

## KS3 Curriculum Overview SPANISH

### Year 7

TERM 1	TOPIC: INTRODUCCIÓN AL ESPAÑOL <i>Introduction to the Spanish language</i>	*Key Skills/Subject Links	*Career links & BV
Week 1	LAS NORMAS DE CLASE Y EL MATERIAL ESCOLAR <i>School rules and equipment</i>	<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>- Key words of the classroom rules</li> <li>- School equipment and objects in the classroom</li> <li>- Days of the week, months, and numbers from 0 to 100</li> <li>- Pets and wild animals</li> </ul> <p>- The colours in Spanish</p> <p>- Key words of the Day of the Dead</p> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>- Indefinite articles: masculine, feminine, singular, and plural (agreeing articles and nouns)</li> <li>- Verbs “to be” (<i>ser</i>) and “to have” (<i>tener</i>) in the present tense</li> <li>- Changes in the ending of colour adjectives (according to gender and number of the noun)</li> </ul> <p><b>Language structures</b></p> <ul style="list-style-type: none"> <li>- What do you have and do not have in your bag</li> <li>- Constructing negative sentences in Spanish</li> <li>- Being able to say when your birthday is and asking others about their birthday</li> </ul> <p><b>Culture and traditions</b></p> <p>How the Day of the Dead is celebrated – using the film <i>Coco</i> for a better understanding</p> <p><b>This unit of work has cross curricular links with RE: the catholic faith is shared by most of the Spanish speaking countries around the world and in this term the students will learn about “All Saints’ Day”.</b></p>	<p>We can find in this topic several British values starting by <b>the rule of law</b>, being necessary to set a list of <b>rules and expectations</b> for the students to follow from lesson one.</p> <p><b>The mutual respect and the ability of working as part of a group</b> will be in those “classroom rules”.</p> <p>The students will be learning about <b>different cultures</b> in almost every lesson, which will make them understand how important it is <b>to be tolerant</b> with others and always listen to their points of view.</p>
Week 2	¿CUÁNDO ES TU CUMPLEAÑOS? <i>When is your birthday?</i>		
Week 3	LOS NÚMEROS EN ESPAÑOL <i>Numbers in Spanish</i>		
Week 4	EL ABECEDARIO DE LOS ANIMALES <i>The alphabet of animals</i>		
Week 5	¿TIENES MASCOTAS? <i>Do you have any pets?</i>		
Week 6	MILESTONE 1/BASELINE		
Week 7	EL DÍA DE MUERTOS <i>Culture: how the Day of the Dead is celebrated in Spain and Spanish speaking countries</i>		
TERM 2	TOPIC: ME PRESENTO <i>Introducing ourselves</i>		
Week 1	LOS SALUDOS <i>Greetings</i>	<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>- Greetings in Spanish</li> <li>- Revision of pets</li> <li>- Key vocabulary of Christmas celebrations</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>- Verbs “to be called” (<i>llamarse</i>) and “to live” (<i>vivir</i>) in the present tense</li> </ul> <p><b>Language structures</b></p> <ul style="list-style-type: none"> <li>- Introducing ourselves: giving and asking for personal information</li> <li>- Being able to say what pets we have at home and describe them</li> </ul>	<p>The students will also learn about <b>tolerance and diversity</b>, for example, talking about the different ways that Christmas is celebrated around the world.</p> <p>In this term there is a great activity to <b>encourage students to take part and be engaged with the</b></p>
Week 2	¿CÓMO TE LLAMAS? <i>What’s your name?</i>		
Week 3	¿TIENES MASCOTAS? <i>Do you have any pets?</i>		
Week 4	REVISIÓN GENERAL <i>General revision of all topics up to date before Milestone</i>		

