



Year 7	Golden Threads: State the big ideas that will be taught across the year ( <a href="#">Threshold concepts</a> ) Masculine nouns usually end in 'o', feminine nouns usually end in 'a' Phonics for certain letter strings e.g. h at the start of a word is silent (huevos, hermano, hermoso, etc), zi/ze/ce/ci have a 'th' or 'ss' sound – there is a different pronunciation for Latin America and mainland Spain Use of ser vs estar (to be)				Enrichment: What is offered through the year to support learning in the classroom? Termly MFL Club European Day of Languages Cultural topics such as 'el día de los muertos'		Review and evaluation: Give date for review of the curriculum  Sept 2027
	Topics	Assessment	Substantive Knowledge	Disciplinary Knowledge	Misconceptions	Key Vocabulary	Knowledge tracking
Term 1	<b>El español</b>  Focus on introduction of basic Spanish words and sounds	Knowledge Quiz Term 2 Week 1	-Identifying and using gender of nouns (masculine & feminine) and plurals -Identifying and using definite articles -Identifying and using different colours - Identifying and using basic opinion phrases with the definite article - Identifying and using basic prepositions	Students will be able to: - pronounce familiar and unfamiliar Spanish sounds - describe their houses in terms of type, structure, location of contents and colours - give basic opinions relating to their homes	-Pronunciation of Spanish: j, g, ll, ñ, rr, z  - Pronunciation difference between: ca, co, cu & ce, ci  - me = me (not "I")  - y .... pronounced as "ee" and not "why"  - needing to use definite articles when using opinions phrases such as <i>me gusta</i> and <i>me encanta</i>  - Recognition that verbs in the plural form do not add an "es" or "s" – e.g. <i>me gusta</i> (singular) v <i>me gustan</i> (plural)	-Nouns -Gender -Masculine -Feminine -Singular -Plural -Verbs -Adjectives -Opinions -Cognates -Semi-cognates -Qualifiers -Connectives	Students build on prior knowledge relating to linguistics and Spanish to develop an awareness of pronunciation and the structure of the language.
Term 2	<b>Mi casa</b> My home  Focus on introduction of basic Spanish words and sounds	Summative Assessment – listening, reading and writing – Term 2 Week 6	-Key vocabulary for different types of houses and rooms within a house. - introduction to the irregular verb <i>ser</i> - Identifying and using adjectival agreement		- Gender & number adjectival agreement e.g. <i>un dormitorio pequeño</i> v <i>una cocina pequeña</i> v <i>dos garajes pequeños</i> v <i>dos habitaciones pequeñas</i>	-Prepositions -Adjectival agreement -Irregular verbs	Students continue extending their prior knowledge and then put this into more context within a topic they are familiar with.



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					- no need to use pronouns in Spanish when using verbs although awareness of them is needed		
Term 3	<p><b>Mis pasatiempos</b> My pastimes / hobbies</p> <p>Focus on giving opinions and introduction to verb conjugation</p>	<p>Writing assessment Term 3 Week 1</p>	<ul style="list-style-type: none"> <li>-Key vocabulary for different hobbies using infinitive phrases</li> <li>- Identifying and using opinion phrases with infinitive phrases</li> <li>-- Identifying and using justification for positive and negative opinions</li> <li>- Introduction to conjugation of -AR verbs</li> <li>- Identifying and using frequency phrases</li> </ul>	<p>Student will be able to:</p> <ul style="list-style-type: none"> <li>-describe hobbies that they like and dislike giving justifications as to why</li> <li>-describe habitual actions in relation to hobbies</li> </ul>	<ul style="list-style-type: none"> <li>-Difference in pronunciation and difference between <i>¿Por qué?</i> and <i>porque</i></li> <li>-Awareness that <i>divertido</i> means “fun” and not “funny”</li> </ul>	<ul style="list-style-type: none"> <li>-Infinitives</li> <li>-Negative and positive opinion phrases</li> <li>-Justifications</li> <li>-Conjugation</li> <li>-AR, -ER &amp; -IR verbs</li> <li>-Frequency phrases</li> </ul>	<p>Students develop a more complex understanding and different uses of the material studied previously – such as understanding differences between verbs (regular, irregular &amp; infinitive)</p>
Term 4	<p><b>Mi familia</b> My family</p> <p>Focus on introducing family and birthdays</p>	<p>Listening, Reading and Translation</p>	<ul style="list-style-type: none"> <li>-Key vocabulary for different members of the family</li> <li>- Identifying and using cognates relating to possession</li> <li>-Introduction to the conjugation of the (irregular) verb <i>tener</i></li> </ul>	<p>Student will be able to:</p> <ul style="list-style-type: none"> <li>-Identify family members together with their ages</li> </ul>	<ul style="list-style-type: none"> <li>- Pronunciation and meaning of <i>me</i> &amp; <i>mi</i></li> </ul>	<ul style="list-style-type: none"> <li>-Possession</li> <li>-Possessive adjectives</li> </ul>	<p>Students develop their independence by referring back to their prior learning of cognates and need for conjugation.</p>
Term 5	<p><b>¿Cómo soy?</b> What am I like?</p> <p>Focus on introduction of oneself and family members</p>	<p>Phonics assessment Term 5 Week 3</p>	<ul style="list-style-type: none"> <li>-Key vocabulary for personalities</li> <li>- Identifying and using reflexive verbs</li> <li>-Use of <i>ser</i>, adjectival agreement</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>-Identify the names of family members by name</li> <li>-describe family members by their personalities</li> </ul>	<ul style="list-style-type: none"> <li>-Incorrect conjugations of verbs with pupils relying on looking up pronouns and adding the infinitive after</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>-Reflexive verbs</li> <li>-Intensifiers</li> </ul>	<p>Students will build on their prior knowledge of description and giving opinions (home and hobbies) to put these into a different context (self and family)</p>



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	in terms of personality		- Identifying and using intensifiers				members) developing their knowledge of qualifying & intensifying their opinions in different instances.
<b>Term 6</b>	<p><b>¿Cómo soy?</b> What am I like?</p> <p>Focus on describing and giving opinions about one's family</p>		Bringing all knowledge from the year together	Students will be able to: -Describe their relationship with family members			Students will consolidate all of their prior knowledge and be assessed in key skill areas.