

# Spanish

Key Stage Three Curriculum

	Autumn A	Autumn B	P R O G R E S S  1	Spring A	Spring B	Summer A	P R O G R E S S  2	Summer B		
Year 7	<p><b>Lo Esencial</b> Pupils will learn how to understand and communicate basic information in the classroom. They will learn pronunciation and spelling skills (alphabet and phonics) as well as basic grammar; nouns, adjectives and verbs in imperative forms.</p>	<p><b>La Familia</b> Pupils will learn how to understand and exchange information in Spanish about families. This will include family members, names, ages, birthdays, likes/dislikes. They will learn conjugation and application of present tense verbs and correct use of adjectives.</p>			<p><b>La Casa</b> Pupils will learn how to understand and exchange information about homes. This will include location, description and chores. Continue conjugation and application of present tense.</p>	<p><b>El Pueblo</b> Pupils will learn how to understand and exchange information about towns, regions and cities. This will include location, description and what there is to see &amp; do. Continue with present tense.</p>		<p><b>El Colegio</b> Pupils will learn how to understand and exchange information about schools, subjects studied, likes and dislikes and future academic plans. In addition to this, pupils will learn how to conjugate and apply the immediate future tense.</p>		<p><b>El Ocio</b> Pupils will learn how to understand and exchange information about free time activities. This will include activities, when, where and with whom as well as future freetime plans.</p>
Assessment	<p>50 Questions Quiz</p> <p>QWC Writing Write 4 sentences describing an image Translate 4 sentences into Spanish Write a paragraph of Spanish.</p>	<p>50 Questions Quiz</p> <p>QSC Speaking Questions on your family</p>			<p>50 Question Quiz</p> <p>QSC Speaking</p>	<p>50 Question Quiz</p> <p>QWC Image sentences Translations to Spanish. Informal letter Speaking description of an image</p>		<p>50 Question Quiz</p> <p>QSC Speaking Questions on your school</p>		<p>50 Question Quiz</p> <p>QWC Image sentences Translations to Spanish Informal letter</p> <p>Speaking questions on your hobbies</p>

	Autumn A	Autumn B	Progress Test 1	Spring A	Spring B	Summer A	Progress Test 2	Summer B
<b>Year 8</b>	<p><b>El Mundo Hispano</b> Pupils will learn how to understand and exchange information on the different countries in Central and South America that speak Spanish. This includes location, climate, geographical aspects, traditions and culture. They will plan a future holiday to a country</p>	<p><b>La Gente Hispánica</b> Pupils will learn how to understand and exchange information about people in different Central and South American countries. They will compare and contrast traditions and life styles. They will learn conjugation and application of reflexive, radical changing and regular verbs in the present and future tenses.</p>		<p><b>Cuentos Tradicionales 1</b> Pupils will learn traditional religious, folk and popular tales. They will also learn how to recognise, understand and use the imperfect past tense to understand and narrate the setting of stories.</p>	<p><b>Cuentos Tradicionales 2</b> Pupils will learn traditional religious, folk and popular tales. They will also learn how to recognise, understand and use the preterite past tense to understand and narrate the action in the stories. Pupils will learn the difference between the imperfect and preterite tenses and the use of them.</p>	<p><b>La Historia Hispánica</b> Pupils will learn about the lives and times of some famous Spanish speaking people throughout history and their impact on the culture and traditions today in Central and South America exploring past tenses.</p>		<p><b>Las Vacaciones Pasadas</b> Pupils will learn how to exchange information about holidays; preferences, past holidays and recommendations. Pupils will practise understanding and applying all three time frames; past, present and future.</p>
<b>Assessment</b>	<p>50 Questions Quiz</p> <p>QWC - Writing Write 4 sentences describing an image Translate a paragraph into Spanish Write a letter in Spanish</p>	<p>50 Questions Quiz</p> <p>QSC Speaking Describing an image</p>		<p>50 Question Quiz</p> <p>QSC Speaking Read aloud the setting of a story with correct pronunciation and intonation</p>	<p>50 Question Quiz</p> <p>QWC Writing Image sentences Translate paragraph to Spanish Write a story</p>	<p>50 Question Quiz</p> <p>QSC Speaking 30 second presentation of a Hispanic famous person</p>		<p>50 Question Quiz</p> <p>QWC Writing Image sentences Translations to Spanish Essay in Spanish</p>

