

## Year 7 Spanish Curriculum Sequence

**Intent:** • To foster pupils' curiosity and deepen their understanding of the world. • To express ideas and thoughts in another language • To understand and respond to speakers of that language in speech and writing • To communicate for practical purposes • Provide the foundation for further language learning

HT1 - Introductions and greetings	HT2 - Birthday and appearances	HT3 - Places and people	HT4 - People and pets	HT5 - Free time activities	HT6 - Your town + Project: Coco
<p><b>Why this module?</b></p> <ul style="list-style-type: none"> <li>. As this is the very start of learning Spanish for many students, we ensure that students all know some basic information about Spanish speaking countries before they begin learning a new language to make the language relevant and enticing</li> <li>. To increase interest and confidence in language learning by highlighting similarities to English through cognates</li> <li>. To understand the importance of cognates when learning a new language</li> <li>. To be able to recognise a noun and understand that all Spanish nouns have a gender.</li> <li>. Student will be introduced to the language of study through the explicit teaching of phonics and the alphabet to provide an excellent basis for communication before acquiring a new language</li> <li>. Students will be able to greet others and initiate a conversation with someone you meet and give and understand personal information which is the first logical transaction when learning a language</li> <li>. To be able to count to 12 and say how old you are and also ask others how old they are</li> <li>. To develop answers using the connective <b>y</b></li> </ul>	<p><b>Why this module?</b></p> <ul style="list-style-type: none"> <li>. To be able to develop a conversation and say when your birthday is and ask others when their birthday is</li> <li>. Birthdays are important to all of us and students are naturally interested in telling people when their birthday is as well as finding out when the birthdays of the classmates</li> <li>. To be able to count from 1-31, say the date &amp; day of the week</li> <li>. To be able to describe the physical appearance of yourself and others</li> <li>. At the end of the module students will learn about Christmas traditions around the world in different Spanish-speaking countries and discover that traditions around the world are different to our own</li> </ul>	<p><b>Why this module?</b></p> <ul style="list-style-type: none"> <li>. To be able to name countries and nationalities and say where you come from and where you live.</li> <li>. Saying where you live/come from is a logical next step in developing a conversation with someone you have not met before and is an important part of your identity and celebrates the diversity of our school</li> <li>. Students learn more about the geography of Spain and make links to where different Spanish football teams as based which makes this topic intriguing and engaging to many</li> <li>. To be able to describe who is in their family and who they get along well/badly with</li> <li>. Family and friends play a big part in students' lives and students are keen to talk about topics which are personal and important to them</li> <li>. Having now described themselves, they are ready to use 3rd person present tense verbs such as <b>tiene</b> and <b>vive</b> to talk about others and how old they are using numbers up to 100</li> <li>. Students will use relative pronouns to talk about the names of family members</li> </ul>	<p><b>Why this module?</b></p> <ul style="list-style-type: none"> <li>. After introducing family members, students will be developing knowledge of a much wider range of adjectives to be able to describe their family members' physical characteristics and personality traits</li> <li>. Students will learn how to express their own opinions and provide justifications for them</li> <li>. To be able to say which pets you have and use the negative <b>no</b> to say which pets you don't have</li> <li>. To introduce the idea of genders of nouns using the indefinite article</li> <li>. To be able to describe the colour of animals using adjectival agreement</li> <li>. To be able to give pets' names</li> <li>. The topic of pets is always a passionate subject as they are of course part of the family</li> <li>. Those who don't have pets will learn how to say which pets they would or would not like to have using the conditional tense <b>me gustaria</b></li> <li>. To use <b>ser</b> and <b>tener</b> in the 3rd person to talk about others.</li> <li>. Students will also broaden their cultural knowledge by learning about Carnival and how it is celebrated in Cádiz.</li> </ul>	<p><b>Why this module?</b></p> <ul style="list-style-type: none"> <li>. Students always enjoy talking about their lives outside of school and this module enables students to express what they like and don't like doing in their free time using the opinion phrases</li> <li>. To develop knowledge of a wider range of common present tense verbs, both regular and irregular</li> <li>. To consolidate knowledge of the conditional tense to say what they would like/wouldn't like to do in their free time</li> <li>. Students will be able to talk about different activities and use their knowledge of family members and friends to say who they do with these activities with</li> </ul>	<p><b>Why this module?</b></p> <ul style="list-style-type: none"> <li>. Leading on from free time activities, students will learn how to discuss the different places they go in their town during their free time</li> <li>. To be able to use the negative to talk about places you don't go</li> <li>. This module enables students to build on their knowledge of free time and talk about what activities they do at different locations.</li> <li>. Students with learn to use <b>voy, vas</b> and <b>vamos</b> to talk about yourself and others.</li> <li>. Students will enhance their culture capital by discussing popular monuments in Spanish-speaking countries and using the conditional to say what they would like to visit/see in the future which increases students' interest in travelling to the country where the language is spoken</li> <li>. Through the medium of <b>Coco</b> students will develop their understanding of 'day of the dead' festival held in Mexico and thereby increase their cultural capital</li> <li>. Students will consolidate their knowledge of language and structures from previous unit to be able of describe characters, objects, places and activities in the film as well as express opinions about the film with justifications</li> </ul>
