

**Curriculum Intent** - In Languages we teach our students to speak another language, we develop their confidence and communication skills, we teach them to appreciate other cultures and prepare them for the international world in which they will be living and working.

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
<b>Year 7 Content</b>	<b>Talking about yourself (Viva 1 Module 1)</b> Introducing yourself, talking about your personality, relatives and pets	<b>Talking about My free time (Viva 1 Mod 2)</b> Saying what you like to do in your spare time and sports. Talking about weather.	<b>Talking about My School (Viva 1 Mod 3)</b> Saying with subjects you study and giving opinions. Describing your school and talking about break time.	<b>Talking about Family and friend (Viva 1 Mod 4)</b> Describing family, Friends and physical description. Describing where you live.	<b>Talking about where you live (Viva 1 Mod 5)</b> Describing your town or village. Telling the time. Saying what are you going to do.	<b>Revision &amp; consolidation</b> <b>Film Project – Zipi Zape</b> <b>Culture Project – Artists &amp; Art Film Project</b>
<b>Year 7 Grammar</b>	Using adjectives -o/-a masc and fem Using the verb “tener” to have. Definite article un/una	Giving opinions. Me gusta + inf . -ar verbs present tense and hacer (to do)	Me gusta + article (el/la/los/las) Using -er, -ir (comer, beber, escribir, etc ...)	Using the verbs ser and tener. Using verb estar (to be for location)	Using “a, some, and many” in Spanish. Using the verbs “ir” to go and “querer” to want.	Revision of all grammar used during previous terms
<b>Year 7 Key Points</b>	I am – soy I have - tengo	To do – hacer I like – Me gusta	Articles -er -ir verbs	Using 3 <sup>rd</sup> person	Introducing the near future tense ir + inf	Listening and description
<b>Year 8 Content</b>	<b>Viva 2. Mod 2</b> <b>Todo sobre mi vida.</b> Saying what you use your phone for, talking about different types of music and Tv programmes.	<b>Viva 2. Mod 3</b> <b>Saying what food, you like,</b> describing mealtimes, using negatives, ordering meals. Discussing what to buy for a party.	<b>Viva 2. Mod 4</b> <b>Arranging to go out and making excuses,</b> discussing getting ready. Talking about clothes and sports events.	<b>Viva 2. Mod 5</b> <b>Describing a holiday home</b> Discovering more about the comparative. Asking for directions. Talking about summer camps.	<b>Viva 2. Mod 5</b> <b>Talking about holidays.</b> Saying what do you usually do during holidays. Talking about future holidays. Start talking about past holidays.	<b>Film project Assessment.</b> Listening activity adapted to practice description GCSE photo practice.
<b>Year 8 Grammar</b>	present tense of regular and irregular -ar, -ir, -er verbs, full paradigm (revision)	Wide range of opinions and negative structures.	Conditional tense <b>Me gustaría</b> + infinitive. Using <b>querer</b> and <b>poder</b> .	Using comparatives ( <b>tan ... como</b> ) and superlatives.	Present and near future revision. Introducing the preterite.	Grammar practice.  Booklet based on film with grammar ex

		Formal language Ud/Ustedes (you formal) Near future (ir + inf) going to + inf	Reflexive verbs. <b>Me/Te/Se/Nos</b>	Introducing the imperative.		thought through the year
<b>Year 8 Key Points</b>	Present tense + irregular verbs	Negative structures	Reflexives	comparatives	Preterite Fui / Fuimos	Listening + describing a picture
<b>Year 9 Content</b>	<b>Viva 2. Mod 1 Talking about a past holiday</b> Using the preterite of ir .Saying what you did on holiday and describing how it was and where you stayed.	<b>Viva GCSE. Módulo 1 – ¡Desconéctate!</b> (Local, national, international and global áreas of interest) Saying what you do in summer Using the present tense Listening to identify the person of the verb	<b>Viva GCSE. Módulo 1 – ¡Desconéctate!</b> (Local, national, international and global áreas of interest) Giving an account of a holiday in the past Using three tenses together	<b>Viva GCSE. Módulo 2 - Mi vida en el insti</b> (Current and future study and employment) Describing school uniform and the school day Using adjectives	<b>Viva GCSE. Módulo 2 - Mi vida en el insti</b> Talking about school rules and problems Using phrases followed by the infinitive	<b>. Viva GCSE. Módulo 2 - Mi vida en el insti</b>  Talking about activities and achievements Using object pronouns Saying how long you have been doing something
<b>Year 9 Grammar</b>	Preterite tense of regular verbs and irregular verbs <i>ser</i> and <i>ir</i> using examples of sequencers ( <i>primero, luego, más tarde, después, finalmente</i> ) and opinion phrases ( <i>lo mejor/peor</i> ) Verbs in the 'we' form	Present tense of regular verbs and irregular verb <i>ser</i> Adding variety to what you say Comparatives and superlatives. Negatives: <i>nada, nadie, ni... ni..., ningún, nunca, tampoco</i>	Using three tenses together (present, preterite, imperfect) Identifying positive and negative opinions Opinion verbs: <i>interesar, odiar, preferir</i> Forming questions using: <i>¿Cuándo? ¿Qué? ¿Cómo? ¿A qué hora? ¿Dónde</i>	Wider use of preterit tense Using verbs with Usted/es . Identifying positive and negative opinions. Possessive adjectives Using expressions of frequency	Stem-changing verbs ( <i>poder, querer</i> ) Qualifying descriptions ( <i>muy, bastante, un poco, poco</i> ) Adjectival endings (-o/a, -e, consonant, -or/ora, -ista)	<i>Desde hace</i> + present tense Direct object pronouns ( <i>lo / la / los / las</i> ) Understanding time expressions: past, present, future
<b>Year 9 Key Points</b>	Verbs endings and irregular verbs	To identify the person of the verb	Preterite	3 tenses	Comparative/superlative	questions