	Autumn A	Autumn B	Progress Test 1	Spring A	Spring B	Summer A	Progress Test 2	Summer B
Year 9	<p><b>La Vida Familiar</b>  Pupils will learn how to understand and talk about themselves and other people in their families with regard to not just physical descriptions, but comparisons with other people's character and how they relate to one another.</p>	<p><b>La Vida Sana</b>  Pupils will learn how to understand and exchange information about healthy and unhealthy lifestyles. They will learn about Spanish lifestyle, healthy customs. They will also learn how to compare past, present and future lifestyles and say what they would change about their own lifestyle for the better</p>		<p><b>La Vida Regional</b>  Pupils will learn how to understand and exchange information about towns and cities and what there is to see and do there. Pupils will learn how to recognise and use three time frames to talk about city life.</p>	<p><b>La Vida Escolar</b>  Pupils will learn how to understand and exchange information about school life, the things that they study and do at school as well as their future study aspirations. Pupils will learn about the Spanish education system and the advantages of learning Spanish on today's world</p>	<p><b>La Vida Laboral</b>  Pupils will learn how to understand and exchange information about jobs and careers. They will learn about the sorts of careers that are open to them if they speak more than one language. They will learn to exchange information about future careers</p>		<p><b>La Vida Mundial</b>  Pupils will learn how to understand and exchange information about current affairs that are going on in the world. They will learn how to extract key information from spoken and written news articles.</p>
Assessment	<p>50 Questions Quiz</p> <p>QWC - Writing  Write 4 sentences describing an image  Translate a paragraph into Spanish  Write a letter in Spanish</p>	<p>50 Questions Quiz</p> <p>QSC Speaking  Spontaneous questions on lifestyle</p>		<p>50 Question Quiz</p> <p>QSC Speaking  Describing a photo</p>	<p>50 Question Quiz</p> <p>QWC Writing  Image sentences  Translate paragraph to Spanish  Write an email</p>	<p>50 Question Quiz</p> <p>QSC Speaking  Role play</p>		<p>50 Question Quiz</p> <p>QWC Writing  Image sentences  Translations to Spanish  News article 90 words</p>

## Year 9 Spanish: La Vida Sana

Know	Know	Show
<p>Understanding and exchanging information about daily routine</p> <p>Present tense of regular, radical changing, reflexive and irregular verbs pertaining to lifestyle</p> <p>Time, days of the week and time frequency</p>	<p>Spanish lifestyle compared to UK Mediterranean diet &amp; mealtimes</p> <p>La siesta</p> <p>Work hours</p> <p>The “Ir de paseo” – walking with friends and family</p>	<p>Pupils will have starter activities that test their knowledge of spelling/conjugation and recognition of types of verbs</p> <p>Pupils will perform oral dialogues, asking one another about their own and other people’s lifestyles.</p> <p>Pupils will do quick-fire whiteboard questioning and translations of sentences about healthy life habits from Spanish to English and vice-versa</p> <p>Pupils will have listening comprehensions on people’s lifestyles and they will have to answer True/False or Not mentioned and multiple choice answer questions</p> <p>Pupils will do reading comprehensions about Spanish lifestyle and answer questions in Spanish.</p>
<p>(Understanding and exchanging information about past lifestyle compared to present lifestyle</p> <p>Imperfect tense; recognition, formation, conjugation of verbs and application (knowing why this tense is used and not preterite past)</p> <p>Time phrases cuando era más joven/pequeño, hace unos años, antes</p> <p>Comparison connectives (sin embargo, no obstante, mientras, aunque)</p>	<p>Looking at famous Spanish people’s lifestyle comparisons who have changed to a more healthier life</p>	<p>Do now activities requiring cpupils to say which tense the sentences are in and spot the errors in the sentence</p> <p>Mini whiteboard translations of sentences Spanish to English and vie-versa</p> <p>Saying whether habits are healthy or unhealthy and why</p> <p>Listening comprehensions with questions in English and Spanish.</p> <p>Paired speaking exericeses questions about past and present lifestyles</p> <p>Home learning written task in books comparing what they used to do compared to what they do now</p>
<p>Understanding and exchanging information about lifestyle changes in the future.</p> <p>Future tense, formation, conjugation of verbs and application</p>	<p>Knowing how little changes to your lifestyle can impact positively not just on physical, but on mental health and wellbeing</p>	<p>Do now activities applying past or present verbs and saying whether sentences are in past or present tenses</p> <p>Reading and listening comprehensions with questions in Spanish /T/F and NM and/or gap fill information</p> <p>Dictations writing and sound</p> <p>50 questions quiz and QSC which will involve answering questions spontaneously about lifestyle</p>

## Year 7 Spanish: Lo Esencial

<b>Know Core Knowledge</b>	<b>Know Cultural Knowledge</b>	<b>Show</b>
<b>Basic geography of Spain</b> <b>Greetings and Introductions</b> <b>The Spanish Alphabet</b> <b>Pronunciation of letters &amp; words</b>	<b>Capital &amp; important cities, regions, rivers and mountains</b> <b>Spanish name customs</b> <b>Other cultures' influences on language.</b>	<b>Pupils will perform dialogues meeting and greeting one another.</b> <b>Pupils will be able to locate important cities on a map of Spain and say the names of regions, rivers and mountain ranges.</b> <b>Pupils will listen to short words being spelt aloud in Spanish and they will write them down.</b> <b>Pupils will say common and uncommon words aloud using accurate Spanish pronunciation.</b>
<b>Classroom language</b> <b>Plural and singular commands</b> <b>Classroom items</b> <b>Masculine and feminine nouns</b> <b>Making nouns plural.</b>	<b>Formal and familiar forms of address</b>	<b>Teacher will speak entirely in Spanish and students will respond to instructions.</b> <b>Pupils will categorise nouns for classroom items into masculine/feminine and plural</b> <b>Pupils will be able to understand short written dialogues using classroom language and they will extract specific information</b> <b>Pupils will find Spanish words for nouns in bilingual dictionaries</b> <b>Pupils will make singular nouns plural.</b>
<b>Información Personal</b> <b>Days and months</b> <b>Important dates</b> <b>Understanding exchanging information about age</b> <b>Understanding and exchanging information about birthdays</b>	<b>Significant dates in Spain</b> <b>Saints' Days</b>	<b>Pupils will ask and answer questions orally and in writing:</b> <b>What is the date today?</b> <b>How old are you?</b> <b>When is your birthday?</b> <b>Pupils will note down ages/birthdays of Spanish speakers in English.</b>

