

Curriculum Overview – Year 7 Spanish

Sequencing of topics	What knowledge will students develop? (Including key terminology)	What skills will students develop? (Including literacy & numeracy)	Assessment opportunities	Homework opportunities	Personal development (Ursuline Values, Catholic Social Teaching, Cultural Capital, Cross-curricular, Careers)	Curriculum links
Autumn Term 1						
<p>VIVA 1 Module 1</p> <p>Mi vida</p> <ul style="list-style-type: none"> • Describing yourself • Talking about other people • Family and pets • Classroom instructions in Spanish 	<p>Vocabulary to be able to greet people and give your name, describe yourself and others. Use of common verbs SER and TENER</p> <p>Learn numbers and talk about ages and birthdays</p> <p>Vocabulary to talk about brothers and sisters and pets</p> <p>To learn about how to follow classroom instructions in Spanish</p>	<p>Learn to introduce and describe yourself and other people and interact with them in a Spanish speaking environment.</p> <p>Developing personal opinions, responses and justifications.</p> <p>Using a range of vocabulary and grammatical structures. Using the imperative.</p>	<p>4 skills (<i>Listening/ Speaking/ Reading/ Writing</i>) practised and assessed in every lesson by correction of exercises with instant feedback and scores.</p> <p>Exercise books marked with personalised feedback.</p> <p>Neater books competition.</p> <p>Regular peer and self-assessment of work.</p>	<p>One piece of homework per week practising a variety of skills.</p> <p>Worksheets/ Textbooks</p>	<p>Every half term, students are given the opportunity to talk about a person who in their opinion, reflect on the Ursuline value we are focusing on. All in Spanish</p> <p>Loving and compassionate: Develop a sense of community, wishing well on other people</p> <p>United in harmony/ Be attentive to other people’s lives and tastes and what makes them happy.</p>	<p>Vocabulary of hobbies and preferences in preparation for GCSE Spanish specification</p>

<p>Cultural lesson: <i>Poem: La Ardilla, by Amado Nervo</i></p>	<p>Vocabulary related to the Autumn season</p>	<p>Learning short texts off by heart in Spanish and performing them in front of the class. Illustrating texts in a creative way.</p> <p>Interpreting meaning and tone in poems in Spanish. Identifying how key themes are revealed through a writer's specific language choices Reading unseen texts for meaning · Using etymology/ English/ Home language/ previous knowledge to understand new vocabulary · Information retrieval · Language analysis · Deduction and inference</p>			<p>Grateful for different writers' contributions to literature. Being courageous with public speaking in a foreign language and resilient when making mistakes. Focus on public speaking oration skills and ability to answer questions under pressure (Interview skills / Public speaking) Appreciation of different poetic styles. Art (creating posters for display) English (poetry)</p>	
<p>Cultural lesson: <i>European Day of Languages (26th September)</i></p>	<p>To participate in a series of activities and competitions celebrating language learning.</p>				<p>Dignity in Work Importance of working to achieve a GCSE in an MFL and how the study of Spanish builds a person's general literacy and work ethic. Appreciation of cultural richness of foreign countries Learning about the</p>	

					advantages of studying languages for future careers.	
Autumn Term 2						
Module 1 (Continued)			<p>4 skills (Listening/ Speaking/ Reading/ Writing) practised and assessed in every lesson by correction of exercises with instant feedback and scores. Regular peer and self-assessment of work. Exercise books marked. End of Module 1 and 2 Assessment marked according to the National Curriculum Levels. Assessment review and target setting for the next one. End of Year target setting.</p>	One piece of homework per week practising a variety of skills. Worksheets/ Textbooks.		

<p>Cultural lesson: <i>Christmas in Spain</i></p>	<p>To learn about Spanish Christmas customs including food and family gathering through a video and other activities such as writing a letter to Santa recapitulating all the topics learnt so far.</p>	<p>Creative writing using a writing frame (A letter to Santa). Creative Art and craft: Creation of poster for display.</p> <p>Developing cross-curricular skills with Music (singing/ performing)</p>			<p>Family values/ United in Harmony/ being grateful for Christmas gatherings and compassionate for the less fortunate ones.</p> <p>Learning about Christmas customs in Spain.</p> <p>Contextualising the curriculum with real life examples and visual cultural artefacts and experiences.</p> <p>Listening and attentive – students challenged to go beyond customs they are used to and explore different cultures.</p> <p>Dignity of God’s people Discussions about how all people, no matter what their nationality, and customs are equal in the eyes of God and we should be compassionate towards all people.</p> <p>Stewardship – clear reasons as to why empathy is so important.</p> <p>Music (singing) Art (posters)</p>	<p>Vocabulary for Theme 1: Identity and culture (Festivals and traditions) in preparation of GCSE Spanish specification.</p>
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						Establishing cross-curricular links (Music and Singing)
Spring Term 1						
<p>VIVA 1 Module 2</p> <p>Mi tiempo libre</p> <ul style="list-style-type: none"> • My hobbies • Sports • Weather 	<p>Vocabulary to be able to talk about hobbies, sports and other social activities and phones, computers etc. Also saying what you do depending on the weather</p>	<p>Present tense of regular –ar verbs Use of 'Me gusta + infinitive Using words of frequency, todos los días etc Using terms to describe the weather. Present tense of the verb Hacer Use of Stem-changing verbs Eg Jugar Reading more challenging texts</p>	<p>4 skills (<i>Listening/ Speaking/ Reading/ Writing</i>) practised and assessed in every lesson by correction of exercises with instant feedback and scores. Exercise books marked with personalised feedback. Neater book competition. Regular peer and self-assessment of work.</p>	<p>One piece of homework per week practising a variety of skills. Worksheets/ Textbooks.</p>	<p>Sense of community To appreciate talking and asking other people about their hobbies Be attentive to other people's lives and tastes and what makes them happy. Solidarity All nationalities as 'one family' in the eyes of God no matter our nationality, traditions and preferences.</p>	<p>Vocabulary for Leisure (Free time/hobbies/activities), Relationships, family and friends (Meeting up with friends/activities) in preparation of GCSE Spanish specification</p>