<b>Week 5</b>	MILESTONE 2	<b>Culture and traditions</b>	<b>community (value of democracy).</b> The activity is called “Cartas a Mexico” and the students will write letters in Spanish to their pen pals in a Mexican school.
<b>Week 6</b>	ES NAVIDAD <i>Culture: how Christmas is celebrated in Spain and Spanish speaking countries</i>	How Christmas is celebrated in Spain and Spanish speaking countries – listening to Spanish Christmas carols  <b>This unit of work has cross curricular links with RE: the catholic faith is shared by most of the Spanish speaking countries around the world and they will have similar Christmas celebrations</b>	There is another activity (a guessing game created to help them memorise the vocabulary of animals and pets) where they will have to <b>work together and help their partners</b> if they want to succeed, promoting <b>support and respect towards their peers.</b>
<b>TERM 3</b>	<b>TOPIC: ¿DE DÓNDE ERES?</b> <i>Where are you from?</i>	<b>Vocabulary</b> - Countries, capital cities and nationalities in Spanish - Key vocabulary of Valentine’s Day in Spanish	<b>We will be promoting and celebrating diversity with this topic, sharing with the class where we (or our families) are from. It’s great to see how all the students want to know the name of their country of origin in Spanish and at the end of the lesson the board will be full of names of countries from all over the world. The more the merrier!</b>
<b>Week 1</b>	PAÍSES Y CAPITALS <i>Countries and capital cities</i>	<b>Grammar</b> - Changes in the ending of nationalities (agreeing to the noun in gender and number) - Revision of the verbs “to be” ( <i>ser</i> ) and “to live” ( <i>vivir</i> ) in the present tense - Using prepositions: <i>de</i> (“from”) and <i>en</i> (“in”)	
<b>Week 2</b>	LAS NACIONALIDADES <i>Nationalities</i>		
<b>Week 3</b>	¿DÓNDE VIVES? <i>Where do you live?</i>	<b>Language structures</b> - Saying where you are from and where you live	
<b>Week 4</b>	REVISIÓN GENERAL <i>General revision of all topics up to date before Milestone</i>	<b>Culture and traditions</b> Understanding the Catholic tradition of the Holly Week in Spain and how Spanish people celebrate Easter	
<b>Week 5</b>	MILESTONE 3		
<b>Week 6</b>	EL DÍA DE LOS ENAMORADOS <i>Culture: how Valentine’s Day is celebrated in Spain and Spanish speaking countries</i>	<b>This unit of work has cross curricular links with Geography: it will help the students locate countries in a map and learn the capital cities of each country in English and Spanish</b>	
<b>TERM 4</b>	<b>TOPIC: MI VIDA COTIDIANA</b> <i>My everyday life</i>	<b>Vocabulary</b> - Key vocabulary of daily actions and routines - Revision of numbers	<b>Describing our daily routine and being aware of what time we do each activity everyday will help the students develop a sense of discipline</b>
<b>Week 1</b>	MI RUTINA DIARIA <i>My daily routine</i>	- Key words of the rooms in the house - Key vocabulary of Easter and the “Holly Week” ( <i>La Semana Santa</i> )	
<b>Week 2</b>	¿A QUÉ HORA...? <i>At what time...?</i>		

