



Curriculum Overview Spanish

	Autumn	Spring	Summer
Year 7	<p>My Life: Giving personal identification details; numbers between 0 -100; talking about family and pets; physical descriptions of people; relationships with friends and family; opinions about activities.</p> <p>Using high frequency verbs in the present tense</p>	<p>My hobbies and in my free time: using technology; sports and other free time activities; giving information about what you do/can do depending upon the weather; talking about places in town and explaining how to get there; giving opinions about activities and justifying them; explaining plans.</p> <p>Using the near future tense.</p>	<p>My environment: describing a typical home and your home; saying what is in your home and where items are placed; talking about location; describing an ideal home.</p> <p>Using the conditional tense of familiar verbs.</p>
Year 8	<p>On holiday: identifying countries around the world; location; comparing weather around the world; discussing different means of transport; holiday activities and essentials; describing a meal at a restaurant; discussing key aspects of a healthy lifestyle</p> <p>Using the present tense of relevant verbs; using the comparatives; using the perfect and preterit tenses to describe what has happened.</p>	<p>Let's go to Madrid!: describing what you can do in Madrid; asking for and giving tourist information: buying tickets; booking and describing accommodation; describe and explain the best the worst days of the trip.</p> <p>Using the imperfect tense and superlatives.</p>	<p>My free time at home: talking about tv programmes and films; giving opinions with justifications; explain your opinion about reading and genres of reading material; discussing the internet.</p> <p>Using three tenses together; using direct object pronouns.</p>

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Year 9	<p>Lifestyle: comparing meals and mealtimes (Spain and the UK); describing a healthy diet; describing your diet with opinions; describing aches and pains/illness; explaining how to maintain a healthy lifestyle – activities; describe a celebration; explain and discuss an international sporting event.</p> <p>Using tenses from three time-frames; the simple future tense.</p>	<p>School and future plans: Describe primary and current school (description, format of school day, school uniform and rules); explain aspects of an ideal school; describe best and worst day last week; discussing ambitions for study and work; the value of learning a foreign language.</p> <p>Using tenses from three time-frames; the conditional tense of relevant verbs,</p>	<p>At work: personal identification / experience for a CV; discussing places of work and roles at work; respond to an advert for work; participate in an interview for work; describe your experience of 'Take your child to work Day'; the place/value of learning a foreign language for work.</p> <p>Using tenses from three time-frames; using modal verbs; using a range of question forms.</p>
Year 10	<p>Who am I?: discussing qualities of a good friend; family relationships; making arrangements to go out; describing a day out; discussing role models.</p> <p>Free time/Hobbies: talking about Sport; talking about using technology; discussing reading habits, tv programmes and music; describing a night out.</p>	<p>Celebrations: describing daily life; shopping for clothes and a special meal; explain festivals and traditions; describe and explain family celebrations;</p> <p>Where I live: describe regions; finding out about tourist information; discussing plans and the weather; description of typical towns, ideal or otherwise.</p>	<p>Mock exam preparation: walking, talking exam sessions.</p> <p>Holidays: describing accommodation and journeys; describe activities (current and past); ordering meals in a restaurant; describe/explain a problematic holiday.</p>

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Year 11	<p>Life at school: describe subjects and facilities with opinions; compare a typical Spanish school with your own; describe school rules and regulations; a typical school day and school clubs; success at school with justification.</p>	<p>At work: discussing preferences of jobs; future plans and ambitions; the importance of languages in the workplace; talking about part-time jobs and work experience.</p> <p>Mock exam preparation: walking, talking exam sessions.</p>	<p>The environment: Discussing extreme weather conditions; protecting the environment locally and globally; discussing ethical shopping; talking about volunteering; discussing national events.</p>
Year 12	<p>The changing family model: describe and discuss trends in marriage and other forms of partnership; consider and discuss the merits and problems of other partnerships; consider relationships between generations and discuss problems that arise.</p> <p>Cybersociety: describe and discuss the dangers of technology and how it has transformed everyday life; discuss current technology and explore future developments.</p>	<p>Volunteering: examine the voluntary sector in Hispanic countries and the range of work provided; discuss the benefits of voluntary work.</p> <p>Artistic culture in the Hispanic world: understand the notion of heritage, its preservation locally and nationally; consider how heritage sites are marketed; understand how heritage impacts upon and is guided by society.</p>	<p>Contemporary Hispanic music: Consider the popularity, diversity, and genre of music; consider who listens to contemporary music and by what means; consider threats to Spanish language music and how it may be preserved.</p> <p>Hispanic Cinema: consider aspects of Hispanic cinema; evolution and major developments of cinema in Hispanic countries; consider the popularity of cinema and film festivals.</p>

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Year 12		<p>Literature: study of a Hispanic text; the language of literature; story, themes, characters, author techniques and style, and social environment.</p> <p>OR</p> <p>Film: study of a Spanish language film; the language of film; story, themes, characters, author techniques and style, and social environment.</p>	<p>Literature: study of a Spanish text; the language of literature; story, themes, characters, author techniques and style, and social environment.</p> <p>OR</p> <p>Film: study of a Spanish language film; the language of film; story, themes, characters, author techniques and style, and social environment.</p>
Year 13	<p>Aspects of society: consider the benefits of living in an ethnically diverse society; consider the need for tolerance and respect of diversity; consider how to promote diversity.</p> <p>Life of social marginalised groups: examine different groups who are socially marginalised; discuss measures to help those who are marginalised; consider contrasting attitudes towards marginalised groups.</p>	<p>Attitudes to criminal behaviour: examine varied attitudes towards crime; discuss prison – merits and problems; alternatives to prison as punishment.</p> <p>Young people and their attitude to politics: discuss arguments relating to the vote and examine the French political system and its evolution; discuss engagement levels of young people and their influence on politics; Discuss the future of politics and political engagement.</p>	<p>Demonstrations and strikes: Understand the important role of unions; talk about strikes and protests and consider different methods of protesting; discuss different attitudes towards strikes, protests and other political tensions.</p> <p>Immigration: discuss some of the political issues concerning immigration in francophone countries; Consider the viewpoints of political parties regarding immigration Consider immigration from the standpoint of immigrants, as well as aspects of racism.</p>

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