

## Subject: Spanish

Faculty Leader		Subject Leader	
Mr D Sutton		Mr D Sutton	
National Curriculum			
<b>The Ecclesbourne School follows the National Curriculum</b>			
Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils’ curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.			
Curriculum Intent			
To Identify and use tenses and other structures which convey the present, past, and future.			
To use and manipulate a variety of key grammatical structures and patterns.			
To develop and use a wide-ranging and deepening vocabulary that goes beyond immediate needs and interests, allowing students to give and justify opinions and take part in discussion about wider issues.			
To use accurate grammar, spelling and punctuation.			
To listen to a variety of forms of spoken language to obtain information and respond appropriately.			
To speak coherently and confidently, with increasingly accurate pronunciation and intonation.			
To initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address			
To express and develop ideas clearly and with increasing accuracy, both orally and in writing.			
To read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide accurate English translations of short and suitable material.			
To read literary texts in the language to stimulate ideas, develop creative expression and expand understanding of the language and culture.			
To write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language.			
Curriculum Implementation			
</			

		2	<p>Numbers 0-100 Days of the week and months of the year and birthdays. Talking about where I live and where I am from Describing physical appearance The verbs SER and TENER. Christmas in Spain.</p> <p>Spanish is a new language for students in Year 7. We begin with an introduction to phonics, pronunciation, greetings and introductions. The language of the classroom for day to day interaction including references to days of the week, months of the year and numbers is part of basic personal interactions. Students learn to express simple opinions that can be applied to any context. Core verbs such as SER &amp; ESTAR re-occur throughout the KS3 and GCSE schemes of work. Students progress to working from word to sentence level as they begin to describe themselves and others in more detail.</p>	<p>Listening and reading assessment Peer assessed speaking task.</p> <p>Students are working between Levels 1e-2m at this point.</p>
	Spring Term	3	<p>Talking about members of the family. Using personal pronouns. Using singular and plural nouns. Phonics and pronunciation.</p>	<p>Listening, reading and writing assessment Peer assessed speaking task.</p>
		4	<p>Talking about who you do and don't get along with. Describing personality of yourself and others. Talking about pets you have and describing them. Countries, languages and nationalities. Using question words. The verbs SER and TENER. Easter in Spain.</p> <p>Students learn about how to describe themselves and others and express simple opinions about the people that they do and don't get on with. They apply this knowledge and skill to other contexts such as pets. Students also develop their understanding of adjectival agreements with nationalities.</p>	<p>Peer assessed speaking task.</p> <p>Students are working between Levels 1e-2m at this point.</p>
	Summer Term	5	<p>Talking about the languages you and others speak Talking about nationalities Talking about what is in a school bag and in a classroom Talking about the languages that you and others speak.</p>	<p>Peer assessed speaking task.</p> <p>Students are working between Levels 1e-3e at this point.</p>
		6	<p>The verb HABLAR. Phonics and pronunciation. Making comparisons of people and pets using <i>más, more</i> and <i>menos less</i>. Working with challenging texts.</p> <p>The beginning of this unit deepens knowledge of nouns, genders and plurals and re-visits adjectival agreement in more detail so that students are able to describe items in a school bag and features of a classroom. Students meet a new verb, HABLAR and apply to the context of languages that people speak and learn about the places where Spanish is spoken throughout the world. Students are introduced to 2 short literary texts containing a blend of familiar and un-familiar language so that they can</p>	<p>Speaking and writing assessment</p>