<b>Week 3</b>	¿QUÉ HORA ES? <i>What time is it?</i>	<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>- Changes in the endings of pronominal verbs when conjugating in the present tense</li> <li>- Differences in the endings of the verbs when conjugating due to the three different conjugation groups in Spanish: 1<sup>st</sup> conjugation (-ar verbs), 2<sup>nd</sup> conjugation (-er verbs) and 3<sup>rd</sup> conjugation (-ir verbs)</li> <li>- To understand the use of reflexive pronouns</li> </ul> <p><b>Language structures</b></p> <ul style="list-style-type: none"> <li>- Describing our daily routine, saying what time we do each action and using reflexive verbs</li> </ul> <p><b>Culture and traditions</b></p> <p>How Easter is celebrated in Spain and Spanish speaking countries</p> <p><b>This unit of work has cross curricular links with RE: in Spain, Easter is a very important time of the year and everyone is involved in these celebrations, taking part in the processions on the streets during the Holy week. It has curricular links with PD as well, as they promote healthy habits to carry a better lifestyle.</b></p>	<p><b>and self-government, both essential qualities that they will require in the future for any job or endeavour that they want to undertake.</b></p>
<b>Week 4</b>	UN DÍA DE TU VIDA <i>One day of your life</i>		
<b>Week 5</b>	MILESTONE 4		
<b>Week 6</b>	LA SEMANA SANTA <i>Culture: how Easter and is celebrated in Spain and Spanish speaking countries</i>		
<b>TERM 5</b>	<b>TOPIC: ¿CÓMO ES TU CASA?</b> <i>How does your house look like?</i>	<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>- Compass points in Spanish and how to read a map</li> <li>- List of adjectives to describe a house (appearance, size, style, age, colour...)</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>- Using “there is/are” <i>hay</i> or “there isn’t/aren’t” <i>no hay</i></li> <li>- Introducing the verb <i>estar</i> (“to be”)</li> <li>- Changes in the endings of adjectives (agreeing with the noun in gender and number)</li> <li>- Revising the verb “to have” (<i>tener</i>), in the present tense</li> </ul> <p><b>Language structures</b></p> <ul style="list-style-type: none"> <li>- Describing our house using different forms of the verb <i>tener</i> (“to have”) in the present tense and the verbal form <i>hay</i> (“there is/are”)</li> <li>- Asking and being able to answer where something is located in the room</li> </ul> <p><b>This unit has cross curricular links with Geography, because the students will learn how to read a map in Spanish</b></p>	<p><b>Describing a house with as many details as possible, focusing on decoration and furniture and being able to say the area where the house is located and the type of house that it is, could be useful qualities for a career in a real estate company, property developer, architecture or interior designer.</b></p>
<b>Week 1</b>	¿VIVES EN LA PLAYA O EN LA MONTAÑA? <i>Do you live at the beach or at the mountains?</i>		
<b>Week 2</b>	LOS TIPOS DE CASAS <i>Types of houses</i>		
<b>Week 3</b>	DESCRIBIMOS NUESTRA CASA <i>Describing our house</i>		
<b>Week 4</b>	¿QUÉ HAY EN TU HABITACIÓN? <i>Objects in your bedroom</i>		
<b>Week 5</b>	JUGUEMOS: ¿DÓNDE ESTÁ WALLY? <i>Where is Waldo?</i>		

<b>TERM 6</b>	<b>TOPIC: LAS DIRECCIONES</b> <i>Directions in town</i>	<b>Vocabulary</b> - Key words of places in town - Directions	<b>In this topic we can develop plenty of skills for someone eager to work in the touristic industry: being able to understand a map, give directions to help others, or to have the ability of describing a city promoting the beauty of its sights and cultural elements.</b>
<b>Week 1</b>	MI CIUDAD <i>Places in town</i>	- Revision of compass points - Names of the most famous Spanish cities	
<b>Week 2</b>	¿CÓMO SE VA A LA BIBLIOTECA? <i>Asking for directions</i>	<b>Grammar</b> - Using “there is/are” <i>hay</i> or “there isn’t/aren’t” <i>no hay</i>	
<b>Week 3</b>	END OF YEAR EXAM		
<b>Week 4</b>	CIUDADES DE ESPAÑA <i>Spanish cities</i>	<b>Language structures</b> - Giving and asking for directions to find different places in town - Reading a city map  <b>Culture and traditions</b> Learning about the Spanish geography  <b>This unit of work has cross curricular links with Geography, as the students will learn about Spanish cities.</b> <b>We can also link it to pilgrimage in RE, as one of the cities the students will learn about is Santiago de Compostela, famous for its peregrination route</b>	
<b>Rollover</b>			
<b>Week 5</b>	SENTIMIENTOS Y EMOCIONES <i>Feelings and emotions</i>	<b>Vocabulary</b> - Key vocabulary to express one’s feelings	<b>During the weeks of rollover, the main values will be <b>mutual respect and tolerance</b>, as we will be talking about feelings and the students will have to <b>listen politely</b> and <b>quietly</b> to their peers.</b>  <b>Writing about their feelings and experiences in a diary would be beneficial to motivate their creativity and will help those who dream of becoming writers, journalists, editors, novelists, screenwriters...</b>
<b>Week 6</b>	¿CÓMO TE SIENTES HOY? <i>How are you feeling today?</i>	<b>Grammar</b> - Revising the verb <i>estar</i> (“to be”)  <b>Writing techniques</b> How to express your feeling in Spanish when writing a personal diary	
<b>Week 7</b>	QUERIDO DIARIO... <i>Dear diary...</i>		

