



TNHA Curriculum Planning Document

Subject: Spanish

Year: 7

Timescale 2021	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Prior Learning (from KS2/3)	Some pupils would have only been exposed to French and German.	Some pupils would have only been exposed to French and German.	Some pupils would have only been exposed to French and German.		Some pupils would have only been exposed to French and German.	
Topic/ Unit title	Mi vida- My life Meeting and greeting, Likes and dislikes. Numbers, Dates, ages and birthdays. Describing yourself. Classroom objects, alphabet, classroom instructions	Mi familia y yo- My family and I Family, physical description, characteristics, possessive adjectives and animals	Mi casa/ Mi pueblo- My home/ My town Where I live, describing your home, saying what you do in town, nouns, verbs in the present tense, Tourist attractions, opinions and adjectives.		Tiempo libre- Free time Free time, sports and activities, what you like doing, describe what others do. Describing plans with friends, time, near future tense.	
SMSC/Cultural Capital/Character/FBV- outline specific areas that are covered in this unit	-Developing writing skills -Using a dictionary to find new words -Developing vocabulary -Reading comprehension Key Knowledge: Students will be able to get used to Spanish pronunciation and introducing themselves. They will be able to talk about their personality	-Cultural awareness -Saying new words -Developing presentation skills: speaking from notes and practising -Listening and responding Key Knowledge: Students will be able to describe their family, using possessive adjectives. They will also be able to describe their hair and eye colour, using the verbs ser and tener . Students will be able to say what other people look like, using verbs in the third personage. They	-Cultural awareness -Writing creatively -Reading comprehension Key Knowledge: Students will be describing the house where they live in, using the verbs ser/estar (to be). They will be able to plan to describe their town or village, using 'a',	-Cultural awareness -Group Work -Speaking coherently and confidently -Listening and responding Key Knowledge: Students will be able to say what they are going to do at the weekend, using the near future tense. Pupils will be able to understand people describing	-Discussion -Cultural awareness -Writing creatively -Reading comprehension Key Knowledge: Students will be able to say what they like to do and give opinions using <i>me gusta + infinitive</i> . They will be saying what they do in their spare time and use -ar verbs in the present tense.	-Cultural awareness -Developing Speaking skills -Listening and responding Key Knowledge: Students will be able to say what sports they do using hacer (to do) and jugar (to play). They will be reading about different hobbies.



	and use adjectives that end in -o/-a. Pupils will be able to say when their birthday is using numbers and the Spanish alphabet. Pupils will be able to write a text for a time capsule and add variety to their writing.	will talk about their pets, making adjectives agree with nouns.	'some' and 'many' in Spanish. They will be able to tell the time, using the verb ir (to go). Pupils will be able to order in a café, using the verb querer (to want).	their town and listen for detail. They will be writing a blog about their town and activities, using two tenses together.	Pupils will be talking about the weather using cuando (when).	Students will be able to understand more challenging texts. They will be able to take part in a longer conversation using question words.
Assessment Opportunities	Year 7 Baseline assessment Half-termly Assessment – Writing and Reading	Half-termly Assessment – Listening and Speaking	Half-termly Assessment – Writing and Reading	Half-termly Assessment – Listening and Speaking	Half-termly Assessment – Writing and Reading	Half-termly Assessment – All 4 skills- End of the year exams
Links to other units in KS3/4.	Identity and culture(Y10)	Identity and culture(Y10)	Describing a region/ Local area(year 10)	Out and about in town (Y10)	Free Time/ Identity and culture(year 10)	Free Time/ Identity and culture(year 10)



