

**Curriculum Information Year 7 Spanish
Autumn Term**

Unit title	Key Questions	Knowledge	Assessing Understanding
Greetings, about me	¿Qué tal? ¿Cómo te llamas? ¿Dónde vives? ¿Qué tipo de persona eres? ¿Cuántos años tienes? ¿Tienes hermanos? ¿Cuándo es tu cumpleaños? ¿Cómo se escribe? ¿Cuándo es tu cumpleaños? ¿Cómo se escribe? ¿Tienes mascotas?	Greetings, meeting a Spanish-speaking person, introducing yourself. Talking about your family, siblings and pets.	<p>How understanding is assessed</p> In lessons, using instant feedback through targeted questioning and reactive teaching. Through marking of homework and classwork tasks. Through peer assessment in class using student-friendly markschemes (oral and written). Through guided self assessment. Through live marking. Through formal end of unit assessments. <p>Skills</p> <ul style="list-style-type: none"> • Listen to a variety of forms of spoken language to obtain information and respond appropriately. Transcribe words and short sentences that you hear with increasing accuracy. • Speak coherently and confidently with increasingly accurate pronunciation and intonation. • Read and show comprehension of original and adapted materials, understanding the purpose, gist and details. Provide an accurate translation of short, suitable text. • Write in short sentences using an increasing range of vocabulary, express simple opinions. Identify and use key verbs and grammatical structures. Use accurate spellings and punctuation. <p>Assessment Point Information</p> Formative speaking assessments each week through pairwork and teacher-student interactions. Summative listening, reading and writing end of unit assessments (approximately every six weeks). Scores awarded, targets set and next steps discussed with examples or modeling provided where appropriate.
Things I like and things I do	¿Qué te gusta hacer? ¿Por qué? ¿Qué haces en tu tiempo libre? ¿Por qué? ¿Qué tiempo hace? ¿Qué haces cuando llueve? ¿Qué deportes haces? ¿Qué te gusta? ¿Por qué?	Discussing what you like doing and what you do in your spare time. Using the verbs to play and to do. Combining activities with weather phrases to produce longer statements.	(This cell continues the content from the previous row, as the table structure in the image shows a single large cell for the right-hand side of the second row.)

Spring Term

Unit title	Key Questions	Knowledge	Assessing Understanding
School subjects	<p>¿Qué estudias? ¿Cuál es tu día favorito? ¿Por qué? ¿Te gusta(n)...? ¿Por qué?</p>	<p>Talking about subjects you study, like and dislike. Giving opinions in different ways and giving reasons. Talking about your timetable.</p>	<p>How understanding is assessed In lessons, using instant feedback through targeted questioning and reactive teaching. Through marking of homework and classwork tasks. Through peer assessment in class using student-friendly markschemes (oral and written). Through guided self assessment. Through live marking. Through formal end of unit assessments.</p> <p>Skills</p> <ul style="list-style-type: none"> • Listen to a variety of forms of spoken language to obtain information and respond appropriately. Transcribe words and short sentences that you hear with increasing accuracy. • Speak coherently and confidently with increasingly accurate pronunciation and intonation. • Read and show comprehension of original and adapted materials, understanding the purpose, gist and details. Provide an accurate translation of short, suitable text. • Write in short sentences using an increasing range of vocabulary, express simple opinions. Identify and use key verbs and grammatical structures. Use accurate spellings and punctuation. <p>Assessment Point Information Formative speaking assessments each week through pairwork and teacher-student interactions. Summative listening, reading and writing end of unit assessments (approximately every six weeks). Scores awarded, targets set and next steps discussed with examples or modeling provided where appropriate.</p>
The school day	<p>¿Qué hay en tu instituto? ¿Te gusta(n)?</p>	<p>Describing the facilities in your school. Looking at a Spanish school.</p>	<p>(This cell continues the content from the first row, including the Skills and Assessment Point Information sections.)</p>
Breaktime	<p>¿Qué haces durante el recreo?</p>	<p>Talking about what you do at lunchtime and breaktime. Describing what you eat, how you spend your time with your friends.</p>	<p>(This cell continues the content from the first row, including the Skills and Assessment Point Information sections.)</p>

Summer Term

Unit title	Key Questions	Knowledge	Assessing Understanding
Where you live	¿Qué hay en tu pueblo o tu ciudad? ¿Qué hora es? ¿Qué haces en la ciudad?	Describing places in your town. Discussing times in relation to places / outings.	<p>How understanding is assessed</p> <p>In lessons, using instant feedback through targeted questioning and reactive teaching.</p> <p>Through marking of homework and classwork tasks.</p> <p>Through peer assessment in class using student-friendly markschemes (oral and written).</p> <p>Through guided self assessment.</p> <p>Through live marking.</p> <p>Through formal end of unit assessments.</p> <p>Skills</p>
Out and about	¿Qué quieren? ¿Algo más? ¿Y de beber? ¿Cuánto es por favor?	Ordering food in a cafe. Saying what you want and asking simple questions.	<ul style="list-style-type: none"> ● Listen to a variety of forms of spoken language to obtain information and respond appropriately. Transcribe words and short sentences that you hear with increasing accuracy. ● Speak coherently and confidently with increasingly accurate pronunciation and intonation. ● Read and show comprehension of original and adapted materials, understanding the purpose, gist and details. Provide an accurate translation of short, suitable text. ● Write in short sentences using an increasing range of vocabulary, express simple opinions. Identify and use key verbs and grammatical structures. Use accurate spellings and punctuation.
Saying what you are going to do	¿Qué vas a hacer este fin de semana?	Using the near future tense to talk about plans for the weekend.	<p>Assessment Point Information</p> <p>Formative speaking assessments each week through pairwork and teacher-student interactions.</p> <p>Summative listening, reading and writing end of unit assessments (approximately every six weeks).</p> <p>Scores awarded, targets set and next steps discussed with examples or modeling provided where appropriate.</p>