

Year: 7

Subject: Spanish

Year 7 Spanish – Unit 1		
Overarching Topic: My life (Mi vida)		
What has come before and what comes later:	Students learn some basic verbs and phrases in Spanish relating to themselves and their families. Students learn the basics in Spanish such as the alphabet, counting to 31, giving dates, and some basic verb forms. The next unit ensures grammatical progression by allowing students to learn about the conjugation of verbs in the present tense.	
	Core	Extension
The Big Questions (What questions will students be able to answer upon mastery of the topic?)	<ul style="list-style-type: none"> How do you say your name in Spanish? How do you say how you are? How do you say where you live? How would you greet someone and say goodbye in Spanish? How do you describe your personality in Spanish? How do you say what your passion is and who your hero is? How do you count to 31 in Spanish? How do you say your age? How do you say how many brothers and sisters you have? How do you say when your birthday is in Spanish? How do you say what pets you have and what colour they are? How do you describe your hair and eyes in Spanish? How do you say 'I have' and 'I am' in Spanish? Name some connectives in Spanish. How does an adjective ending in 'o' change when describing feminine and plural nouns? How do you say the alphabet in Spanish? How and why is the Day of the Dead celebrated in Mexico? 	<ul style="list-style-type: none"> How are 'ser' and 'tener' conjugated in the present tense? How does an adjective change in Spanish for masculine, feminine and plural nouns?
	Skill/Technique	How students will develop and demonstrate this
Key skills	<ul style="list-style-type: none"> Listening / speaking / reading (including translation into English) / writing (including translation into Spanish) / vocabulary learning strategies / application of grammar (listed above). Skills focus → Vocabulary learning skills – students identify 2-3 personal strategies to improve their vocabulary learning skills. 	<ul style="list-style-type: none"> Classwork and homework activities. Assessments.

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Year 7 Spanish – Unit 2		
Overarching Topic: Free time (Mi tiempo libre)		
What has come before and what comes later:	Having learnt some basic verbs and phrases in Spanish in unit 1 regarding their life, this unit allows students to express information about their personal interests, including basic opinions. Students learn more about the conjugation of verbs in the present tense. The next unit (school or town) ensures a grammatical progression by introducing the near future tense.	
	Core	Extension
The Big Questions (What questions will students be able to answer upon mastery of the topic?)	<ul style="list-style-type: none"> How do you give an opinion about an activity? How do you say what you do in your spare time? How do you say what the weather is like? How do you say what you do in different weather conditions? How do you say what sports you like to do / play? How do you give an opinion about sports? Name some question words in Spanish. How do you form the present tense of regular -ar verbs in Spanish in the 'I' form? How do you say 'I do' and 'I play' in Spanish? How could you use 'cuando' to connect two sentences? How do you pronounce the following sounds in Spanish: a / o / u? 	<ul style="list-style-type: none"> How do you form the present tense of regular -ar verbs in Spanish in all forms? How are 'hacer' and 'jugar' conjugated in the present tense?
	Skill/Technique	How students will develop and demonstrate this
Key skills	<ul style="list-style-type: none"> Listening / speaking / reading (including translation into English) / writing (including translation into Spanish) / vocabulary learning strategies / application of grammar (listed above). Skills focus → Listening skills – students identify 2-3 personal strategies to improve their listening skills. 	<ul style="list-style-type: none"> Classwork and homework activities. Assessments.