TNHA Curriculum Planning Document

Subject: French

Year: 8

Timescale	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Prior Learning (from KS2/3)	Basics Introduction to French	C'est Perso Studio 1 – (Describing yourself and others)	Mon Collège Studio 1 School (School Project)	Ma Zone Studio 1 Town (Town Presentation and Festivals)	Mes Vacances Studio 1 Holiday Topic	French Television and Cinema Cultural links
Topic/ Unit title	T'es branché(e)?	Paris je t'adore	Mon identité	Chez moi – Chez toi	Quel Talent!	Les Pays Francophones
SMSC/Cultural Capital/Character/FBV- outline specific areas that are covered in this unit	Linguistic skills developed and applied from Year 7. -TV programmes -Present tense -Films -IR RE verbs -Internet -The perfect tense -Talking about preferences	-Paris -The Perfect tense -Irregular verbs -Opinions -Using c'était -Tourist attractions -The Perfect tense with être -Who stole the Mona Lisa ? - Interviewing a suspect. Past and present tenses	-Talking about personality -Talking about relationships -Reflexive verbs -Talking about music. -Clothes -Near future tense - Talking about your passion -Past, present and future tenses.	-Describing where you live. -Describing your home. -Prepositions -Talking about meals using boire and prendre to buy -Talking about an event using three tenses	-Talking about talent and ambitions - Encouraging or persuading someone using devoir and pouvoir. - Rehearsing for a contest -The Imperative -Saying who is the best, the most, the least -Superlatives -Use a variety of structures and tenses -La Nouvelle Star	Cultural Geographical Study -Countries that speak French -Traditions and festivals in these countries -Mapwork -Food and dining -Differences and comparisons -Historical events -Famous people from these locations
Assessment Opportunities	Half-termly Assessments – KS3 Take-away Homework	Half-termly Assessments – KS3 Take-away Homework	Half-termly Assessments – KS3 Take-away Homework	Half-termly Assessments – KS3 Take-away Homework	Half-termly Assessments – KS3 Take-away Homework	Half-termly Assessments – KS3 Take-away Homework
Links to other units in KS3/4.	Ma Vie Sociale d'ado (Discussing Social Media)	Bien dans sa peau (Sport and Fitness)	À l'horizon (Jobs and Future)	Spécial Vacances (Holiday Topic)	Moi dans le Monde (Environment and Rights topic)	Les Misérables – Film and Literary Study History Topic



TNHA Curriculum Planning Document

Subject: Spanish

Year: 9

Timescale: Sept 2020	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Prior Learning (from KS2/3)	Mis vacaciones <u>Fantastic places around the world</u> Holiday, holiday plans, using past tense. Weather in the imperfect tense.	<u>La tecnología- Media around us</u> Use of technology, music, TV programmes, opinions and reasons why in past tense. Roleplay. Reading	<u>La comida, eventos y la moda- Food and fashion</u> Opinions on food and clothes. Talking about last weekend. Clothes and fashion. Arranging to go out, a recent trip out in perfect tense.	Mi insti- <u>School</u> School subjects, describing a timetable, giving opinions and reasons. Telling the time, describing a previous school. Photocard.		
Topic/ Unit title	Mi familia, mis amigos y yo- Family, friends and relationships; <u>Relationships</u> Describing friends and family, going out in town, describing weekend routine, Talking about life when you were younger. Talking about role-models. Identity and culture: Daily life; Who am I? – Theme 1	<u>Las redes sociales- Social media</u> Describing social activities, Facebook, technology, describing life before technology. Identity and Culture: Who am I?; Cultural life- Theme 1	<u>Sport and music.</u> Cinema and TV life online, books and culture, Music festivals/International sport events. Identity and Culture: Who am I?; Cultural life- Theme 1/ International and global dimension: Bringing the world together – Theme 5	<u>De costumbre- Customs and celebrations</u> Daily life, food and culture, family celebrations, festivals and traditions in other Spanish speaking countries. Photocards. Identity and Culture: Who am I?; Cultural life- Theme 1		



