



# Year 7 Curriculum Overview: SPANISH



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	1. Cognate Story 2. Greetings 3. The Giant Onion 4. Introducing yourself (name, age)	<ul style="list-style-type: none"> <li>✓ How to use cognates to unlock meaning</li> <li>✓ Key phonics in Spanish</li> <li>✓ Intro to word order and adjectival agreement</li> <li>✓ Introduction to tener, llamarse</li> <li>✓ Revision skills</li> </ul>	<input type="checkbox"/> <b>Key task 1 – recognising nouns and adjectives, translation from French into English, translation from English into Spanish and free-writing (own story based on The Giant Onion!)</b>	<ul style="list-style-type: none"> <li>➤ Join teacher Showbie group</li> <li>➤ Keep an eye on ClassCharts for all homework and assessment information</li> <li>➤ Support with student organisation and completion of sentence builder homework tasks set</li> <li>➤ Support with guiding revision tasks set (flashcards, mind maps, quizzing)</li> </ul>
Spring Term	1. Physical appearance 2. Personality 3. My family	<ul style="list-style-type: none"> <li>✓ Tener</li> <li>✓ Ser</li> <li>✓ Reinforcing key phonics in Spanish</li> <li>✓ Re-visiting word order and adjectival agreement, including irregulars</li> <li>✓ Introduction to opinions</li> <li>✓ Introduction to justified opinions</li> <li>✓ Revision skills</li> </ul>	<input type="checkbox"/> <b>Key task 2 – Reading, listening and translation focus (Introducing yourself, physical appearance and personality )</b>	<ul style="list-style-type: none"> <li>➤ As above</li> </ul>
Summer Term	1. Ideal family 2. Pets 3. Jobs	<ul style="list-style-type: none"> <li>✓ Introduction to the conditional tense</li> <li>✓ Justified opinions in the conditional tense</li> <li>✓ Introduction to 'si clauses'</li> <li>✓ Re-visiting of tener/ser</li> <li>✓ Introduction to 'ar' verbs e.g. trabajar</li> <li>✓ Revision skills</li> </ul>	<b>Key task 3 – Writing (Introducing yourself, physical appearance, personality, family )</b>	<ul style="list-style-type: none"> <li>➤ As above</li> </ul>



# Year 8 Curriculum Overview: SPANISH



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	<ol style="list-style-type: none"> <li>1. Saying where you live</li> <li>2. Describing your house</li> <li>3. Saying where you are going to live</li> <li>4. Describing your ideal house</li> </ol>	<ul style="list-style-type: none"> <li>✓ Forming justified opinions</li> <li>✓ Ser vs estar</li> <li>✓ Hay vs tiene</li> <li>✓ Adjectival agreement</li> <li>✓ Complex structures (lo+ adjective / se puede)</li> <li>✓ Near future tense</li> <li>✓ Conditional tense</li> <li>✓ Writing skills</li> <li>✓ Revision skills</li> </ul>	<p>❑ Key task 1 – Writing (describing where you live, what your house is like, where you are going to live in the future and your ideal house)</p>	<ul style="list-style-type: none"> <li>➤ Join teacher Showbie group</li> <li>➤ Keep an eye on ClassCharts for all homework and assessment information</li> <li>➤ Support with student organisation and completion of sentence builder homework tasks set</li> <li>➤ Support with guiding revision tasks set (flashcards, mind maps, quizzing)</li> </ul>
Spring Term	<ol style="list-style-type: none"> <li>1. My town</li> <li>2. Describing the good and bad thing about your town</li> <li>3. Saying what one can do in your town</li> <li>.</li> </ol>	<ul style="list-style-type: none"> <li>✓ Using un/una, unos/unas, muchos/muchas accurately</li> <li>✓ Using higher level opinions</li> <li>✓ Forming justified opinions</li> <li>✓ Adjectival agreement</li> <li>✓ Complex structures (lo+ adjective / se puede)</li> <li>✓ Recap of near future tense</li> <li>✓ Listening and reading skills</li> </ul>	<p>❑ Key task 2 – Listening, reading and translation (where you live/describing your town)</p>	<ul style="list-style-type: none"> <li>➤ Join teacher Showbie group</li> <li>➤ Keep an eye on ClassCharts for all homework and assessment information</li> <li>➤ Support with student organisation and completion of sentence builder homework tasks set</li> <li>➤ Support with guiding revision tasks set (flashcards, mind maps, quizzing)</li> </ul>
Summer Term	<ol style="list-style-type: none"> <li>1. TV</li> <li>2. Film</li> <li>3. Music</li> <li>.</li> </ol>	<ul style="list-style-type: none"> <li>✓ Developing justified opinions using a range of positive/negative opinion phrases and adjectives.</li> <li>✓ Using the comparative</li> <li>✓ Transactional language</li> <li>✓ Near future tense</li> <li>✓ Conditional tense</li> <li>✓ Intro to the past (preterite) tense</li> </ul>	<p>❑ Key task 3 – writing (tv/film preferences using the past, present and future tenses)</p> <p>❑ Key task 4 – Dictation, reading skills and translation (music preferences)</p>	<ul style="list-style-type: none"> <li>➤ Join teacher Showbie group</li> <li>➤ Keep an eye on ClassCharts for all homework and assessment information</li> <li>➤ Support with student organisation and completion of sentence builder homework tasks set</li> <li>➤ Support with guiding revision tasks set (flashcards, mind maps, quizzing)</li> </ul>