## Year 7 Spanish: La Familia

<b>Know Core Knowledge</b>	<b>Know Cultural Knowledge</b>	<b>Show</b>
<b>Members of the family</b> <b>Names, ages and birthdays of members of the family</b> <b>Hay</b>	<b>Spanish surnames</b> <b>Singing Happy Birthday in Spanish</b>	<b>Pupils will perform dialogues introducing family members and their names and ages</b> <b>Pupils will do listening comprehension tasks where they note down the family member, name and age.</b> <b>Pupils will read short paragraphs about family members and they will extract specific information about the family member.</b> <b>Write a paragraph in Spanish about a family member.</b>
<b>Pets</b> <b>Verb TENER – to have present tense</b> <b>Descriptions of animals</b> <b>Physical descriptions of people</b> <b>Hair and eye colour</b> <b>Using adjectives with parts of the body</b>	<b>Formal and familiar forms of address</b> <b>Attitudes to animals, favourite animals in Spain</b>	<b>Pupils will describe people and pets in their family in Spanish.</b> <b>Pupils will describe images of people and animals orally and in writing using correct verbs in present tense and word order.</b> <b>Pupils have to make the adjectives agree with the nouns with physical features such as hair/eyes</b> <b>Cloze exercises putting in correct form of SER or/and TENER</b>
<b>Members' of the family likes and dislikes</b> <b>The Verb Gustar with singular and plural nouns</b>		<b>Pupils will write a paragraph about a person in their family; name, age, birthday, physical description and likes/dislikes</b> <b>Answer questions in English/True or false on longer written or audio texts.</b> <b>Translation of short paragraphs.</b> <b>Pupils will translate sentences about family members from Spanish to English and vice versa on mini whiteboards</b>

## Year 7 Spanish La Casa

<b>Know Core Knowledge</b>	<b>Know Cultural Knowledge</b>	<b>Show</b>
<b>Types of living accommodation in Spain. Home location and description Rooms and other facilities Description and location of rooms Agreement of adjectives SER vs ESTAR Prepositions</b>	<b>Spanish life in the city, countryside and coast. Insight into the sorts of home and differences in living accommodation</b>	<b>Translation of sentences English to Spanish and vice versa Role plays in twos Where do you live? Do you prefer to live in countryside/coast/city? Description of a picture using SER/ESTAR and adjectives.</b>
<b>Chores at home (present tense regular verbs) Sequencers Adverbs</b>	<b>The chores they do in Spain too</b>	<b>Role plays what do you do at home to help? Who does the washing up? Do you tidy your room? Translations of sentences Listening and reading comprehensions with questions T/F, English/Spanish/gap fill</b>
<b>Daily routine Present tense reflexive verbs Time</b>	<b>Daily routine in Spain compared to Great Britain</b>	<b>Listening and reading comprehensions with questions in English/True or False and in Spanish Write a paragraph about their daily routine Translate sentences on daily routine.</b>

## Year 7 Spanish El Pueblo

<b>Know Core Knowledge</b>	<b>Know Cultural Knowledge</b>	<b>Show</b>
<b>Regions/Cities and Towns in Spain Town location and description Places of interest in town Verbs Haber/Tener/Ser and ESTAR in the present tense Nouns (gender, singular and plural) Adjectival agreement and positioning</b>	<b>Geography of Spain and a look into regions, cities and towns and the difference between them. Patron Saints of regions/cities and towns</b>	<b>Dictations of paragraphs of Spanish, showing they can match sound to writing. Written description of their own town and/or a city in Spain from research. Cloze exercise where they will choose the correct verb to make the sentence make sense. Translation of sentences Spanish to English and vice versa on whiteboards and in QWC tasks.</b>
<b>What there is to see and do Se puede + verbs in the infinitive form The weather in present tense</b>	<b>Insight into some of the places of interest in Spain</b>	<b>Listening and reading comprehensions with questions in Spanish and T/F answers Translation of sentences Spanish to English and Vice versa</b>
<b>Where you are going to go Immediate future tense IR + al/a la/a los/a las Justifications porque .....</b>		<b>Questions on a town in Spanish and what you are going to do there. Grammar exercises with the immediate future tense conjugation Grammar exercises changing present tense sentences to immediate future tense</b>

## Year 7 Spanish El Colegio

<b>Know Core Knowledge</b>	<b>Know Cultural Knowledge</b>	<b>Show</b>
<b>Name, location and description of own schools and schools in Spain. Location and description of school facilities. Exchanging information on opinions about school SER/ESTAR/TENER and HABER Adjectival agreements and positioning</b>	<b>Insight into the types of school in Spain</b>	<b>Whiteboard answering questions on school in Spanish. Reading and listening comprehensions about schools with T/F or NM answers or questions in English Filling in gaps with the correct verb to make the sentence make sense.</b>
<b>Exchange information about the subjects studied at school Likes and dislikes with justifications</b>	<b>The reasons to study Spanish and the sorts of subjects that Spanish students study</b>	<b>Orally answering questions on the subjects studied/likes/dislikes Vocabulary tests with correct articles, spelling/accentuation of the school subject words Reading and listening extended texts answering likes/dislikes in English</b>
<b>Exchange information about timings of lessons The time on 24 hour clock Verb TENER/ESTUDIAR Regular present tense verbs</b>	<b>Insight into the timing of the school day in Spain</b>	<b>Listening comprehension writing the lesson and the day and time it is studied Written paragraph about Mi Horario a paragraph about what you study and when and what you do in the lesson. Present tense grammar exercises conjugating related verbs to the topic</b>

