house (jardín, garaje, terraza, sótano, ático) Adjectives to describe rooms (including revisiting colours) Adjectival agreement Difference between el/la/los/las and un/una Opinion phrases – positive and negative Justifying opinions	Listening Speaking Reading Writing Translation Transcription Performance Intonation – questions/where there is an accented syllable Spotting language patterns – grammatical awareness	Prior knowledge – adjectives (inc colours), opinions and reasons Adjectival agreement, including plurals		
	5.	Furniture and prepositions	Simple items of furniture: silla, mesa, cama, lámpara, ventana, puerta Adverbs and prepositions of place (no) hay	Listening Speaking Reading Writing Translation Transcription Performance Intonation – questions/where there is an accented syllable Spotting language patterns – grammatical awareness	Prior knowledge – hay (from school topic)		
	6.	Describing town/area Facilities Opinions and reasons	(no) hay Town facilities: supermercado, iglesia, colegio, piscina, parque, polideportivo, tiendas, estación, transporte público, etc. Adjectives to describe places Opinions and reasons More impressive opinions – lo mejor/peor es que (no) hay ningún, demasiado, mucho, varios etc	Listening Speaking Reading Writing Translation Transcription Performance Intonation – questions/where there is an accented syllable Spotting language patterns – grammatical awareness	Prior knowledge – hay, adjectives and agreement, opinions and reasons, connectives	Comparing facilities available in different places – pros and cons of different towns/areas/cities Considering positives and negatives of own area	
	7.	What you would like to have in your town/area	En mi pueblo/ciudad/zona me gustaría tener + noun: otra piscina, mejor transporte público, un gimnasio	Listening Speaking	Prior knowledge – hay, adjectives	Considering own future plans/hopes/ambitions	

			nuevo…	Reading Writing Translation Transcription Performance Intonation – questions/where there is an accented syllable Spotting language patterns – grammatical awareness	and agreement, opinions and reasons, connectives Me gustaría (from school topic)	relating to where you will live – thinking about the wider world and opportunities	
	8.	Where you would like to live in the future and why	Expressing preference using "quiero/quisiera/me gustaría" + infinitive to express future wishes Developing justifications including comparisons: porque, puesto que… es/hay más/menos… Some new vocabulary that might be required: ruido, polución, atascos, problemas de aparcamiento, oportunidades, trabajo, actividad, aire puro, naturaleza, etc.	Listening Speaking Reading Writing Translation Transcription Performance Intonation – questions/where there is an accented syllable Spotting language patterns – grammatical awareness			Extended writing answering: where you live (house+area) where you would like to live in the future and why Reading test.
Cultural Capital (Essential general knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.				Similarities and differences – where people live. Geographical information – location, types of accommodation, pros and cons of living in certain areas. Awareness of how people may live differently to themselves (and possible reasons for this) Consideration of options for their own future.			