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Subject: Spanish

Year 7 Spanish – Unit 3 (7A1X only)		
Overarching Topic: My school (Mi insti)		
What has come before and what comes later:	This unit is only studied by the students who do not study French. This unit allows students to consolidate their knowledge of present tense verb conjugations seen in the previous unit on free time, before learning how to express near future actions in the next unit on town. Students build on the ability to express opinions, by adding reasons for their opinions.	
	Core	Extension
The Big Questions (What questions will students be able to answer upon mastery of the topic?)	<ul style="list-style-type: none"> • How do you say what subjects you study? • How do you say what subjects you study on different days? • How do you say what subjects you like/dislike with reasons? • How do you say what there is in your school? • How do you say what you do during breaktime? • How is the position of an adjective in a sentence different in Spanish and English? • How do you say 'a', 'some' and 'the' in Spanish? • How do you say 'there is/are' in Spanish? • What do present tense regular 'ar', 'er' and 'ir' verbs usually end in in Spanish in the 'I' form? • What do present tense 'ar' verbs usually end in in Spanish in the 'we' form? 	<ul style="list-style-type: none"> • What are the present tense regular 'ar/er/ir' verb endings in Spanish in all forms?
	Skill/Technique	How students will develop and demonstrate this
Key skills	<ul style="list-style-type: none"> • Listening / speaking / reading (including translation into English) / writing (including translation into Spanish) / vocabulary learning strategies / application of grammar (listed above). • Skills focus → Writing/speaking skills – students identify 2-3 personal strategies to improve their writing/speaking skills. 	<ul style="list-style-type: none"> • Classwork and homework activities. • Assessments.

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Subject: Spanish

Year 7 Spanish – Unit 3 (Unit 4 for 7A1X)		
Overarching Topic: My city (Mi ciudad)		
What has come before and what comes later:	This unit on town allows students to consolidate their knowledge of present tense verb conjugations seen in the previous units (free time and/or school) and build on this to express near future actions. In the next unit (on holidays), students will learn how to express past actions. Key numeracy skills of telling the time and expressing prices are developed here.	
	Core	Extension
The Big Questions (What questions will students be able to answer upon mastery of the topic?)	<ul style="list-style-type: none"> How do you say what there is in your town or village? How do you ask for and say what time it is? How do you say what time you do something at? How do you count to 100 in Spanish? How do you order food and drink in a café? How do you ask how much something is? How do you say 'there is/are' in Spanish? How do you say 'I go' and 'I want' in Spanish? How do you form the present tense and near future tenses in Spanish in the 'I' form? How do you pronounce the following sounds in Spanish: e / i / I vs II? How and why is the 'fiesta del caracol' celebrated in Spain? 	<ul style="list-style-type: none"> How do you form the present and near future tenses of verbs in Spanish in all forms? How are 'ir' and 'querer' conjugated in the present tense?
	Skill/Technique	How students will develop and demonstrate this
Key skills	<ul style="list-style-type: none"> Listening / speaking / reading (including translation into English) / writing (including translation into Spanish) / vocabulary learning strategies / application of grammar (listed above). Skills focus → Reading skills – students identify 2-3 personal strategies to improve their reading skills. 	<ul style="list-style-type: none"> Classwork and homework activities. Assessments.

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Year 7 Spanish – Unit 4 (all classes except 7A1X)		
Overarching Topic: Holidays (Mis vacaciones)		
What has come before and what comes later:	During the previous unit, students described their town and the places within it. They learnt how to tell the time and express prices. They also studied the near future tense. In the next unit, students will practise the past, present and future time frames further. Students will be able to give details and opinions about television, music and mobile phones.	
	Core	Extension
The Big Questions (What questions will students be able to answer upon mastery of the topic?)	<ul style="list-style-type: none"> How do you say where you went on holiday last year, who you went with, and how you travelled? List some activities you did on holiday last year. How do you give an opinion about last year's holiday with a reason? How do you form the preterite (past) tense in Spanish in the 'I' form? How do you say 'I went' in the preterite (past) tense? How do you say 'it was' in order to give an opinion about a past event? How do you describe activities in the present and either past or future? How do you pronounce the following sounds in Spanish: ca / co / cu / que / qui? 	<ul style="list-style-type: none"> How do you form the near future tense in Spanish in the 'I' form? How do you form the preterite (past) and near future tense in Spanish in all forms? How is 'ir' conjugated in the preterite (past) tense? How do you describe activities in the past, present and future?
	Skill/Technique	How students will develop and demonstrate this
Key skills	<ul style="list-style-type: none"> Listening / speaking / reading (including translation into English) / writing (including translation into Spanish) / vocabulary learning strategies / application of grammar (listed above). Skills focus → Writing/speaking skills – students identify 2-3 personal strategies to improve their writing/speaking skills. 	<ul style="list-style-type: none"> Classwork and homework activities. Assessments.