## Year 7 Spanish El Ocio

<b>Know Core Knowledge</b>	<b>Know Cultural Knowledge</b>	<b>Show</b>
<b>Verb gustar with verbs in infinitive form</b> <b>Understand and exchange information about sports</b> <b>Be able to use key words and verbs in a question to answer it</b> <b>Verbs Practicar and jugar</b>	<b>Insight into the types of sports in Spain</b>	<b>Whiteboard answering questions on sports in Spanish.</b> <b>Reading and listening comprehensions about sports with T/F or NM answers or questions in English</b> <b>Filling in gaps with the correct verb to make the sentence make sense.</b> <b>Questions orally and in writing on Sports</b>
<b>Understand and exchange information about hobbies you do at home/ where?when? With whom?how often?/why?</b> <b>Understand and exchange information about hobbies you do outside of home.</b>	<b>Insight into the types of hobbies Spanish young people have/do</b>	<b>Listening and reading comprehensions on hobbies with answers in English or T/F</b> <b>Conjugating verbs correctly to complete the sentence</b> <b>Watching a video on someone talking about hobbies and answering questions in Spanish</b> <b>Translations from Spanish to English and vice versa on hobbies inside and outside of home</b>
<b>Exchange information about future hobbies</b> <b>Immediate future tense</b> <b>Future tense formation</b>		<b>Whiteboard speed conjugation exercises translating English to Spanish and putting future tense verbs into immediate future and vice/versa</b> <b>Oral presentation on the hobbies they will do in the future</b> <b>Listening and reading comprehensions on future hobbies</b>

## Year 8 Spanish: El Mundo Hispano

<b>Know Core Knowledge</b>	<b>Know Cultural Knowledge</b>	<b>Show</b>
<p>Pupils will learn the basic geography of Spanish Speaking Central and South American countries. Location and descriptions of Spanish speaking countries.</p> <p>Capital cities and the spelling and pronunciation of the countries and cities.(both in the Castillian Spanish and South American accents.</p> <p>Verbs SER and ESTAR, HABER and TENER and adjectival position &amp; agreement</p>	<p><b>Geography of Central and South America</b></p> <p><b>South American accents and words that differ to Castillian Spanish</b></p>	<p>Mini oral presentations on a Central/South American country.</p> <p>Writing down cities spelt out loud in Spanish.</p> <p>Information gap sentences with ser/estar</p> <p>Translations from Spanish to English and vice versa.</p> <p>Extracting information from short passages about places in Central and South America.</p>
<p>Descriptions of geographical features and aspects of Central and South American countries.</p> <p>Comparing geographical features in one country with another's</p> <p>Weather and weather comparisons</p> <p>Comparative adjectives.</p> <p>High numbers (hundreds and thousands)</p>	<p><b>Insight into the cultural riches of Central and South American countries</b></p>	<p>Questions on an image of a place</p> <p>Who?What? Where? How?Why? Describe and compare.</p> <p>Comparative sentence translations.</p>
<p>Future holiday to a place in Central or South America</p> <p>Immediate future and future tenses</p> <p>Ir + al/ a la/ a los/ a las</p>		<p>Paragraph in Spanish on where they would go in Central or South America/why and what they would do and see</p> <p>Translations from Spanish to English and vice versa.</p> <p>50 Question quiz and QWC task at end of the unit</p>

## Year 8 Spanish: La Gente Hispánica

<b>Know Core Knowledge</b>	<b>Know Cultural Knowledge</b>	<b>Show</b>
<p>Nationalities – mainly Central and South America with verb SER and adjectival agreements. Physical description of people with verbs SER and TENER. Emotional and descriptions of state of people and places with verb ESTAR Present continuous tense to say what people are doing. Describing pictures in detail both orally and in writing</p>	<p><b>A look at people of different nationalities and where they come from.</b></p>	<p>Mini whiteboard speed translation of sentences with SER and ESTAR Orally describing images of people in Central/South America Writing a short description of an image using the verbs SER/ESTAR and TENER effectively Extracting information from paragraphs of information about the places and people.</p>
<p>Clothes – traditional dress in the different Central and South American countries Adjectival agreement and positioning when using more than one adjective Nouns used as adjectives to describe the materials of clothes Traditional food descriptions and composition</p>	<p><b>Insight into traditional dress in Central and South American countries. Insight into typical dishes eaten in Central and South America</b></p>	<p>Mini whiteboard speed translations of clothes descriptions using more than one adjective and a noun as an adjective Describing images in writing and orally Listening/Reading comprehensions of descriptions and what people are doing with questions in Spanish/English and T/F</p>
<p>Daily routine of a person living in poverty in Central/South America Recognising, understanding and applying reflexive verbs. Present and present continuous tenses Sequencers Firstly, then, after, finally etc.</p>	<p><b>Comparing and contrasting advantaged and disadvantaged lifestyles</b></p>	<p>Reading and listening comprehensions on daily routine. Cloze gap exercises substituting words on daily routine passage Identification of the tense – is it present/present continuous/immediate future or future. Speaking describing an image 50 questions quiz</p>

