

## Fairfield High School Curriculum Overview – Year 7 Spanish



Subject	Spanish	Why do we study these units in Year 7?
Lessons per fortnight	2	Year 7 in Spanish begins with the subject of meeting and greeting people in the target language. Language and linguistic concepts are then introduced and revisited throughout the year. This is with the aim not only of preparing students for the rigours of the GCSE Spanish exam, but also to equip them with skills to learn other languages and become tolerant global citizens.
Setting	Mixed ability	

### **Students are encouraged to be Responsible Global Citizens through activities/content on...**

Students reflect on the life of Hispanic students across the globe in Year 7. In unit 1 they consider Hispanic speaking countries and communities (UN sustainable goal (UNSG) 11) and in unit 2 they look at the day in the life of a school pupil in south America (UNSG 11/4/1/10). In unit 3 they consider difficulties for families in South America (UNSG 1/10/11) and finally the environmental problems of large towns in South America (UNSG 3/6/13).

### **We ensure all students experience high challenge in the subject by including...**

We provide differentiated resources and questioning e.g. open ended and extension tasks, diversify skills in preparation for GCSE and foster and encourage independent inquiry. In addition, we support native speakers as they prepare for early GCSE entry.

### **Literacy work this year includes...**

All lessons include a heavy literacy element as is the nature of the subject. These include key stage appropriate spelling, grammar and punctuation rules. These rules can also aid native and non-native English speakers understand better the

structure of their own language. In Year 7 there is some recycling of primary rules and introduction of new concepts such as gender and verb conjugation.

**Innovation and Creativity opportunities this year include...**

Spanish enables students to discover other cultures through foreign film, music and theatre trips. Spontaneous speaking and writing allow students to be creative with language as well as the opportunity to produce posters and presentations.

**Employability opportunities/skills covered this year are...**

All students gain valuable communication and presentation skills from learning a language.

Term	Unit title	Knowledge and Understanding/content	Skills	Assessment
1	Introductions	Introducing yourself Greetings Counting up to 31 Giving your age + saying when your birthday is Saying what is in your bag and pencil case <u>Grammar</u> <ul style="list-style-type: none"> <li>• Using the verb tener (age and saying what you have/don't have)</li> <li>• Using the indefinite</li> </ul>	Listening, Speaking, Reading, Writing and Translation. Memorising strategies, Identifying and applying language patterns. Pronunciation. Asking questions.	Vocab tests.

		<p>articles un/una</p> <ul style="list-style-type: none"> <li>• Understanding the definite articles el/la</li> <li>• Plural nouns</li> </ul>		
2	School	<p>School subjects and opinions. Giving reasons for opinions. <u>Grammar</u></p> <ul style="list-style-type: none"> <li>• Using opinion verbs</li> <li>• Adjective agreements</li> <li>• Word order: adjectives after nouns</li> <li>• Using the connective porque (with es/son)</li> <li>• Using intensifiers</li> </ul>	<p>Listening, Speaking, Reading, Writing and Translation. Memorising strategies, Identifying and applying language patterns. Pronunciation. Asking questions.</p>	<p>Vocab tests End of unit test- Translation into English/Reading.</p>
3	School	<p>School timetable. Talking about teachers. <u>Grammar</u></p> <ul style="list-style-type: none"> <li>• Using the –ar verb estudiar (full paradigm)</li> </ul>	<p>Listening, Speaking, Reading, Writing and Translation. Memorising strategies, Identifying and applying language patterns. Pronunciation. Asking questions.</p>	<p>Vocab tests.</p>

		<ul style="list-style-type: none"> <li>• More -ar verbs</li> <li>• Adjective agreements ®</li> </ul>		
4	Family Pets and descriptions	Brothers and sisters Family members Character descriptions Pet descriptions with colours <u>Grammar</u> <ul style="list-style-type: none"> <li>• tener (full paradigm*)</li> <li>• negative forms: no + tener (R)</li> <li>• possessive adjectives: mi(s), tu(s), su(s)</li> <li>• Plural forms of nouns (R)</li> <li>• Ser (full paradigm*)</li> <li>• Adjectival endings (R)</li> <li>• Word order: adjectives after nouns (R)</li> </ul>	Listening, Speaking, Reading, Writing and Translation. Memorising strategies, Identifying and applying language patterns. Pronunciation. Asking questions.	Vocab tests. End of unit test- Translation into Spanish and Listening.
5	Home and town	Where you live Types of houses		Vocab tests.

		<p>Rooms of the house</p> <p><u>Grammar</u></p> <ul style="list-style-type: none"> <li>• -ir verbs (full paradigm* with vivir)</li> <li>• Agreement of adjectives (R)</li> <li>• Hay/no hay</li> <li>• prepositions + del/de la</li> </ul>		
6	Home and town	<p>Describing your town</p> <p>Where do you go in town</p> <p>What there is/isn't in town</p> <p>Comparing towns</p> <p><u>Grammar</u></p> <ul style="list-style-type: none"> <li>• Adjectival endings (R)</li> <li>• Connectives: porque, pero (R)</li> <li>• Comparatives más/menos</li> </ul>	<p>Listening, Speaking, Reading, Writing and Translation.</p> <p>Memorising strategies, Identifying and applying language patterns.</p> <p>Pronunciation. Asking questions.</p>	<p>Vocab tests.</p> <p>End of unit tests- Speaking/Writing</p>