



Year 7						
Subject intent	We welcome and celebrate cultural and linguistic differences within our school community. Language is the grammar of lived and living social relationships. When studying a modern foreign language, our students are encouraged to appreciate different cultures and ways of life, and to deepen their understanding of the world. It promotes mutual respect, reflection and resilience, and equips our students with the skills to be confident global citizens. In addition, by supporting students in gaining a qualification in a Modern Foreign Language, we are building their communication and literacy skills and preparing them for a globalised world of work.					
Subject Implementation	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge	Context -Describing places and locations. -Saying what someone is like at the moment. -Saying what someone is like in general. -Saying what people have. -Saying what people do. Grammar -Essential verbs ESTAR (to be, being) - location and mood, SER (to be, being) - general characteristics TENER (to have, having) (1st, 2nd, 3rd persons singular) - Indefinite articles, singular and plural nouns	Context -Saying what people do and don't do. -Numbers (1 to 12) and talking about more than one thing -Saying what there is around you and describing it -Talking about the location of things -Describing a place -Giving and wanting (festive season and family) Grammar -Using 'no' to make a verb negative -HAY (vs 'TIENE')	Context -Describing family -Describing some natural wonders of the Spanish-speaking world -Asking and answering questions Grammar Adjective agreement (-o, -a, number) -tenemos, tienen [TENER] -Adjective position -WH questions -HACER (to do, make) (1st, 2nd and 3rd persons singular)	Context -Talking about what you do with others (rural life) -Talking about what people can do -Contrasting what people must, can and want to do -Places and locations -Saying what people are like today vs in general Grammar -AR verbs (1st person plural, amos) -Modal verb PODER (can, to be able to) + infinitive	Context -Describing activities (travel) -Describing what people do -Describing what people do (technology) Grammar -AR verbs (3rd person plural -an) -ER and -IR verbs (infinitive and 1st, nd, 3rd persons singular) -es [SER] in infinitive sentences	Context Discussing what people do and don't do Describing people and possessions Describing when and where people go Describing future plans Grammar -Revisit -AR, -ER, -IR verbs, WH- questions, negation, modals -Possessive adjectives (mi/mis, tu/tus)



	<p>-Adjectives - gender and agreement -Yes/no questions with raised intonation -AR verbs in the present (1st, 2nd, 3rd persons singular)</p> <p>Vocabulary -Learning what it means to know a word from recognition, to pronunciation, spelling and using the word in a sentence. -High-frequency vocabulary relevant to given context. -Mixed word class vocabulary sets (average 10 words per week) on QUIZLET for each week of the Y7 course.</p>	<p>-son [SER], adjective (number, agreement with -s in relation to the verb) -Singular definite articles - el & la Plural definite articles - los & las -DAR (to give, giving) doy, das, da (plus noun) -Modal verb QUERER (to want, wanting) quiero, quieres, quiere (plus noun)</p> <p>Vocabulary -Consolidation and extension of vocabulary relevant to the given contexts. -Revisiting of verbs, nouns and adjectives in relation to locations and family members</p>	<p>Vocabulary -Deepening vocabulary knowledge through work with a challenging text. -Revisiting essential verbs in new contexts (es, son, hay, tiene, tienen, está + location) - Question words</p>	<p>(positive/negative statements, yes/no questions) -Modal verb DEBER (must, to have to) + infinitive -estamos, están [ESTAR] -de + el del vs de la -somos, son [SER]</p> <p>Vocabulary -Using a range of prototype -AR verbs -Developing the verb lexicon (-AR verbs) and modal verbs</p>	<p>-ER and -IR verbs (present - 3rd person plural) -WH- questions</p> <p>Vocabulary -Deepening vocabulary and grammar knowledge through work with a challenging text. -Revisiting -AR verbs in the present tense (1st, 2nd, 3rd persons singular, 1st and 3rd persons plural)</p>	<p>-IR (to go, going) - voy, vas, va al vs a la - 'to' -IR + infinitive to express future plans (1st, 2nd, 3rd persons singular & 1st person plural)</p> <p>Vocabulary -Developing a verb lexicon (-ER and -IR verbs). -Deepening vocabulary and grammar knowledge through work with a challenging text.</p>
Skills	<p>-Finding ways to remember new vocabulary -Be able to ask and recognise questions -Have an understanding of masculine/feminine nouns and adjectives</p>	<p>-Be able to identify specific words in Listening tasks -Build confidence when expressing yourself</p>	<p>- Have an understanding of adjectives in the plural form -Numeracy in the target language</p>	<p>-Starting to develop classroom language -Recognise and answer several questions</p>	<p>-Develop classroom language -Understand longer passages from one topic with some repetition</p>	<p>-Constructing sentences in Spanish more confidently -Improve Listening skills -Understanding how to form the negation</p>



	-Be able to distinguish between having and being					
Subject Impact	-Become used to hearing and pronouncing words and short sentences -Awareness of another country -A deeper understanding of a different culture	-Become increasingly used to hearing and pronouncing words and short sentences -Being able to communicate about where they live using a range of vocabulary, and comparing where they live with Spain.	-Start to make more detailed sentences -Being able to communicate about themselves, family and friends, selecting and classifying a range of adjectives and pronouns.	-Being able to communicate about what people must, can and want to do, using modal verbs. -Demonstrate skills in reading/listening, translation and grammar	-Be able to use essential verbs in new contexts -Be able to communicate leisure likes and dislikes, comparing leisure in Spain and in the UK.	-Be able to use negatives to say people do and don't do -Being able to communicate about future activities, and experimenting with the Future tense.
Assessment	Vocabulary testing Translation Listening Speaking (Role-play)	Vocabulary testing Phonics, Listening, Reading, Writing, Grammar	Vocabulary testing Speaking (Photo-card) Listening Translation	Vocabulary testing Reading Grammar Extended writing	Vocabulary testing Listening Translation Speaking (General conversation)	End of year exam