

Spanish Curriculum Overview

Below is a curriculum overview, showing what is taught at each stage of the year.

	Cycle 1	Cycle 2	Cycle 3
Year 8	<p>Topic: Self and school</p> <p>Overview: students will be able to introduce themselves, say where they live, say what they study + like/don't like, give reasons, describe teachers, say what is in their bag, talk about school rules, recognise cognates, adapt a model, mimic the teacher in pronunciation.</p> <p>Grammar: introduction to Spanish phonics, cognates + semi-cognates, use of accents, adjectival agreements, present tense paradigm of an -ir verb (vivir), -ar (estudiar), -er (comer), negative (no)</p> <p>Vocabulary: greetings, nationalities/languages, numbers 1-31 (age, dates), alphabet, months and days of week, countries, school subjects, opinions, connectives (y, porque, pero, también), adjectives (to describe subjects + teachers), school rules, school bag items</p>	<p>Topic: Family</p> <p>Overview: students can describe themselves, describe family members and pets, talk about who they get on with and why, make comparisons, talk about future plans</p> <p>Grammar: possessive adjectives, present tense of tener, ser + llamarse, definitive and indefinite articles, plurals, adjectival agreements, llevarse con, giving complex opinions, present tense of ir, immediate future</p> <p>Vocabulary: family members, personality adjectives, physical description, colours, pets, quantifiers, time phrases</p> <p>Mid-Cycle Assessment: 50-word writing task</p> <p>Assessment Week: listening, dictation, reading, translation into Spanish</p>	<p>Topic: Where I live</p> <p>Overview: students will be able to talk about where they live, describe their home, talk about their daily routine, talk about last night and tomorrow night.</p> <p>Grammar: present tense of vivir, prepositions, reflexive verbs, key preterite verbs, immediate future, key imperfect and conditional phrases</p> <p>Vocabulary: countries, compass points, places to live, adjectives for houses, rooms in the house, furniture in the bedroom, time, daily routine, activities</p> <p>Mid-Cycle Assessment: reading comprehension, adapting a model text</p> <p>Assessment Week: dictation, 50-word writing task</p>

	Assessment Week: translation into Spanish, translation into English, dictation, 50-word writing task		
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	Cycle 1	Cycle 2	Cycle 3
Year 9	<p>Topic: Free time</p> <p>Overview: students will be able to say what they do in their free time, give opinions about hobbies, say what the weather is like, say what they do in different weather conditions, say what time they do things, say what they did last weekend, make weekend plans, use the immediate future.</p> <p>Grammar: expressions of frequency, present tense of salir, hacer, jugar, present tense regular verbs, present tense of ir, opinions and justifications, key preterite verbs, immediate future, present tense of querer, cuando/si + present/future, using 3 time frames</p> <p>Vocabulary: hobbies, time, sports, places in town, weather</p> <p>Mid-Cycle Assessment: translation into Spanish, 50-word writing task</p>	<p>Topic: Region + holidays</p> <p>Overview: students will be able to make descriptions + contrasts, name places in the town and activities to do there, talk about last and next weekend, arrange to go out, students will be able to talk about holiday destinations, travel, the environment, take part in role plays, describe last year's holiday, talk about festivals, describe future plans</p> <p>Grammar: comparatives and superlatives, hay, se puede, preterite of ir, key preterite verbs to talk about holidays, preterite of regular verbs, key imperfect tense phrases, immediate future, key conditional phrases</p> <p>Vocabulary: key adjectives to describe towns, places in town, countries, transport, adjectives to describe transport, holiday activities, sequencers, key verb infinitives to talk about holidays, holiday accommodation</p> <p>Mid-Cycle Assessment: reading comprehension, adapting a model text</p>	<p>Topic 1: Relationships</p> <p>Overview: students can describe relationships with others, describe family and friends, talk about future plans, discuss future relationship choices</p> <p>Grammar: reflexive verbs, agreement + position of adjectives, ser and estar, object pronouns, use of que, comparative + superlatives, immediate future</p> <p>Mid-Cycle Assessment: 90-word writing task</p> <p>Topic 2: Technology</p> <p>Overview: students can talk about the use of social media, discuss the pros and cons of social media, discuss the uses of mobile technology, discuss the benefits and dangers of mobile technology</p> <p>Grammar: perfect tense, había and era, present continuous, formulating questions, por/para</p> <p>Vocabulary: published AQA vocabulary list</p>