# MAINSTREAM Year 9 Spanish - SPANISH



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	<ol style="list-style-type: none"> <li>1. Favourite social media</li> <li>2. What you do with technology in your free time</li> <li>3. What you will do - free time activities/technology/social media</li> <li>4. How you used social media/technology last night</li> <li>5. Christmas – cultural differences</li> </ol>	<p>Justified opinions, comparisons, other people's opinions</p> <p>Present tense ER verbs, negatives</p> <p>Recap of near future</p> <p>Intro to past tense – not heavy grammar focus</p>	<p>Reading, listening and translation</p>	<ul style="list-style-type: none"> <li>➤ Join teacher Showbie group</li> <li>➤ Keep an eye on ClassCharts for all homework and assessment information</li> <li>➤ Support with student organisation and completion of sentence builder homework tasks set</li> <li>➤ Support with guiding revision tasks set (flashcards, mind maps, quizzing)</li> </ul>
Spring Term	<ol style="list-style-type: none"> <li>1. Intro to festivals</li> <li>2. I went to La Tomatina</li> <li>3. Which Festival would you like to go to?</li> <li>4. Future birthday plans</li> </ol>	<p>Complex opinions, comparisons, cultural capital</p> <p>Past tense regulars, irregulars, past tense opinions</p> <p>Conditional tense</p> <p>Recap of near future</p>	<p>Writing 90 word in 3 tenses</p>	<ul style="list-style-type: none"> <li>➤ Join teacher Showbie group</li> <li>➤ Keep an eye on ClassCharts for all homework and assessment information</li> <li>➤ Support with student organisation and completion of sentence builder homework tasks set</li> <li>➤ Support with guiding revision tasks set (flashcards, mind maps, quizzing)</li> </ul>
Summer Term	<ol style="list-style-type: none"> <li>1. Healthy living</li> </ol>	<p>Justified opinions, using 5 tenses, transactional language</p>	<p>Writing and speaking – all 4 skills</p>	<ul style="list-style-type: none"> <li>➤ Join teacher Showbie group</li> <li>➤ Keep an eye on ClassCharts for all homework and assessment information</li> <li>➤ Support with student organisation and completion of sentence builder homework tasks set</li> <li>➤ Support with guiding revision tasks set (flashcards, mind maps, quizzing)</li> </ul>



# Year 9 Ab-Initio Spanish Curriculum Overview **SPANISH**



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
<b>Autumn Term</b>	1. Cognate Story 2. Greetings 3. Introducing yourself (name, age) 4. Physical appearance 5. Personality 6. My family 7. Ideal family	✓ How to use cognates to unlock meaning ✓ Key phonics in Spanish ✓ Intro to word order and adjectival agreement ✓ Introduction to tener, llamarse ✓ Revision skills ✓ Tener ✓ Ser ✓ Re-visiting word order and adjectival agreement, including irregulars ✓ Introduction to opinions ✓ Introduction to justified opinions	<input type="checkbox"/> <b>Key task 1 –Present yourself. Writing key task.</b>	➤ Join teacher Showbie group ➤ Keep an eye on ClassCharts for all homework and assessment information ➤ Support with student organisation and completion of sentence builder homework tasks set ➤ Support with guiding revision tasks set (flashcards, mind maps, quizzing)
<b>Spring Term</b>	1. Daily routine 2. My house 3. Where I live 4. Home activities 5. My town 6. Future plans	✓ Using a wider range of present tense verbs in the 'je' form ✓ Word order and adjectival agreement ✓ Using key phrases 'hay' and 'se puede' ✓ Recap of the future tense ✓ Giving opinions in the future tense ✓ Key phonics in Spanish	<b>Progress check 2 – reading out loud, listening skills and translation</b>  <b>Key task 2 – writing (where you live, what's in your town, opinions on town, what you can do, future plans)</b>	➤ Join teacher Showbie group ➤ Keep an eye on ClassCharts for all homework and assessment information ➤ Support with student organisation and completion of sentence builder homework tasks set ➤ Support with guiding revision tasks set (flashcards, mind maps, quizzing)
<b>Summer Term</b>	1. Intro to festivals 2. I went to La Tomatina 3. Which Festival would you like to go to? 4. Future birthday plans	Complex opinions, comparisons, cultural capital Past tense regulars, irregulars, past tense opinions Conditional tense Recap of near future Using Si clauses + WOW phrases	<b>Summary task (End of year key task)</b>	➤ Join teacher Showbie group ➤ Keep an eye on ClassCharts for all homework and assessment information ➤ Support with student organisation and completion of sentence builder homework tasks set ➤ Support with guiding revision tasks set (flashcards, mind maps, quizzing)