	Term	Content	Assessment
Year 8	Autumn Term	<b>1 Likes and dislikes and opinions</b> Expressing likes, dislikes and opinions of school subjects Expressing likes, dislikes and opinions of sports. Expressing likes, dislikes and opinions of television programmes and films. Expressing likes, dislikes and opinions of free time activities. Using second verb infinitives in the present tense. Using the verbs <i>GUSTAR</i> , <i>ENCANTAR</i> , <i>DETESTAR</i> , <i>PREFERIR</i> and <i>PENSAR</i> .  Students learn how to express opinions and give reasons to justify points of view in a variety of different contexts, and re-visit important elements of adjectival agreements of masculine, feminine and plural nouns. Using impersonal verbs underpins the expressing of opinions in topics in Years 8 and 9 and at GCSE in all topics.	Reading and writing assessment. Peer assessed speaking task.  Students are working between Levels 1e-3m at this point.
		<b>2 Local Area</b> Talking about where you live. Describing your house and its location. Expressing opinions about your house and giving reasons. Describing your home and furniture. Talking about what is in your neighbourhood and in your street. Expressing opinions about your local area and giving reasons. Talking about what is good and bad about your local area. Talking about what you can do in your local area. Describing an ideal town using verbs in the conditional tense.  Students are introduced to a new topic on house, home and local area that is part of a more extensive GCSE topic. They develop the ability to describe in more detail and express and justify points of view and opinions. They learn how to use the verb <i>PODER</i> when talking about what can be done in their local area. Students apply learning in the present tense to an imaginary situation in the conditional tense to describe an ideal town.	Peer assessed speaking task.  Students are working between Levels 1e-4e at this point.
	Spring Term	<b>3 Free time activities</b> Talking about sports that you play and activities that you do. Using time phrases and sequencers. Talking about popular weekend and free time activities. Using adverbs. Linking weather conditions to free time activities. The verbs <i>JUGAR</i> and <i>PRACTICAR</i> . The present tense of regular –ar, –er and –ir verbs.  This unit of work covers knowledge and understanding of the present tense of –ar, –er and –ir verbs in detail. Students learn to talk about how they spend their free time and add detail such as time phrases, negatives and adverbs to what	Peer assessed speaking task.  Students are working between Levels 1e-4e at this point.

		they say and write. This topic will be re-visited in Year 9 and at GCSE in more detail and within a wider context and will allow students to progress by demonstrating usage of verbs beyond the 1 <sup>st</sup> person.	
	4	<b>Food and healthy living</b> Talking about the foods and drinks that you like and dislike and express opinions about them. Using the verb SOLER to talk about what you usually eat, drink and do. Talking about meals. Talking about what you do to keep healthy Giving advice and reasons for following a healthy lifestyle.	Year 8 Exam – listening, reading and writing. Peer assessed speaking task.  Students are working between Levels 1e-4m at this point.
	5	<b>Future holidays</b> Using the simple future tense with <i>IR a</i> plus a second verb infinitive. Talking about holiday destinations and locations. Expressing opinions for holiday destination choices. Talking about how you are going to travel and saying why. Talking about where you are going to stay and saying why. Making comparisons using <i>more</i> and <i>less</i> . Talking about holiday activities for different times of the day. Talking about the weather. Using the words <i>cuando (when)</i> and <i>donde (where)</i> as linking words.  This unit of work covers knowledge and understanding of the simple future and is based on the IR a + infinitive construction across the full paradigm of the verb to go. Students will meet this tense in a range of different GCSE topics and also in Year 9. Students apply this grammatical knowledge to the context of future holidays and cover aspects such as destinations, travel, weather, accommodation and holiday activities. They learn to compare options using more than and less than. The introduction of a new tense at key stage 3 will enable students make progress with speaking and writing with greater complexity	Teacher assessed speaking assessment.  Speaking and writing assessment  Students are working between Levels 1e-5e at this point.
	6	<b>Reading project</b> Muerte en Buenos Aires by Paco Ardit.  Students will study the text above which has been created for learners of Spanish this level. They will apply language learning skills such as identifying cognates and near-cognates and draw on prior learning to read longer passages. They will also listen and read along to the story and develop understanding of familiar language out of context and comprehension of the overall story line and plot. They will complete creative tasks together and in groups and learn to express opinions and show an appreciation for what they have been reading. Literary texts are used at all stages of the GCSE Spanish course to test knowledge and understanding of vocabulary and grammar.	
	Summer Term		
	Term	Content	Assessment