**YEAR 8**

TERM 1	TOPIC: MI FAMILIA Y MIS AMIGOS <i>Family and friends</i>	*Key Skills/Subject Links	*Career links & BV
Week 1	LOS MIEMBROS DE LA FAMILIA <i>The members of the family</i>	<b>Vocabulary</b> - Key words of member of the family - Revision of pets and colours - Key words to describe someone's physical appearance and personality traits  <b>Grammar</b> - Making the difference between <i>ser</i> and <i>estar</i> : the two translations of the verb "to be". Using them in the present tense - Changing the ending of adjectives (physical features): agreeing with the noun in gender and number  <b>Language structures</b> - Being able to describe someone's appearance and personality in Spanish  We find in this unit a curricular link with PD, where the students will learn about physical and emotional wellbeing, including body image.	The students will focus once more in the importance of <b>respect and tolerance towards others</b> . Even if someone's physical appearance or personality are different from ours, it does not really matter because <b>we will still treat others as we would like to be treated</b> .  We can find different career links in this topic. Firstly, we are talking about people's physical appearance: <b>hair style and colour, shape and colour of eyes, beard, mustache, make-up...</b> It can encourage students who are already thinking on taking this path into jobs like <b>hairstylist, barber, wig-maker, make-up artist, stylist, etc.</b>  In the other hand we will be talking about personality traits, which could interest students who are curious about the world of <b>Psychology and psychiatry</b> .
Week 2	MI ÁRBOL GENEALÓGICO <i>My family tree</i>		
Week 3	LA DESCRIPCIÓN FÍSICA <i>Physical description</i>		
Week 4	RASGOS DE PERSONALIDAD <i>Personality traits</i>		
Week 5	DIFERENCIA ENTRE SER Y ESTAR <i>The different translations of the verb "to be"</i>		
Week 6	MILESTONE 1		
Week 7	DESCRIBIMOS A NUESTRA FAMILIA <i>Describing our family: how do they look like? How is their personality?</i>		
TERM 2	TOPIC: EL TIEMPO ATMOSFÉRICO <b>The weather</b>	<b>Vocabulary</b> - Seasons of the year - Key words of weather elements and weather conditions  <b>Grammar</b> - Using the verbs <i>hacer</i> ("to do") and <i>estar</i> ("to be") to explain what the weather is like - Introducing the future tense: using the near future to say what the weather is going to be like  <b>Language structures</b> - Memorising weather expressions - Introducing time adverbs in the sentences ("today" – <i>hoy</i> ; "tomorrow" – <i>mañana</i> )  <b>Culture and traditions</b> - Comparing clichés about English and Spanish weather	There are interesting career links with this topic like <b>meteorologist, climatologist, or weather forecaster</b> . The students will be encouraged to pay attention to the weather forecast on the news and look up any meteorological terms that they do not understand, translate them into Spanish and add them in their own forecast. It will stimulate their curiosity and widen their vocabulary in the target language as well as in their mother tongue.
Week 1	LAS ESTACIONES DEL AÑO <i>The seasons of the year</i>		
Week 2	¿QUÉ TIEMPO HACE? <i>What's the weather like?</i>		
Week 3	LA CANCIÓN DEL TIEMPO <i>The weather's song</i>		
Week 4	LA PREVISIÓN METEOROLÓGICA <i>The weather forecast</i>		
Week 5	MILESTONE 2		
Week 6	COMPARAMOS EL TIEMPO EN ESPAÑA Y EN INGLATERRA <i>Comparing the weather in Spain and in England</i>		