# Year 10 Curriculum Overview: **SPANISH**



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
<b>Autumn Term</b>	<ol style="list-style-type: none"> <li>Expressing opinions on different types of holidays</li> <li>Describing a past holiday</li> <li>Describing an ideal holiday</li> </ol>	<ol style="list-style-type: none"> <li>High level justified opinions</li> <li>Comparative structures</li> <li>Complex structures (lo+ adjective / se puede)</li> <li>Preterite &amp; imperfect tenses (regular and irregular verbs)</li> <li>Conditional tense</li> <li>90-word writing skills</li> <li>Revision skills</li> </ol>	<input type="checkbox"/> <b>90-word writing task (expressing opinions on different types of holidays, describing a past holiday, talking about an ideal holiday).</b>	<ul style="list-style-type: none"> <li>➤ Join teacher Showbie group</li> <li>➤ Keep an eye on ClassCharts for all homework and assessment information</li> <li>➤ Support with student organisation and completion of sentence builder homework tasks set</li> <li>➤ Support with guiding revision tasks set (flashcards, mind maps, quizzing)</li> </ul>
<b>Spring Term</b>	<ol style="list-style-type: none"> <li>Opinions on school subjects</li> <li>Description of your school</li> <li>Description of your uniform + opinion</li> <li>School rules</li> </ol>	<ol style="list-style-type: none"> <li>High level justified opinions including a variety of vocab (e.g. adjectives ending in -ísimo)</li> <li>Small but important words (negative structures)</li> <li>Listening &amp; reading skills</li> <li>Introduction to modal verbs: hay que / se debe / tener que</li> <li>Revision skills</li> </ol>	<input type="checkbox"/> <b>Paper 1 (Listening)</b> <input type="checkbox"/> <b>Paper 3 (Reading)</b>	<ul style="list-style-type: none"> <li>➤ As above</li> </ul>
<b>Summer Term</b>	<ol style="list-style-type: none"> <li>Description of primary school</li> <li>Memorable day at school</li> <li>Ideal school</li> <li>Me, my family and friends</li> </ol>	<ol style="list-style-type: none"> <li>Recap of imperfect, preterite and conditional tenses.</li> <li>150 word- writing skills</li> <li>Speaking – photocard skills</li> <li>Speaking – role play skills</li> <li>Revision skills</li> </ol>	<input type="checkbox"/> <b>Paper 2 (Speaking)</b> <input type="checkbox"/> <b>Paper 4 (Writing)</b>	<ul style="list-style-type: none"> <li>➤ As above</li> </ul>



