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| **KNOWLEDGE AND SKILLS OVERVIEW** | **HT1** | **HT2** | **HT3** | **HT4** | **HT5** | **HT6** |
| **Year 7** | Greetings and personal information: name, age, birthday, personality, siblings, pets.  Starting to develop all 4 skills: listening, speaking, reading and writing. | Taking about their free time (including sports), weather and seasons.  Conjugating verbs in the present tense. | Talking about their school: opinions on subjects, school facilities, drinks and snacks at break time.  Expressing and justifying opinions  Adjectival agreement. | Talking about their family, physical description (general plus hair & eyes), describing their house/flat.  Using a variety of verb forms to use in descriptions. | Talking about their city, what there is(n’t) and what you can do, arranging to meet up (using he time in Spanish)  Near future tense  Developing conversation skills. | Summer project – General revision and exploring a city: making a tourist leaflet about Liverpool’s landmarks. Barcelona &  Gaudí’s architecture (links with Art as Gaudí is covered in Year 8)  Research & presentation skills |
| **Year 8** | Talking about their holidays: describing where they whet, when, how long for, what transport, who with and what they did in detail.  Past tense | Talking about their interest re: media and technologies: music, apps, TV, films, etc  Combining 2 tenses: present and past.  Comparatives | Talking about what they eat for the different meals, and ordering at a restaurant, organising a party.  Combining 2 tenses: present and future.  Conversation skills | Talking about their daily routine, arranging to go out and making excuses, clothes.  Future and conditional tense  Stem-changing verbs (querer/poder) | Talking about a holiday home and vacation activities including summer camps. Asking and giving directions.  Using comparatives and superlatives.  ‘Se puede’ + inf. | Summer project –  Film: General revision and Tadeo Jones – booklet and resources– researching and making a project about Perú & Machu Picchu.  Learning about Latin-American countries (links with Geography as the rainforest is covered in Year 8)  Research & presentation skills |
| **Year 9** | Talking about things they like doing, their week, about films and about birthday celebrations.  Present and near Future tenses for sets 2 and 3; preterite tense for set 1. Expressing opinions. | Talking about job tasks/routines, careers and ideal jobs.  Combining 3 tenses. Conditional and future tenses combined for set 1. | Talking about healthy living, diet and exercise. Body parts and ailments, seeking and giving advice.  Stem-changing verbs (preferir/jugar)  Conversation skills. | Learning about human rights, volunteering, solidarity, and free trade, recycling and fundraising.  Reading skills. Using general knowledge to work out meaning. | Meeting and greeting people. Giving and seeking information about tourist attractions.  Expressions with ‘tener’.  Using the comparative and the superlative. Understanding ‘tú’ and ‘usted’.  Combining 3 tenses. | Summer project –  Film: General revision and watching Olé, el viaje de Ferdinand, plus booklet and resources on the film. Learning about Spanish culture and traditions, flamenco, and the controversy around bullfighting. Picasso (link with Art as they cover Picasso in KS3).  Research & presentation skills |
| **Year 10** | Talking about Spanish-speaking sports stars; life on line; sports and free-time activities; arranging to go out; what you did at the weekend; days that went wrong.  Present, near future and preterite tenses; expressions of frequency; direct object pronoun. | Talking about travel plans; festivals in the Spanish-speaking world; holidays; describing where you stayed.  Describing a photo; comparatives/ superlatives; verbs followed by the infinitive; imperfect tense; opinions in the past tense. | Describing people, celebrities and families; talking about friendships, relationships and celebrations; talking about identity and problems/advice.  Possessive adjectives; present continuous tense; ser/estar; saying how long you have been doing something; personal ‘a’; reflexive verbs; indirect object pronoun. | Talking about Spanish typical food; mealtimes; healthy routines; illnesses and injuries; making future plans and health and wellbeing.  Indefinite adjectives; ‘tener’+ noun, revision of imperfect tense; reflexive verbs in the past tense; using ‘deber/tener que’; future tense. | Learning about schools in Spain; talking about a typical day at school; talking about studies, teachers, students; describing a past school trip.  Relative pronouns; translation into English; ‘lo que’; opinions of others; conditional tense; impersonal verbs; false friends | Exam techniques |