Yr Group **7**	Topic **Unit 3: Mi colegio (my school)**	Lesson Content (Order)	What do pupils need to know	Skills utilised / subject disciplines	Progression (Yr7 to 8 to 9 to KS4 to KS5) **GCSE Theme 3 – School and future plans**	Cross Curricular Links / Transferable knowledge.	Assessment
	1.	Revision of numbers and days Times	¿A qué hora tienes..? Time Revision of days of the week Saying what time something starts and finishes primera/segunda/tercera clase	Listening Speaking Reading Writing Translation Transcription Performance Intonation – questions/where there is an accented syllable Spotting language patterns – grammatical awareness	Prior knowledge – numbers, days	Literacy Numeracy – numbers and time Ordinal and cardinal numbers	
	2.	School subjects Talking about school timetable	¿Qué tienes hoy/los lunes a primera hora? ¿A qué hora empieza/termina el colegio/el recreo? As above + school subjects/recreo/hora de comer Comparison with school life in Spain	Listening Speaking Reading Writing Translation Transcription Performance Intonation – questions/where there is an accented syllable Spotting language patterns – grammatical awareness	Prior knowledge – numbers/time	Literacy School day in UK and Spain/Spanish-speaking countries	
	3.	Opinions and preferences on school subjects Using the definite article after an opinion phrase	¿Qué asignatura(s) (no) te gusta(n)? ¿Por qué (no)? Opinion phrases with school subjects – definite article – masculine, feminine, plural Phrases like gusta***n*** for plurals More interesting opinion phrases (me interesa, me apasiona, me fascina, no aguanto etc) Expressing likes/dislikes and preferences and justifying them, increasing or consolidating previously learnt quantifiers, connectives, etc. New descriptive vocabulary such as: útil, es un reto, terriblemente difícil, demasiado fácil, etc. Simple comparisons	Listening Speaking Reading Writing Translation Transcription Performance Intonation – questions/where there is an accented syllable Spotting language patterns – grammatical awareness	Prior knowledge – masc/fem nouns, plurals, opinion phrases	Literacy Justification of opinions Extending responses	
	4.	Justifying opinions about school subjects	Adjectives of opinion about school subjects Some more complex reasons (hay demasiados	Listening Speaking		Literacy	

			deberes etc)	Reading Writing Translation Transcription Performance Intonation – questions/where there is an accented syllable Spotting language patterns – grammatical awareness			
	5.	Describing teachers	¿Cómo son tus profesores? Revisit physical descriptions Revisit descriptions of personality – incorporate as reasons for liking/disliking subjects Development on giving personal opinions: creo que, en mi opinión, me parece, etc. New required vocabulary (present tense third person singular): explica, ayuda, grita, da…	Listening Speaking Reading Writing Translation Transcription Performance Intonation – questions/where there is an accented syllable Spotting language patterns – grammatical awareness	Prior knowledge – adjectives to describe people and physical descriptions, opinion phrases	Literacy	
	6.	School facilities	¿Qué hay en tu colegio? ¿Qué te gustaría? Facilities – masculine, feminine, plural (no) hay Me gustaría + noun: otra piscina, mejor comida, un gimnasio nuevo…	Listening Speaking Reading Writing Translation Transcription Performance Intonation – questions/where there is an accented syllable Spotting language patterns – grammatical awareness	Prior knowledge – un/una and numbers, masc/fem/pl nouns, word order, connectives	Literacy Comparison between different cultures/societies	
	7.	Activities during break and after school, activities dependent on the weather	¿Qué haces normalmente en el recreo/después del colegio? ¿Qué haces en el colegio cuando llueve/hace buen tiempo? ¿Qué haces normalmente/después del colegio/los fines de semana…? Break/co-curricular/after school activities: llego, practico, juego, hago, nado, monto, toco, hablo, veo, como, bebo, salgo, voy, duermo…	Listening Speaking Reading Writing Translation Transcription Performance Intonation – questions/where there is an accented syllable	Prior knowledge – free-time activities, weather	Literacy Comparisons between different cultures/societies Local and school based opportunities	

				Spotting language patterns – grammatical awareness			
	8.	Near future – what you are going to do after school	¿Qué vas a hacer hoy después del colegio? Voy a … llegar, practicar, jugar, nadar, montar, tocar, hablar, hacer, ver, comer, beber, salir, ir, dormir	Listening Speaking Reading Writing Translation Transcription Performance Intonation – questions/where there is an accented syllable Spotting language patterns – grammatical awareness		Literacy	Extended writing answering: what is your favourite subject and why what do you think about your school what you normally do during break what are you going to do when you get home today Reading and speaking tests.
Cultural Capital (Essential general knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.				Similarities and differences in school life both in different schools in the UK and schools in other (Spanish-speaking) countries Being able to express opinions that are justified about different subjects Starting to consider pros and cons of different subjects (for the future)			

END OF YEAR UL COMMON ASSESSMENT

Film (cultural project): Ferdinand