Year 9	Autumn Term	1	<b>Family, friends and relationships</b> Understanding nouns and gender. Giving information about myself. Talking about nationalities and the languages that people speak. Describing appearance and personality of myself and others. Talking about who I do and don't get along with and saying why. Using the conditional tense to talk about ideal partners. Using the verbs <i>SER</i> , <i>ESTAR</i> AND <i>TENER</i> . Using reflexive verbs  Students learn how to form questions and talk about themselves. They revise key elements such as numbers, nouns and gender. Reflexive verbs are introduced so that students can talk about who they get on with and who they don't. Students give reasons and justify opinions so that they can speak at greater length. The conditional tense is introduced which adds a second tense to this unit which will also re-appear at GCSE across different topics.	Listening, reading and writing assessment. Peer assessed speaking task.  Students are working between Levels 1e-4m at this point.
		2	<b>Free time activities</b> Talking about how you and others spend free time using the present tense. Using the present tense of –ar, -er and –ir verbs. Talking about sports you play and activities you do using <i>JUGAR</i> & <i>PRACTICAR</i> . Expressing preferences and opinions for different free time activities. Using the second verb infinitive with <i>GUSTAR</i> , <i>ENCANTAR</i> , <i>DETESTAR</i> and <i>SOLER</i> . Using the verb <i>QUERER</i> to talk about what you want to do. Making, accepting and declining invitations. Giving reasons and making excuses. Talking about future plans using the <i>IR a</i> with an infinitive  In this unit students re-visit the topic of free time and the present tense in more detail and within a wider context. The scope for impersonal verbs and second verb infinitive constructions is widened. They develop knowledge and understanding of whole verb paradigms so that they are able to talk about others, as well as themselves Students learn how to use the modal verbs <i>to want</i> and <i>to be able</i> when making, accepting and declining invitations. Prior knowledge language relating to free time from Year 8 is encountered and also features at GCSE.	Peer assessed speaking task.  Students are working between Levels 1e-5m at this point.
	Spring Term	3	<b>Daily routine and school life</b> Telling the time. Using reflexive verbs to describe daily routine in the present tense. Using time constructions and sequencers. Describing a typical day at school using the present tense. Talking about your school timetable. Talking about school rules. Using reflexive verbs to describe daily routines in the preterite tense. Talking about what you and others do to help at home.	Peer assessed speaking task.  Students are working between Levels 1e-5m at this point.

		<p>Using the preterite tense to talk about what you have done recently to help at home. Expressing opinions about chores that you have and haven't done.</p> <p>Students re-visit knowledge of numbers and apply to time constructions. They learn how to use reflexive verbs in the present tense and then apply to the preterite tense. They develop knowledge and understanding of whole verb paradigms so that they are able to talk about others, as well as themselves. In talking about topics such as household chores, students learn to express personal opinions and reactions and talk about what they have done recently using the perfect tense. This topic will be re-visited at GCSE and provides knowledge of a two new past tenses.</p>	
	4	<p><b>Holidays present and past</b> Talking about holiday destinations, travel and accommodation using the present and preterite tenses. Talking about holiday activities in the present and preterite tenses. Expressing opinions about holiday destinations, travel and accommodation. Talking about the weather using the present and preterite tenses. Describing accommodation in the present and past. Expressing positive and negative opinions about accommodation using the present and imperfect tenses. Describing a recent day trip in the past. Learning about the Tomatina Festival of Buñol, Spain.</p> <p>This unit of work re-visits language and vocabulary from the <i>Holidays</i> topic studied in Year 8. After an initial introduction in the present tense, students return to the study of the preterite tense so that they are able to talk about a past holiday. They learn to express opinions and give reasons. This topic will be covered on a larger scale at GCSE. Students also develop cultural knowledge by learning about the Tomato Festival of Buñol, Spain. Festivals are studied in greater depth at GCSE and also at A Level.</p>	<p>Peer assessed speaking task.</p> <p>Students are working between Levels 1e-5m at this point.</p>
	5	<p><b>Mobile technology and communication</b> Talking about how you use a mobile phone, computer or laptop. Using frequency words to talk about usage habits.</p>	<p>Year 9 Exam – Listening, reading and writing Peer assessed speaking task.</p>
	6	<p>Talking about the good and bad things associated with technology and devices. Expressing points of view about technology and devices. Using the perfect tense to say what you have done recently with technology and devices.</p> <p>In this unit students learn to talk about mobile technology, devices and social networks. They encounter present and perfect tenses together which is a key skill at GCSE. The unit provides an introduction to a topic studied at greater depth at GCSE. Wider issues relating to technology in society are covered at A Level.</p>	<p>Speaking and writing assessment</p> <p>Students are working between Levels 1e-6m at this point.</p>

		<p><b>The environment</b></p> <p>Talking about the environment and social problems.  Talking about the environmental and social problems in your local area.  Expressing points of view about your local environment.  Talking about what you and others do to help the environment.  Talking about and expressing views about recycling.  Using the perfect tense to talk about what you have done recently to help the environment.</p> <p>In this unit students learn to talk about the environment and social problems.  They encounter present and perfect tenses together which is a key skill at GCSE.  The unit provides an introduction to a topic studied at greater depth at GCSE.</p>	
--	--	---	--

### Extra-Curricular Opportunities

Spanish Immersion Visit for Year 10 and 12.

### Resources

#### Year 7

Spanish Sentence Builders, Book 1

¡Listos 1!

#### Year 8

Spanish Sentence Builders, Books 1 & 2

¡Listos 1!

#### Year 9

AQA Foundation Tier text book

¡Mira! GCSE text book

¡Listos 3 Rojo!

Spanish Sentence Builders Books 1 & 2