Cultural lesson: La Cuaresma (Lent)
Easter in Spain

To learn about Spanish customs during La Cuaresma and La Mona cake eaten at the end of Lent. To design a cake with coloured feathers, chocolate eggs and chicks

To learn about customs in Spain during Semana Santa and Pascua (Easter)

Vocabulary for **Theme 1**: Identity and culture (Festivals and traditions) in preparation of GCSE Spanish specification.

Spring Term 2

Module 2 (Continued)

4 skills
(Listening/
Speaking/
Reading/
Writing)

Appreciation of facts about Spain and sites to visit.
Develop a sense of awe for the **diversity** of the

			<p>practised and assessed in every lesson by correction of exercises with instant feedback and scores. Exercise books marked. End of Module 3 and 4 Assessment marked according to the National Curriculum Levels. Assessment review and target setting for the next one. Regular peer and self-assessment of work.</p> <p>Creativity: Display work on Easter</p>	<p>world.</p> <p>United in Harmony. Dignity of God's people Discussions about how all people, no matter what their nationality, and customs are equal in the eyes of God and we should be compassionate towards all people.</p> <p>Peace and Reconciliation Discussing similarities and differences between languages and cultures. Celebrations, Customs and Traditions. Emphasising the importance of peaceful relations.</p> <p>Community and Participation (and the common good) Reminding pupils that we are all part of a local, regional, national and global community – 'Global Sustainability' (Environment and Social Issues)</p>	<p>Vocabulary for Theme 1: Identity and culture (Festivals and traditions) in preparation of GCSE Spanish specification.</p>
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					Art	
Summer Term 1						
<p>VIVA 1 Module 3</p> <p>Mi Insti</p> <ul style="list-style-type: none"> School subjects Likes and dislikes at school Describing your school What you eat and drink at break 	<p>Vocabualry to talk about school subjects and the different parts of the day, Eg Por la mañana. Also, to express an opinion on school subjects. Favourite subjects etc</p> <p>Talk about the different classrooms and laboratories and other parts of the school</p> <p>Vocabulary to be able to talk about and understand food and drink and what food is eaten in the school canteen at break time</p>	<p>Looking for cognates and near cognates. Me gusta(n) plus el, la, los or las Using the words for 'a, some and the' Using ER and IR verbs Use of different positive and negative sentences Using etymology/ English/ Home language/ previous knowledge to understand new vocabulary · Information retrieval · Language analysis · Deduction and inference.</p>	<p>4 skills <i>(Listening/ Speaking/ Reading/ Writing)</i> practised and assessed in every lesson by correction of exercises with instant feedback and scores. Exercise books marked. End of Unit Assessment marked according to the National Curriculum Levels. Assessment review and target setting for the next one. Regular peer</p>	<p>One piece of homework per week practising a variety of skills. Worksheets/ Textbooks.</p>	<p>Learning about the school system in Spanish speaking countries and making comparisons to the British system. Feel grateful for the opportunities to learn develop knowledge and skills thanks to the education system. Care for Creation Learn about healthy and balanced diets. Fairtrade products in 'Food and drink' topic. Dignity in Work Fairtrade products in 'Food and drink' topic. Food technology</p>	<p>Vocabulary of education and healthy lifestyle and food drink (Theme ...) to prepare for the GCSE Spanish specification</p>

			and self-assessment of work.			
Summer Term 2						
Module 3 <i>(continued)</i>			<p>4 skills <i>(Listening/ Speaking/ Reading/ Writing)</i> practised and assessed in every lesson by correction of exercises with instant feedback and scores. Exercise books marked. End of year assessment marked according to the National Curriculum Levels. Reviewing End of year targets. Regular peer and self-assessment of work.</p>			