| **Year 11** | Talking about school subjects and teachers, describing facilities. Describing their primary school. Planning a school exchange.  Comparative and superlative.  Combining 3 tenses. | Work experience and describing a job, including their ideal job. Talking about a gap year.  Future and conditional tenses combined. | Talking about family & friends, relationships.  Saying what they do in their free time including social media and apps.  Using the 3rd person singular & plural of verbs. Present continuous tense.  Mock exam feedback and target setting. | Talking about their free time and interests including sports, TV programmes, films, and role models.  Combining 3 time frames.  Revision booklets  Speaking exam focus. | Talking about a special occasion, a music festival and a national/religious festival. Talking about food. Combining tenses.  Exam techniques.  Past papers. |  |
| **Year 12** | Modern and traditional values:  • Changes in family values  • Attitudes towards marriage and divorce  • The influence of the Catholic Church  Grammar: Present tense (regular, irregular, stem-changing and  Reflexive verbs); adjectives and interrogatives.  Idols and role models:  • TV and cinema stars  • Sports celebrities  • Role models  Grammar:  Future tense; Infinitives & negative constructions. | Cyberspace:  • The influence of the internet  • Social media: benefits and dangers  • Mobile phones, smart phones  Grammar: definite and indefinite articles; direct & indirect object pronouns and comparatives.  Spanish regional identity:  • Customs and traditions/festivals  • Bullfighting/ Flamenco  • Spanish/Hispanic cuisine  • Languages in Spain  Grammar:  Revision of Present and Preterite tenses; Imperative and Subjunctive; and relative pronouns. | Equal rights:  • Women in the world of work  • Sexism and feminism  • Gays and transgenders’ rights  Grammar:  Impersonal verbs like ‘gustar’; Imperfect, preterite and present perfect tenses.  Cultural heritage:  • Landmarks and pre-Hispanic civilizations: Machu Picchu  • Mexican art: Frida Kahlo  • Andalusian architecture and its Arabic influence  • music heritage in the Hispanic world  Grammar:  Ser/Estar; Active and passive voices; verbs followed by a preposition. | Literary work: La Casa de Bernarda Alba  Revision  Exam techniques  Critical and analytical skills.  Writing skills.  Film: Volver  Revision  Exam techniques  Critical and analytical skills. Writing skills. | Literary work: La Casa de Bernarda Alba  Revision  Exam techniques  Critical and analytical skills.  Writing skills.  Film: Volver  Revision  Exam techniques  Critical and analytical skills.  Writing skills. | Literary work: La Casa de Bernarda Alba  Revision  Exam techniques  Critical and analytical skills.  Writing skills.  Film: Volver  Revision  Exam techniques  Critical and analytical skills.  Writing skills. |
| **Year 13** | Multiculturalism in Hispanic society:  • Types of immigration in modern Spain  • Illegal immigration  • Immigration in the Hispanic world Grammar:  Conditional tense; Gerunds and relative pronouns.  Political life in the Hispanic world:  Today’s youth, tomorrow’s citizens:  • Young people’s attitude towards politics: apathy vs activism  Youth unemployment  Grammar:  Compound tenses; adverbs; impersonal verbs | Racist and xenophobic attitudes:  • Racism in Spain  • Racism in the Hispanic world  • Measures against racism  Grammar:  Past participles; stem-changing verbs; conditional tense/subjunctive.  Ideal society:  • Monarchies and dictatorships  • Franco’s dictatorship  • The evolution of monarchy in Spain  • Latin-American dictators  Grammar: ser/ estar; subjunctive | Co-existence and integration:  • Muslims, Christians and Jews in Medieval Spain  • Co-existence in modern Spain  Grammar:  Present subjunctive; direct and indirect object pronoun; active and passive voices.  Popular movements: strikes and protests:  • The power of the unions  Grammar:  Word order; comparative/ superlative, subordinate clauses | Speaking skills: Individual Research Project  Revision  Exam techniques  Past papers  Speaking skills: speaking cards  Revision  Exam techniques  Past papers |  |  |
| **General:**  **Enrichment and further cross-curricular opportunities** | FCJ values  DEAR  **Roald Dahl Day National Poetry Day** | FCJ values  DEAR | FCJ values  DEAR  **International Women’s Day**  **Diversity Day** | FCJ values  DEAR  **World Book Day** | FCJ values  DEAR  **Numeracy Day** | FCJ values  DEAR |
| **General: Spanish/Hispanic cultural capital** | European Day of Languages  El día de la Hispanidad | El día de todos los Santos y lel día de los Difuntos  La Navidad | El Carnaval  San Valentín | Las Fallas  El día del libro | La Feria | Los Sanfermines  La Tomatina |

**Department: Spanish**