<p><b>National curriculum links:</b></p> <ul style="list-style-type: none"> <li>. To develop accurate pronunciation and intonation</li> <li>. To develop a wide-ranging and deepening vocabulary</li> <li>. Listen to spoken language in a variety of forms, obtain information and respond</li> <li>. Read literary texts, obtain information and respond</li> <li>. Transcribe words and short sentences they hear with increasing accuracy</li> <li>. Translate short texts into English and the language of study</li> <li>. To initiate conversations</li> <li>. To communicate personal and factual information confidently in both speaking and writing</li> <li>. To write and speak to express ideas and feelings</li> <li>. Use grammar, spelling and punctuation with increasing accuracy</li> <li>. To develop competence in listening, reading, writing and speaking</li> <li>. To expand students' understanding of language, culture and the world around them</li> </ul>			<p><b>National curriculum links:</b></p> <ul style="list-style-type: none"> <li>. To continually improve pronunciation and intonation</li> <li>. To develop a wide-ranging and deepening vocabulary</li> <li>. Listen to spoken language in a variety of forms, obtain information and respond</li> <li>. Read literary texts from a variety of sources, obtain information and respond</li> <li>. To show an appreciation for</li> <li>. Transcribe short sentences they hear with increasing accuracy</li> <li>. Translate short texts into English and the language of study</li> <li>. To initiate and develop conversations</li> <li>. To communicate personal and factual information which goes beyond students' immediate needs and interests</li> <li>. To write and speak with increasing confidence, fluency and spontaneity to express and develop own ideas and opinions</li> <li>. Use grammar, spelling and punctuation with increasing accuracy</li> <li>. Identify and use the present tense and the conditional mood</li> <li>. To continually develop competence in listening, reading, writing and speaking</li> <li>. To continually expand students' understanding of language, culture and the world around them</li> </ul>		
<p><b>Teaching this topic here supports:</b></p> <ul style="list-style-type: none"> <li>. The transition phase is designed to pick up on their understanding thus far as well as giving students an equal starting point for their new language-learning journey, establishing the key building blocks needed to acquire more language as students join us from a variety of primary schools where they been taught a different language</li> </ul>	<p><b>Teaching this topic here supports:</b></p> <ul style="list-style-type: none"> <li>. Use of adjectives in Y7 HT4</li> <li>. Describing family members in Y7 HT3+4</li> <li>. Use of numbers 1-100 in Y7 HT3</li> </ul>	<p><b>Teaching this topic here supports:</b></p> <ul style="list-style-type: none"> <li>. Teaching your town in Y7 HT6</li> <li>. Describing family members in Y7 HT4</li> <li>. Teaching PSHE and relationships</li> <li>. Teaching relationships with reflexive verbs in Y9 (depth) T3</li> </ul>	<p><b>Teaching this topic here supports:</b></p> <ul style="list-style-type: none"> <li>. Use of present tense verbs in Y7 HT5</li> <li>. Saying who you do activities with in Y7 HT5</li> <li>. Teaching relationships in Y9 (depth) T3</li> <li>. Hispanohablante projects in Y8 HT6</li> </ul>	<p><b>Teaching this topic here supports:</b></p> <ul style="list-style-type: none"> <li>. Teaching of activities in town in Y7 HT6</li> <li>. Teaching holidays activities in Y8 HT1+2</li> <li>. Use of <b>ir</b> as an irregular verb in Y7 HT6</li> <li>. Teaching weekend plans in Y8 HT5+6</li> </ul>	<p><b>Teaching this topic here supports:</b></p> <ul style="list-style-type: none"> <li>. Hispanohablante project in Y8 HT6</li> <li>. Describing holiday locations in Y8 HT1+2</li> <li>. Discussing weekend plans in Y8 HT5+6</li> <li>. Describing your area in Y10 T3</li> </ul>
<p><b>This topic feeds from:</b></p> <ul style="list-style-type: none"> <li>. Knowledge of an MFL at KS2 and similarities that can be drawn between the different languages students learned in primary school and the current language of study</li> <li>. Knowledge of metalanguage from KS2</li> </ul>	<p><b>This topic feeds from:</b></p> <ul style="list-style-type: none"> <li>. Knowledge of numbers from Y7 HT1</li> <li>. Knowledge of verb <b>tener</b> from HT1</li> </ul>	<p><b>This topic feeds from:</b></p> <ul style="list-style-type: none"> <li>. Knowledge of some family members from HT2</li> <li>. Knowledge of verb <b>tener</b> from HT2</li> <li>. Knowledge of Spanish-speaking countries from HT1</li> </ul>	<p><b>This topic feeds from:</b></p> <ul style="list-style-type: none"> <li>. Knowledge of names from HT1</li> <li>. Knowledge of verb <b>tener</b> from HT3</li> <li>. Knowledge of gender from HT1</li> <li>. Knowledge of colours from HT2</li> </ul>	<p><b>This topic feeds from:</b></p> <ul style="list-style-type: none"> <li>. Knowledge of present tense verbs from HT1-4</li> <li>. Knowledge of family members from HT4</li> </ul>	<p><b>This topic feeds from:</b></p> <ul style="list-style-type: none"> <li>. Knowledge of activities and verbs from HT5</li> <li>. Cultural knowledge from HT1+2</li> <li>. Knowledge of adjectives from HT2-4</li> </ul>