## Year 8 Spanish: Los Cuentos Tradicionales Primera Parte

<b>Know</b> <b>Core Knowledge</b>	<b>Know</b> <b>Cultural Knowledge</b>	<b>Show</b>
<p>Memorising and using key words related to stories (characters, places and possessions)                      Use of less common, interesting adjectives to describe typical characters, locations and possessions in stories                      Recognition and use of “ísimo/a^ with adjectives to show diminutives</p>	<p><b>Similarities between vocabulary and messages of fairy, folk and traditional tales around the world</b></p>	<p>“Do now”                      Vocabulary tests write the word and an adjective to describe it.                      Whiteboard quick fire translations with nouns and a series of adjectives from memory (no use of knowledge organisers or books)</p>
<p>The verbs SER/TENER/HABER/LLAMARSE in the imperfect tense to begin a story                      Recognition, conjugation and Use of the imperfect tense to create a setting (a description in the past tense)                      Narrating with correct pronunciation and intonation and understanding someone else doing the same</p>	<p><b>How the voice is used to capture interest and imagination.</b></p>	<p>Reading and listening comprehensions with questions in English or gap fill exercises.                      Translations from Spanish to English and vice versa of sentences using imperfect past tense                      Mini whiteboard speed write translations of sentences or ending sentence starters once upon a time there was etc</p>
<p>Reading aloud and understanding the introductions settings of traditional, Latina American short folk stories in Spanish focusing on intonation.</p>	<p><b>An insight into a couple of traditional Latin American folk tales and fairytales</b></p>	<p>Creating or re-writing the beginning of a story (a paragraph in Spanish from memory using imperfect tense and story specific vocab                      Peer assessing this against success criteria 2 tense, detailed descriptions, correct word order, spelling and punctuation                      50 Questions Quiz and the QWC</p>

## Year 8 Spanish: Los Cuentos Tradicionales Segunda Parte

<b>Know Core Knowledge</b>	<b>Know Cultural Knowledge</b>	<b>Show</b>
<p>Memorising and using key verbs pertaining to the action in stories (One day ....) Recognition of the two different past tenses (Imperfect and preterite past) and understanding of when and why these tenses are used</p>	<p><b>Similarities between vocabulary and messages of fairy, folk and traditional tales around the world</b></p>	<p>Vocab tests of key verbs needed for action in stories Reading and highlighting verbs in different tenses in short extracts from stories Reading comprehensions and listening comprehensions with T/F questions and questions in English Holding up cards to identify past imperfect or past preterite verbs</p>
<p>Recognition, conjugation and application of the preterite past tense. Sequencers – one day, afterwards, then, a little while after, finally + preterite Reading aloud with sequencers to capture audience</p>	<p><b>How the voice is used to capture interest and imagination.</b></p>	<p>Read aloud, be recorded and peer assessed. Reading and listening comprehensions with questions in English or gap fill exercises. Translations from Spanish to English and vice versa of sentences using both past tenses Mini whiteboard speed write changing preterite to imperfect sentences.</p>
<p>Knowing when and how to use the two different past tenses (imperfect and preterite) Creating a story or re-telling a story from memory</p>	<p><b>An insight into a couple of traditional Latin American folk tales and fairytales</b></p>	<p>Creating or re-writing a story 2 paragraphs in Spanish from memory Peer assessing this against success criteria 2 tenses, detailed descriptions, correct word order, spelling and punctuation 50 Questions Quiz and progress test translation</p>

## Year 8 Spanish: Los Hispanos Famosos

<b>Know Core Knowledge</b>	<b>Know Cultural Knowledge</b>	<b>Show</b>
<p>Understanding and producing informative factual texts about prominent, famous, Hispanic people from the world of religion, politics, literature, art, cinema and music.</p> <p>Being able to identify, know the difference and understand when and how to use the imperfect and preterite past tenses.</p>	<p><b>An insight into a range of (five or six) Latin American famous people.</b></p>	<p>Read aloud passages in Spanish and be recorded and peer assessed.</p> <p>Reading comprehensions and listening comprehensions with tense recognition (past imperfect or preterite) and questions in Spanish</p> <p>Vocabulary tests write the verbs in the preterite and imperfect tenses</p> <p>Write a couple of paragraphs about a famous Latin American person using both past tenses</p>
<p>Narrating an event with correct pronunciation and intonation and understanding someone else doing the same.</p> <p>Recognition, conjugation and application of the imperfect and preterite past tense.</p>	<p><b>How the voice is used to captivate interest and inform.</b></p>	<p>Read aloud, be recorded and peer assessed.</p> <p>Reading and listening comprehensions with questions in English or gap fill exercises.</p> <p>Translations from Spanish to English and vice versa of sentences using both past tenses</p> <p>Mini whiteboard speed translations of sentences in past tense or end the sentence</p>
<p>Knowing when and how to use the two different past tenses (imperfect and preterite)</p> <p>Creating an informative, extended piece of writing on a famous Spanish speaking person.</p>		<p>Creating or re-writing a couple of paragraphs about a famous Latin American person and something that they did</p> <p>Peer assessing this against success criteria 2 tenses, detailed descriptions, correct word order, spelling and punctuation</p> <p>50 Questions Quiz and the QWC</p>