<p>SMSC/Cultural Capital/Character/FBV - outline specific areas that are covered in this unit</p>	<ul style="list-style-type: none"> -Developing writing skills -Using a dictionary to find new words -Developing vocabulary -Reading comprehension <p>Key Knowledge: Students will be:</p> <ul style="list-style-type: none"> -Practising pronunciation of adjectives -Translating sentences and conversations into English -Identifying infinitives in a text -Pairing male and female words -Write sentences using expressions of frequency -Asking and answering questions about physical characteristics -Describing yourself and a friend -Reading and understanding a text about physical characteristics, identifying main points and noting down details -Translating adjectives into English -Listening to passages including the present continuous -Reading sentences about free-time activities and matching to pictures 	<ul style="list-style-type: none"> -Cultural awareness -Accurate pronunciation and intonation -Conversation (using modes of address) -Listening and responding <p>Key Knowledge: Students will be:</p> <ul style="list-style-type: none"> -Listening and identifying the correct picture and a reason related to apps -Listening to and reading a text and answering questions in English -Listening to phrases and deciding if they are positive or negative -Asking and answering questions related to apps -Translating sentences into Spanish -Write a blog post about your favourite apps 	<ul style="list-style-type: none"> -Cultural awareness -Writing creatively -Reading comprehension <p>Key Knowledge: Students will be:</p> <ul style="list-style-type: none"> -Listening to and understanding passages relating to free-time activities -Asking and answering questions about free-time and sport activities -Reading a text and filling in the missing verbs; translate into English -Matching sports to their pictures -Reading a text about sport and answering questions in English -Writing a text about free-time activities -Identifying sport and time frame (past, present) 	<ul style="list-style-type: none"> -Cultural awareness -Group Work -Speaking coherently and confidently -Listening and responding <p>Key Knowledge: Students will be:</p> <ul style="list-style-type: none"> -Listening to passages about TV programmes -Listening to passages about film -Asking and answering questions about TV programmes -Reading a text about cinema and completing sentences in English -Writing a forum entry about television and cinema -Asking and answering questions about reading preferences -Reading texts about reading preferences and answering questions in English; 	<ul style="list-style-type: none"> -Discussion -Cultural awareness -Writing creatively -Reading comprehension <p>Key Knowledge: Students will be:</p> <ul style="list-style-type: none"> -Listening to descriptions of mealtimes, daily routine -Listening and identifying which room is being talked about; Asking and answering questions about mealtimes, about your daily routine for one minute Reading; -Writing a text about mealtimes at home -Listening to passages and identifying which foods are mentioned; -Listening to descriptions of 	<ul style="list-style-type: none"> -Cultural awareness -Developing Speaking skills -Listening and responding - Accuracy (grammar) <p>Key Knowledge: Students will be:</p> <ul style="list-style-type: none"> Listening to and reading texts about Spanish festivals; finding verbs in Spanish Listening to passages about Spanish festivals and noting down details in Spanish Listening to check answers Asking and answering questions about Spanish festivals Reading a text about a typical festival -Writing a text about the Day of the Dead and Halloween -Listening to descriptions of
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	<ul style="list-style-type: none"> -Reading a blog post and looking for present continuous phrases -Listening to conversations related to relationships -Listening and understanding main points and details about character and relationships -Asking and answering questions about family relationships -Reading and understanding phrases related to relationships -Write a text about a best friend (character and your relationship) 		<ul style="list-style-type: none"> -Listening to passages about sport and noting down details and time frame (past, present) 	<ul style="list-style-type: none"> - finding synonyms for advantages and disadvantages -Write a blog about reading preferences -Listening to passages about music/music festival -Asking and answering questions about music and music festivals -Reading a web page and programme for a music festival and answering questions in Spanish -Reading a text about a music festival and identifying the correct sentences; -Writing a text about a past experience at a music festival 	<ul style="list-style-type: none"> food and identifying which foods are mentioned -Listening to and reading descriptions of some typical dishes -Describing some typical dishes shown in a photo -Writing a shopping list -Writing a text about typical dishes. -Listening to passages about restaurants -Reading a menu -Listening to situations in a restaurant -Performing dialogues in a restaurant (ordering; problems) -Reading restaurant adverts and matching the adverts to a person -Reading a restaurant review 	<ul style="list-style-type: none"> special days and identifying which day is mentioned -Listening to a description of a special day and completing the sentences in English -Talking about a special day in the past -Reading texts about special days -Reading a literary text and answering the multiple-choice questions in English
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					-Writing a dialogue in Spanish and performing it.	
Assessment Opportunities	KS3 Baseline assessment Half-termly Assessment – Writing and Reading	Half-termly Assessment – Listening and Speaking	Half-termly Assessment – Writing and Reading	Half-termly Assessment – Listening and Speaking	Half-termly Assessment – Writing and Reading	Half-termly Assessment – All 4 skills- End of the year exams
Links to other units in KS3/4.	Identity and culture/ Themes 1 Year 7	Identity and culture/ Themes 1 Year 8	Identity and culture/ Themes 1 Year 7	Identity and culture/ Themes 1 Year 8	Identity and culture/ Themes 1 Year 8	Identity and culture/ Themes 1 Year 8