		<b>This unit of work has cross curricular links with Geography (weather conditions, climate, compass points) and Art and design (the students will have to create their own map with a weather forecast)</b>	
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<b>TERM 3</b>	<b>TOPIC: LA VIDA ESCOLAR</b> <i>School life</i>	<b>Vocabulary</b> - Key vocabulary of school subjects and rooms	<p><b>With this topic the students will be reflecting on their school subjects and what subjects are their favourite and why, encouraging their passion or interest towards them and making them think on their future career if they follow the path of that subject.</b></p> <p><b>The last week's topic would be very useful for those who want to become teachers and maybe go to teach abroad (they will be able to compare how different or how similar education is in England and in Spain).</b></p>
<b>Week 1</b>	MIS ASIGNATURAS PREFERIDAS <i>My favourite subjects</i>	- Revising the days of the week - Giving positive and negative opinions - Revising numbers - New adjectives to describe the school subjects	
<b>Week 2</b>	¿TE GUSTA EL ESPAÑOL? <i>Do you like Spanish?</i>	<b>Grammar</b>	
<b>Week 3</b>	¿QUÉ HORA ES? <i>What time is it?</i>	- Present tense of the verb estudiar ("to study")	
<b>Week 4</b>	EL HORARIO ESCOLAR  <i>My timetable at school</i>	- Introducing the verbs <i>gustar</i> ("to like"), <i>encantar</i> ("to love") and <i>odiar</i> ("to hate") in the present tense to express opinions - Identifying plural school subjects to agree with them the verbal forms and the ending of the adjectives we are using to describe them	
<b>Week 5</b>	MILESTONE 3		
<b>Week 6</b>	LA VIDA ESCOLAR EN LOS COLEGIOS ESPAÑOLES <i>School life in Spanish schools</i>	<b>Language structures</b> - Telling the time in Spanish - How to give positive and negative opinions about a subject and explain your reasons  <b>Culture and traditions</b> Researching how life is for Spanish students at school and making a comparison to English schools	

<b>TERM 4</b>	<b>TOPIC: COMIDA Y ALIMENTACIÓN</b> <i>Food and diet</i>	<b>Vocabulary</b> - Vocabulary lists for the different food groups	<p><b>Promoting a healthy diet and lifestyle is the main purpose of this topic: students need to understand the importance of a balanced diet in order to stay healthy.</b></p> <p><b>Several jobs are related to this topic, where the students would have to work with food, like cooks, or would have to know about the nutrients in the different food groups like, for example, nutritionists.</b></p>
<b>Week 1</b>	¿QUÉ DESAYUNAS? <i>What do you have for breakfast?</i>	- Parts of the day - Meals of the day - Adjectives and expressions to talk about food and to describe your diet	
<b>Week 2</b>	EL ALMUERZO Y LA CENA <i>Lunch and dinner</i>	<b>Grammar</b>	
<b>Week 3</b>	¿LLEVAS UNA DIETA SALUDABLE? Do you have a healthy diet?	- Learning and using all the forms of the verbs <i>tomar</i> "to have", <i>comer</i> "to eat" and <i>beber</i> "to drink" in the present tense	
<b>Week 4</b>	¿PREFIERES COMER EN CASA O EN LA CANTINA? <i>Do you like better your meals at home</i>	- Revising the verbs <i>gustar</i> ("to like"), <i>encantar</i> ("to love") and <i>odiar</i> ("to hate") in the present tense to express opinions about food and meals	