# Year 8 Spanish: Unas Vacaciones a Sudamérica

<b>Know Core Knowledge</b>	<b>Know Cultural Knowledge</b>	<b>Show</b>
<p>Describe a past holiday – say where they went to, how they travelled and where they stayed.</p> <p>Preterite past tense of regular and irregular verbs “IR” “TENER” “SER” and “ESTAR”</p> <p>Difference between “Fue” and “Era”</p> <p>Use adjectives to describe places, journeys and hotels/campsites etc</p> <p>Be familiar with the most popular tourist destinations in Central and South America.</p>	<p><b>Key holiday destinations in Central and South America</b></p>	<p>Reading and listening comprehensions with questions in Spanish and English.</p> <p>Texts with information gaps where the students have to write the correct verb and verb form into the text.</p> <p>Mini whiteboard quick fire translations</p> <p>Paired speaking questions where did you go? How did you travel? Where did you stay? etc</p>
<p>Describe and understand descriptions of past holiday activities – what they did during the day and at night,</p> <p>Preterite past tense of regular and totally irregular verbs.</p> <p>Set expression “lo pasé bien”</p>	<p><b>Key holiday activities that you can do in some Central and South American countries</b></p>	<p>Paired speaking activities questioning on what they did in the day and ight time on holiday</p> <p>Dictations in Spanish about a past holiday and then questions in English.</p>
<p>Describe and understand descriptions of the weather in the past tense.</p> <p>Understand how to create a diary.</p>	<p><b>The varying weather seasons and temperatures in Central and South America.</b></p> <p><b>Best times to travel with regard to weather and seasons in those countries</b></p>	<p>Listening comprehensions on what the weather was like and questions in English</p> <p>Mini whiteboard translations of sentences quick fire</p> <p>Write a diary of a past holiday QWC and 50</p>

## Year 9 Spanish: La Vida Familiar

<b>Know</b> <b>Core Knowledge</b>	<b>Know</b> <b>Cultural Knowledge</b>	<b>Show</b>
<p>Physical and character descriptions of self and others (members of family and close friends)            Recognition, understanding &amp; application of possessive pronouns            Adjectival agreement rules            Comparing themselves to other family members            Comparative adjectives más, menos que, tan ... como</p>	<p>Relationships in Spain and how the family is very close            Exemplars of famous Spanish families like the royal family</p>	<p>Pupils will have starter activities that test their knowledge of spelling/adjectival agreement and use of ser and estar (spot the error/vocab tests)            Pupils will perform oral descriptions of pictures of people.            Pupils will ask and answer questions about themselves and their family members with regard to description and character            Pupils will listen to detailed description of family and then answer True or false questions and who is? Questions            Pupils will do reading comprehensions about families and answer questions in Spanish.</p>
<p>Relationships between people in the family, saying how they get on with and justifying their answers.            Reflexive verbs in the present tense all persons (llevarse, pelearse, discutirse, enfadarse, casarse)            Reflexive pronouns with non reflexive verbs            Adverbs (particularly bien and mal, mejor and peor)</p>		<p>Do now activities requiring correct application of reflexive verbs and pronouns. Spot the error sentences too, match the relationship with the justification.            Mini whiteboard translations of sentences Spanish to English and vice-versa.            Paired speaking exercises questions about family relationships with made up characters.            Written task in books showing who they get on well with in their family.</p>
<p>Past relationships compared to now.            Recognition, understanding and application of the present and imperfect past tenses in normal and reflexive verbs            Antes/Ahora statements            Hace un año etc, en este momento            Connectors – sin embargo, no obstante etc</p>	<p>Famous Spanish and Latin American families what they do, who they are married to – the royal family             Also our Pope Francis and how he relates to his family - us</p>	<p>Do now activities applying past or present verbs and saying whether sentences are in past or present tenses            Reading and listening comprehensions with questions in Spanish or gap fill information            Dictations writing and sound            50 questions quiz and QWC which will involve writing an account of their relationships now compared to in the past.</p>

## Year 9 Spanish: La Vida Sana

Know	Know	Show
<p>Understanding and exchanging information about daily routine</p> <p>Present tense of regular, radical changing, reflexive and irregular verbs pertaining to lifestyle</p> <p>Time, days of the week and time frequency</p>	<p>Spanish lifestyle compared to UK Mediterranean diet &amp; mealtimes</p> <p>La siesta</p> <p>Work hours</p> <p>The “Ir de paseo” – walking with friends and family</p>	<p>Pupils will have starter activities that test their knowledge of spelling/conjugation and recognition of types of verbs</p> <p>Pupils will perform oral dialogues, asking one another about their own and other people’s lifestyles.</p> <p>Pupils will do quick-fire whiteboard questioning and translations of sentences about healthy life habits from Spanish to English and vice-versa</p> <p>Pupils will have listening comprehensions on people’s lifestyles and they will have to answer True/False or Not mentioned and multiple choice answer questions</p> <p>Pupils will do reading comprehensions about Spanish lifestyle and answer questions in Spanish.</p>
<p>(Understanding and exchanging information about past lifestyle compared to present lifestyle</p> <p>Imperfect tense; recognition, formation, conjugation of verbs and application (knowing why this tense is used and not preterite past)</p> <p>Time phrases cuando era más joven/pequeño, hace unos años, antes</p> <p>Comparison connectives (sin embargo, no obstante, mientras, aunque)</p>	<p>Looking at famous Spanish people’s lifestyle comparisons who have changed to a more healthier life</p>	<p>Do now activities requiring cpupils to say which tense the sentences are in and spot the errors in the sentence</p> <p>Mini whiteboard translations of sentences Spanish to English and vie-versa</p> <p>Saying whether habits are healthy or unhealthy and why</p> <p>Listening comprehensions with questions in English and Spanish.</p> <p>Paired speaking exericeses questions about past and present lifestyles</p> <p>Home learning written task in books comparing what they used to do compared to what they do now</p>
<p>Understanding and exchanging information about lifestyle changes in the future.</p> <p>Future tense, formation, conjugation of verbs and application</p>	<p>Knowing how little changes to your lifestyle can impact positively not just on physical, but on mental health and wellbeing</p>	<p>Do now activities applying past or present verbs and saying whether sentences are in past or present tenses</p> <p>Reading and listening comprehensions with questions in Spanish /T/F and NM and/or gap fill information</p> <p>Dictations writing and sound</p> <p>50 questions quiz and QSC which will involve answering questions spontaneously about lifestyle</p>