# Year 11 Curriculum Overview: **SPANISH**



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
<b>Autumn Term</b>	<ol style="list-style-type: none"> <li>1. Intro to jobs</li> <li>2. Advantages/ disadvantages of jobs</li> <li>3. Reading skills</li> <li>4. Future plans (revision of near future / introduction of simple future_</li> <li>5. Writing skills</li> <li>6. Work experience</li> </ol>	<ul style="list-style-type: none"> <li>✓ Complex opinions and justifications</li> <li>✓ WOW phrases</li> <li>✓ Lo bueno/lo malo</li> <li>✓ Recap on the near future, simple future and preterite. Re-cap of the imperfect for giving opinions</li> <li>✓ Preparing for the writing and speaking exam</li> <li>✓ DIRT</li> <li>✓ Speaking with the Spanish assistant</li> </ul>	<ul style="list-style-type: none"> <li>❑ Grammar test (3 tenses) in September</li> <li>❑ Weekly vocab tests</li> <li>❑ Weekly exam skills revision (listening and reading)</li> <li>❑ November mocks (listening, reading and writing )</li> </ul>	<ul style="list-style-type: none"> <li>➢ Join teacher Showbie group and G8RYQ folder</li> <li>➢ Keep an eye on ClassCharts for all homework and assessment information</li> <li>➢ Support with student organisation</li> <li>➢ Support with guiding revision tasks set (flashcards, mind maps, quizzing)</li> <li>➢ Work through speaking questions together.</li> </ul>
<b>Spring Term</b>	<ol style="list-style-type: none"> <li>1. Free time pack</li> <li>2. Describing your town</li> <li>3. Opinion of town</li> <li>4. Photo-card/role-play skills</li> <li>5. What you did in your town recently</li> <li>6. Recommendations for your town</li> <li>7. Where you want to live in the future</li> <li>8. Ideal house/town</li> </ol>	<ul style="list-style-type: none"> <li>✓ Re-cap of lo bueno/lo malo</li> <li>✓ Re-cap of desde hace</li> <li>✓ Translation skills (both ways)</li> <li>✓ 150-word skills</li> <li>✓ Re-cap of preterite, near future, conditional, imperfect</li> <li>✓ Modal verbs</li> <li>✓ Giving recommendations</li> <li>✓ How to use revision folder G8RYQ</li> <li>✓ DIRT</li> <li>✓ Speaking with the Spanish assistant</li> </ul>	<ul style="list-style-type: none"> <li>❑ Speaking mock (Jan)</li> <li>❑ Weekly vocab tests</li> <li>❑ Weekly exam skills revision (listening and reading)</li> <li>❑ 90 words/150 words writing challenge</li> <li>❑ Speaking mock (March)</li> </ul>	<ul style="list-style-type: none"> <li>➢ As above. Particularly look out for March tracking information and Mock Speaking 2</li> </ul>
<b>Summer Term</b>	<ol style="list-style-type: none"> <li>1. Healthy Living pack</li> <li>2. Social issues</li> <li>3. Environment</li> <li>4. Speaking practice</li> <li>5. Reading/listening practice</li> </ol>	<ul style="list-style-type: none"> <li>✓ Developing reading and listening skills</li> <li>✓ How to revise</li> <li>✓ DIRT on past papers</li> <li>✓ Tense revision</li> <li>✓ Recorded revision sessions for each skill</li> </ul>	<ul style="list-style-type: none"> <li>❑ Real speaking exam early May</li> <li>❑ Listening, reading and writing papers (May)</li> </ul>	<ul style="list-style-type: none"> <li>➢ As above. Particularly look out for revision resource material on Teams/ Revision for GCSE Spanish Showbie G8RYQ</li> </ul>





# Year 12 Curriculum Overview: **SPANISH**



## Topics/ content outline:

## Powerful Knowledge (key concepts, skills)

## What will you be assessed on?

## How can you help at home?

### Autumn Term

1. Influence of internet
2. Mobile phones in our society
3. Benefits and dangers of social media
4. Changes in the family
5. Attitudes towards marriage and divorce
6. Paper 1 skills (Reading, listening and writing)
7. Introduction to Photocard skills (Paper 3)

- ✓ Using the present and present continuous
  - ✓ Use comparatives and superlatives
- ✓ Understanding further differences between 'ser' and 'estar'
- ✓ Use the imperfect and imperfect continuous
  - ✓ Using the preterite tense
- ✓ Learning how to approach a listening summary and a reading summary
- ✓ Using idiomatic expressions with impersonal verbs

☐ Paper 1 (Listening, reading and writing)

- Join teacher Showbie group
- Keep an eye on ClassCharts for all homework and assessment information
- Encourage further reading to improve cultural capital, reading books/magazines/ newspapers in Spanish
- Encourage listening to Spanish music/podcasts/radio, watching Spanish TV/films

### Spring Term

1. Singers and musicians
2. TV & cinema stars
3. Volver – A film by Pedro Almodóvar
4. Paper 2 skills
5. Women in the workplace
6. Chauvinism and feminism
7. LGBTQ+ rights in the Hispanic world
8. On-going Paper 1 and 3 Skills
9. How to approach Paper 2 (essays)

- ✓ Introduction to the subjunctive (Volver)
  - ✓ How to approach gap fill tasks
- ✓ Using indefinite adjectives and pronouns
  - ✓ Using the perfect tense
  - ✓ Using the pluperfect tense
- ✓ Using the future perfect and conditional perfect
  - ✓ Using indirect object pronouns
  - ✓ Practise the passive voice
  - ✓ Using direct object pronouns
- ✓ How to write an essay in Spanish