	<i>or at the school canteen?</i>	<b>Culture and traditions</b> - Learning about typical Spanish recipes	
<b>Week 5</b>	MILESTONE 4		
<b>Week 6</b>	¿QUÉ COMEN? ¿QUÉ BEBEN? <i>What do Spanish people eat and drink?</i>	<b>This unit of work has cross curricular links with Foodtech, where the students will learn what groups of food are there and how important it is to keep a balanced diet to stay healthy</b>	
<b>TERM 5</b>	<b>TOPIC: EN EL RESTAURANTE</b> <i>At the restaurant</i>	<b>Vocabulary</b> - Reusing vocabulary of food - Key vocabulary of the restaurant: staff ( <i>trabajadores</i> ), customers ( <i>clientes</i> ), dishes ( <i>platos</i> ), and cutlery ( <i>cubertería</i> ) - Expressions of politeness to speak to the staff/customers at a restaurant - Reusing numbers to calculate the bill ( <i>la cuenta</i> )	<b>Promoting a healthy diet and lifestyle is the main purpose of this topic: students need to understand the importance of a balanced diet in order to stay healthy.</b>
<b>Week 1</b>	ENTRANTES, SEGUNDO Y POSTRE <i>Starters, main and dessert</i>		
<b>Week 2</b>	RESERVAR UNA MESA <i>Making a reservation</i>		<b>This topic could get students involved in the catering industry and restaurant business.</b>
<b>Week 3</b>	DIÁLOGO EN EL RESTAURANTE <i>Dialogue at the restaurant</i>	<b>Grammar</b> - Using the formal way of “you” in Spanish ( <i>usted, ustedes</i> ) with the appropriate verbal forms	
<b>Week 4</b>	COCINEROS POR UN DÍA <i>Cooks for one day</i>	<b>Language structures</b> - Being able to write a conversation at the restaurant and reproduce it in front of their peers in Spanish	
<b>Week 5</b>	BIENVENIDO A MI RESTAURANTE <i>Welcome to my restaurant</i>	<b>Culture and traditions</b> - Recreating typical Spanish recipes at home and sharing with their peers using the target language as the vehicle of communication  <b>This unit of work has cross curricular links with Foodtech because this time they will try to follow Spanish recipes and become cooks for the day</b>	
<b>TERM 6</b>	<b>TOPIC: VAMOS DE COMPRAS</b> <i>Let's go shopping</i>	<b>Vocabulary</b> - List of shops and other places in town in Spanish - Main articles that we can buy in these shops - Quantities and containers	<b>This topic is related to economy both at the micro and macro levels: from taking a better control of your living expenses and making the difference between what it's necessary to buy and what can be superfluous, up to managing your own shop or company in the future.</b>
<b>Week 1</b>	LAS TIENDAS DE COMESTIBLES <i>Grocery shops</i>		
<b>Week 2</b>	OTRAS TIENDAS <i>Other shops</i>		
<b>Week 3</b>	END OF YEAR EXAM	<b>Grammar</b> - Using all the forms of the verbs <i>ir</i> (“to go”) and <i>comprar</i> (“to buy”) in the present tense	
<b>Week 4</b>	COMPRAMOS EN EL MERCADO <i>Spanish markets and fairs</i>	- Using definite and indefinite articles and understanding the difference between them	

		<p>- Being able to tell the difference between a masculine and a feminine shop and using the correct article</p> <p><b>Language structures</b></p> <p>- Making the contraction of the prepositions <i>a</i> and <i>de</i> with the definite article <i>el</i> (<i>al</i> and <i>del</i>)</p> <p><b>Culture and traditions</b></p> <p>How are Spanish markets and fairs? – Watching a video in Spanish to test our understanding</p>	
<b>Rollover</b>			
<b>Week 5</b>	LAS ACTIVIDADES DEL TIEMPO LIBRE <i>Free time activities</i>	<p><b>Vocabulary</b></p> <p>- Free time activities and sports</p> <p>- Time expressions</p> <p>- Frequency adverbs</p> <p><b>Grammar</b></p> <p>- Using regular and irregular verbs in the present tense: <i>ir</i> (“to go”), <i>hacer</i> (“to do”), <i>practicar</i> (“to practice”), <i>jugar</i> (“to play”)</p> <p><b>Culture and traditions</b></p> <p>Summer activities in the most touristic spots of Spain</p> <p><b>This unit of work has cross curricular links with PE, where the students will realize how important it is to have an active life and practise sport frequently</b></p>	<p>The importance of a <b>balanced diet and a healthy lifestyle will be promoted in these topics, but the main point will be keeping active and practising sports regularly.</b></p>
<b>Week 6</b>	LOS DEPORTES <i>Sports</i>		
<b>Week 7</b>	¿QUÉ ACTIVIDADES PRACTICAS EN VERANO? <i>Summer time activities</i>		