## Year 9 Spanish: La Vida Regional

Know	Know	Show
<p>Understanding and exchanging information about own c and town</p> <p>Present tense of ser/estar/tener/haber</p> <p>When, why and how to use SER/ESTAR</p> <p>Use of passive voice (se ve/n, se viaja/n etc)</p> <p>Advantages/disadvantages of living in the town/city (bringing in environmental issues)</p>	<p>Spanish towns and cities – what they are like and places to visit</p>	<p>Pupils will have starter activities that test their knowledge of spelling/conjugation and recognition of types of verbs</p> <p>Pupils will perform pair work question and answer sessions and questions on an image (images of towns &amp; cities in Spain)</p> <p>Pupils will do quick-fire whiteboard questioning and translations of sentences about towns/cities from Spanish to English and vice-versa</p> <p>Pupils will have listening comprehensions of news items and they have to put the titles of the news items in order</p> <p>Pupils will do reading comprehensions from news papers with information gaps</p>
<p>(Understanding and exchanging information about how cities and towns have changed</p> <p>Imperfect tense; recognition, formation, conjugation of verbs and application (knowing why this tense is used and not preterite past)</p> <p>Time phrases cuando era más joven/pequeño, hace unos años, antes</p> <p>Comparison connectives (sin embargo, no obstante, mientras, aunque)</p> <p>Past Perfect tense</p>		<p>Do now activities requiring cpupils to say which tense the sentences are in and spot the errors in the sentence and spot the error activities</p> <p>Mini whiteboard translations of sentences Spanish to English and vie-versa</p> <p>Saying whether habits are healthy or unhealthy and why</p> <p>Dictations on city description in the past and making a description better</p> <p>Listening comprehensions with questions in English and Spanish.</p> <p>Paired speaking exericses questions about towns and cit6ies in the past and present</p> <p>Changing present tense sentences to past and vice-versa</p>
<p>Understanding and exchanging information about Changes that are going to take place in towns and cities in the future</p> <p>Immediate tense, formation, conjugation of verbs and application</p> <p>Se debería + infinitive and what should be done in towns</p>	<p>Knowing how little changes to environment can impact positively</p>	<p>Do now activities applying past or present verbs and saying whether sentences are in past or present tenses</p> <p>Reading and listening comprehensions with questions in Spanish /T/F and NM and/or answers in Spanish/English information</p> <p>Finding synonyms in passages and translating passages to English</p> <p>50 questions quiz and QSC which will involve describing a photo</p>

# Year 9 Spanish: La Vida Escolar

Know	Know	Show
<p>Understanding and exchanging information about school (description, subjects, teachers, uniform)</p> <p>Present tense of ser/estar/tener/haber</p> <p>When, why and how to use SER/ESTAR</p> <p>Use of passive voice (se ve/n, se viaja/n etc)</p> <p>Advantages/disadvantages of school</p>	<p>Spanish schools compared to UK</p>	<p>Pupils will have starter activities that test their knowledge of application of ser/estar. Starters to learning spot the error focusing on spellings of key words/accents/word order etc</p> <p>Pupils will perform pair work question and answer sessions and questions on an image (images of school and different lessons)</p> <p>Pupils will do quick-fire whiteboard questioning and translations of sentences about school from Spanish to English and vice-versa</p> <p>Pupils will have listening comprehensions on lessons and teachers and they will have to correct sentences and multiple choice answer questions</p> <p>Pupils will do reading comprehensions about Spanish education and answer questions in Spanish.</p>
<p>(Understanding and exchanging information about how school has changed)</p> <p>Imperfect tense; recognition, formation, conjugation of verbs and application (knowing why this tense is used and not preterite past)</p> <p>Time phrases cuando era más joven/pequeño, hace unos años, antes</p> <p>Comparison connectives (sin embargo, no obstante, mientras, aunque)</p> <p>Perfect tense phrases (ha cambiado/ha mejorado/ha empeorado)</p>		<p>Do now activities requiring pupils to say which tense the sentences are in and spot the errors in the sentence</p> <p>Mini whiteboard translations of sentences Spanish to English and vice-versa</p> <p>Saying whether certain people's opinions of school/subjects/teachers/uniform are positive or negative</p> <p>Listening comprehensions with questions in Spanish.</p> <p>Paired speaking exercises questions about school and school subjects in the past and present</p> <p>Changing present tense sentences about school life to past and vice-versa</p>
<p>Understanding and exchanging information about Subject choices in the future</p> <p>Giving detailed justifications with personal pronouns (me hara más resiliente/me dará etc)</p> <p>Immediate future, future and conditional future tenses, formation, conjugation of verbs and application</p>	<p>Subjects and future benefits of studying them</p>	<p>Do now activities applying past or present verbs and saying whether sentences are in past or present tenses</p> <p>Reading and listening comprehensions with questions in Spanish /T/F and NM and/or answers in Spanish/English information</p> <p>50 questions quiz and QSC which will involve describing a photo</p> <p>QWC – sentences on an image, translation of a passage into Spanish and an email in Spanish</p>