	Assessment Week: listening, dictation, reading, translation into Spanish	Assessment Week: listening, dictation, reading, translation into English	Assessment Week: listening, reading, translation, role play
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	Cycle 1	Cycle 2	Cycle 3
Year 10	<p>Topic 1 : Leisure</p> <p>Overview: students can talk about free-time activities, sports and leisure activities, express preferences, talk about different cuisines and eating out, order a meal, discuss eating habits.</p> <p>Grammar: regular + irregular present tense, pronouns after para, radical changing verbs, immediate future, future tense</p> <p>Mid-Cycle Assessment: 90-word writing task</p> <p>Topic 2: Festivals</p> <p>Overview: students can, talk about how they celebrate events, discuss what traditions mean to them, describe international festivals and events</p>	<p>Topic: Home and Region, Holidays</p> <p>Overview: students can describe where they live, talk about their ideal home, describe what a town is like, say what there is to see/do, describe a region, talk about holiday preferences, discuss holidays in detail, talk about visiting different places in France, use three time frames together</p> <p>Grammar: hay, ser and estar in 3 time frames, quantifiers with adjectives, interrogative words, comparative and superlative, demonstrative adjectives, demonstrative pronouns, possessive pronouns, los/las que, revision of imperfect, preterite, present, future tenses</p> <p>Vocabulary: published AQA vocabulary list</p> <p>Mid-Cycle Assessment: 50 + 90-word (Foundation) or 90 + 150 word (Higher) writing tasks</p> <p>Assessment Week: listening, reading, translation, photo card</p>	<p>Topic: Social and Global Issues</p> <p>Overview: students can describe charity work, understand the importance of charities, compare old and new health habits, discuss environmental problems + solutions, discuss global issues, discuss inequality + poverty, show an understanding of problems affecting TL speaking countries</p> <p>Grammar: me gustaría + infinitive, conditional tense, gerund, negative words, deber, tener que, hay que, present subjunctive, imperfect tense, revision of perfect tense</p> <p>Vocabulary: published AQA vocabulary list</p> <p>Mid-Cycle Assessment: 50 + 90-word (Foundation) or 90 + 150 word (Higher) writing tasks</p> <p>Assessment Week: GCSE mocks (Listening, Reading, Writing), Speaking (role play, photo card 1 x conversation topic)</p>

	<p>Grammar: regular and irregular preterite tense, preterite spelling changes, imperfect tense</p> <p>Vocabulary: published AQA vocabulary list</p> <p>Assessment Week: listening, reading, translation, role play</p>		
	Cycle 1	Cycle 2	Cycle 3
Year 11	<p>Topic: Education and Work</p> <p>Overview: students can describe a school day, describe school life in different countries, talk about school rules and uniform, talk about their ideal school, talk about future options, discuss the differences between university and apprenticeships, look for and apply for jobs, talk about the advantages and disadvantages of different jobs</p> <p>Grammar: imperative, desde hace, personal 'a', debería ser / haber, present subjunctive after time expressions, si + present + future, lo + adjective, lo que</p> <p>Vocabulary: published AQA vocabulary list</p> <p>Mid-Cycle Assessment: Listening, Reading, Writing, conversation</p>	<p>Topic: Revision</p> <p>Overview: students will review the GCSE topic areas and core grammar in preparation for their examinations:</p> <ol style="list-style-type: none"> 1. Relationships 2. Technology 3. Leisure 4. Festivals 5. Home and region 6. Social issues 7. Global issues 8. Holidays 9. Education 10. Work <p>Vocabulary: published AQA vocabulary list</p> <p>Mid-Cycle Assessment: GCSE Speaking mock (role play, photo card, conversation)</p> <p>Assessment Week: GCSE mocks (Listening, Reading, Writing)</p>	<p>Topic: Revision</p> <p>Overview: students will review the GCSE topic areas and core grammar in preparation for their examinations:</p> <ol style="list-style-type: none"> 1. Relationships 2. Technology 3. Leisure 4. Festivals 5. Home and region 6. Social issues 7. Global issues 8. Holidays 9. Education 10. Work <p>Vocabulary: published AQA vocabulary list</p> <p>GCSE examinations: Listening, Speaking, Reading, Writing</p>

Assessment Week: GCSE mocks
(Listening, Reading, Writing)