☐ Paper 1 (Listening, reading and writing)  
☐ Paper 3 Mock (Speaking cards)

- Join teacher Showbie group
- Keep an eye on ClassCharts for all homework and assessment information
- Encourage further reading to improve cultural capital, reading books/magazines/ newspapers in Spanish
- Encourage listening to Spanish music/podcasts/radio, watching Spanish TV/films

### Summer Term

1. Traditions and customs in Spain
2. Gastronomy in Spain
3. Languages in Spain
4. Cultural heritage in Spain
5. Role of architecture and Spanish/Latin American artists
6. Diversity of Spanish music and dance
7. Preparation towards IRP project

- ✓ Translation skills (both ways)
- ✓ Re-visiting the present subjunctive
  - ✓ Using the perfect tense in the subjunctive
    - ✓ Using numerals
- ✓ Understanding and using demonstrative and possessive adjectives
  - ✓ Using imperatives

Y12 Mocks:  
☐ Paper 1 (Listening, reading and writing)  
☐ Paper 2 Mock – Essay paper  
☐ Paper 3 Mock – Full speaking mock (2 cards)

- Join teacher Showbie group
- Keep an eye on ClassCharts for all homework and assessment information
- Encourage further reading to improve cultural capital, reading books/magazines/ newspapers in Spanish
- Encourage listening to Spanish music/podcasts/radio, watching Spanish TV/films



# Year 13 Curriculum Overview: **SPANISH**



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
<b>Autumn Term</b>	<ol style="list-style-type: none"> <li>1. Immigration in the Spanish- speaking world.</li> <li>2. Racism</li> <li>3. Integration of different cultures.</li> <li>4. Volver – feminine solidarity (film)</li> </ol>	<ol style="list-style-type: none"> <li>1. Positive and negative aspects of immigration</li> <li>2. Problems for illegal migrants</li> <li>3. Recap of the present tense</li> <li>4. Revision of the imperfect and preterite tenses</li> <li>5. Use of compound tenses</li> <li>6. Describing racist and xenophobic attitudes</li> <li>7. Understand legislation and combating racism</li> <li>8. Recap of the conditional and future tenses</li> <li>12. Understand cultural integration and issues surrounding it</li> <li>13. Quotations, themes, essay skills</li> <li>14. Research skills for IRP</li> </ol>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Paper 1 (L/ R / W)</li> <li><input type="checkbox"/> Paper 2 covering essay on film</li> <li><input type="checkbox"/> Paper 3 (Stimulus card + IRP)</li> </ul>	<ul style="list-style-type: none"> <li>➢ Join teacher Showbie group</li> <li>➢ Keep an eye on ClassCharts for all homework and assessment information</li> <li>➢ Encourage further reading to improve cultural capital, reading books/magazines/ newspapers in Spanish</li> <li>➢ Encourage listening to Spanish music/ podcasts/radio, watching Spanish TV/films</li> </ul>
<b>Spring Term</b>	<ol style="list-style-type: none"> <li>1. La Casa de Bernarda Alba – literature</li> <li>2. Young people today, citizens of tomorrow, political movements in the Hispanic world.</li> <li>3. Monarchies and dictatorships</li> </ol>	<ol style="list-style-type: none"> <li>1. Quotations, themes, key scenes and essay skills</li> <li>2. Understanding politics, unemployment and the type of society young people want to live in in the Hispanic world</li> <li>3. Understanding the impact of the civil war, Franco's dictatorship</li> <li>4. Understanding changing attitudes towards monarchies, republics and dictatorships</li> <li>5. Use of present, perfect and imperfect subjunctive</li> <li>6. Imperative commands</li> </ol>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Paper 1 (L/ R / W)</li> <li><input type="checkbox"/> Paper 2</li> <li><input type="checkbox"/> Paper 3 (Stimulus card + IRP)</li> </ul>	As above
<b>Summer Term</b>	<ol style="list-style-type: none"> <li>1. Social protests and campaigns in the Spanish world.</li> <li>2. Recap of Volver</li> <li>3. Revision</li> </ol>	<ol style="list-style-type: none"> <li>1. Passive voice</li> <li>2. If- clauses + pluperfect / imperfect subj.</li> <li>3. Analysing the effectiveness of protests and strikes</li> <li>4. Understanding the power of trade unions</li> <li>5. Understanding the 15M movement in Spain and the mothers of La Plaza de Mayo in Argentina</li> <li>6. Essay writing skills</li> <li>7. Speaking skills</li> </ol>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Mock speaking with Foreign Language Assistant</li> <li><input type="checkbox"/> Actual A-level exams</li> </ul>	As above