## Year 9 Spanish: La Vida Laboral

Know	Know	Show
<p>Understanding and exchanging information about part-time and full time jobs (what pupils and their family and friends do for a living)</p> <p>Key vocabulary with regard to professions, work place, work type, career</p> <p>Present tense verbs</p> <p>Desde hace + time</p>	<p>Work in Spain and the possible career paths open to Spanish speakers</p>	<p>Pupils will have starter activities describing a job and they have to say what it is testing vocabulary learning.</p> <p>Pupils will perform pair work question and answer sessions and questions on an image (images of people at work)</p> <p>Pupils will do quick-fire whiteboard questioning and translations of sentences about jobs from Spanish to English and vice-versa</p> <p>Pupils will have listening comprehensions on people's jobs and they will have to correct sentences and multiple choice answer questions</p> <p>Pupils will do reading comprehensions about work in Spain and answer questions in Spanish and gap fill information</p>
<p>Qualifications and skills needed for jobs and careers</p> <p>Imperative phrases + infinitives (es necesario/hay que/se debe etc)</p> <p>Advantages and disadvantages of different jobs and professions</p>	<p>Different qualifications needed for different career paths</p>	<p>Do now activities requiring pupils to say advantage or disadvantage</p> <p>Spot the error in sentence and match the job with the skills needed</p> <p>Mini whiteboard translations of sentences Spanish to English and vice-versa</p> <p>Saying whether certain people's opinions of job are positive or negative</p> <p>Listening comprehensions with questions in Spanish and true/false/not mentioned.</p> <p>Paired speaking exercises job interview</p> <p>Changing present tense sentences about jobs to past and vice-versa</p>
<p>Understanding and exchanging information about career choices in the future</p> <p>Giving detailed justifications with personal pronouns (me hara más resiliente/me dará etc)</p> <p>Immediate future, future and conditional future tenses, formation, conjugation of verbs and application</p>	<p>Future career options abroad</p>	<p>Do now activities applying past or present verbs and saying whether sentences are in past or present tenses</p> <p>Reading and listening comprehensions with questions in Spanish answers in Spanish/English information</p> <p>Matching qualifications and experience with a job advert in Spanish</p> <p>50 questions quiz and QSC which will involve describing a photo</p> <p>QSC – Role play about work</p>

# Year 9 Spanish: La Vida Mundial

Know	Know	Show
<p>Understanding and exchanging information about main news events</p> <p>Key vocabulary with regard to news items, traffic, weather, people and places, events, natural disasters etc,</p> <p>Past preterite tense recognition, formation, conjugation with regular, radical changing and irregular verbs (hubo)</p> <p>Time phrases</p>	<p>Spanish news papers and TVE news channel</p>	<p>Pupils will have starter activities linking English and Spanish key vocab/definitions and the word.</p> <p>Pupils will do quick-fire whiteboard questioning and translations of sentences about news flash from Spanish to English and vice-versa</p> <p>Pupils will have listening comprehensions on news items and they will have to correct sentences and multiple choice answer questions</p> <p>Pupils will do reading comprehensions about work in Spain and answer questions in Spanish and gap fill information</p>
<p>Weather forecasts – understanding them and how to scan longer texts of information to summarise</p> <p>Past preterite tense and present tense weather</p> <p>Global warming vocabulary and ecology vocabulary</p>	<p>Weather forecasts world wide</p>	<p>Do now activities requiring pupils to say advantage or disadvantage</p> <p>Spot the error in sentence and match the job with the skills needed</p> <p>Mini whiteboard translations of sentences Spanish to English and vice-versa</p> <p>Saying whether certain people's opinions of job are positive or negative</p> <p>Listening comprehensions with questions in Spanish and true/false/not mentioned.</p> <p>Paired speaking exercises questions on pictures of weather in Spain</p> <p>Changing present tense sentences about weather to past and vice-versa</p>
<p>Charitable events in the world</p> <p>Future – what “good news” can you make?</p> <p>Immediate and normal future tense</p> <p>Charity vocabulary and structures</p> <p>If clauses + future conditional tense</p>	<p>Charity organisations in Spain</p>	<p>Do now activities applying past or present verbs and saying whether sentences are in past or present tenses</p> <p>Reading and listening comprehensions with questions in Spanish answers in Spanish/English information</p> <p>Matching personal qualities to the descriptions of charity work suitable for those people</p> <p>50 questions quiz</p> <p>QWC - sentences on an image, then translation of a passage, then a news article</p>