

Year 7

What do teachers need to retrieve from students before they start teaching new content ?	What specific ambitious knowledge do teachers need to teach students in this sequence of learning?			What real life examples can be applied to this sequence of learning to develop our students' thinking, encouraging them to see the inequalities around them and 'do something about them!'
	Key questions	Grammar	Key Language	
<p>Knowledge of the world map (continents).</p> <p>English definite articles</p>	<p>How do you pronounce the vowels in Spanish?</p> <p>How do you greet and answer someone in Spanish?</p>	<p>definite articles (<i>el, la, los, las</i>)</p> <p>verb endings</p>	<p><i>¡Hola!</i> <i>¿Qué tal?</i> <i>Fenomenal.</i> <i>Bien, gracias.</i> <i>Regular.</i> <i>Fatal.</i> <i>¿Cómo te llamas?</i> <i>Me llamo...</i> <i>¿Dónde vives?</i> <i>Vivo en...</i> <i>Adiós.</i> <i>Hasta luego.</i></p>	<p>Knowledge of different Spanish speaking countries around the world. Tolerance for different cultures.</p> <p>Looking at differences between Spain and South American Countries. Economic differences between communities, examples of people volunteering in animal sanctuaries, children's homes.</p>
<p>Students' knowledge of what an adjective is.</p> <p>How do we make a verb negative?</p>	<p>Can you describe your personality in Spanish?</p> <p>Why do adjectives end in -o or -a in Spanish?</p>	<p>adjectives that end in -o/-a</p> <p>making sentences negative</p> <p><i>ser</i> (present, singular)</p>	<p><i>¿Qué tipo de persona eres?</i> <i>Soy sincero/a.</i> <i>Soy tímido/a.</i> <i>Soy tranquilo/a.</i> <i>Soy divertido/a.</i> <i>Soy serio/a.</i> <i>Soy simpático/a.</i> <i>Soy tonto/a.</i> <i>Soy listo/a.</i> <i>Soy generoso/a.</i> <i>Mi pasión es...</i> <i>Mi héroe es...</i></p>	<p>Talking about their passions and heroes. Asking students to think about justifying their choice of hero. Can they think deeply about what a good hero is.</p>

What is a verb. Masculine and feminine word endings.	Talking about age, brothers and sisters Using the verb <i>tener</i> (to have)	<i>tener</i> (present, singular) indefinite articles (<i>un/una</i>)	<i>¿Cuántos años tienes?</i> <i>Tengo... años.</i> <i>Numbers: uno to quince (and cero)</i> <i>¿Tienes hermanos?</i> <i>Tengo un hermano.</i> <i>Tengo una hermana.</i> <i>Tengo un hermanastro.</i> <i>Tengo una hermanastra.</i> <i>Tengo dos hermanos.</i> <i>Tengo dos hermanas.</i> <i>No tengo hermanos.</i> <i>Soy hijo único.</i> <i>Soy hija única.</i>	Use texts from Hispanic people talking about their siblings. Differences in attitudes towards family around the world.
The use of the verb <i>tener</i> and how a verb changes in Spanish rather than using pronouns like in English	Saying when your birthday is Using numbers and the alphabet	Reinforcing use of the verb ' <i>tener</i> ' - understanding that this verb is used for age unlike the use of the verb to be in English.	<i>¿Cuándo es tu cumpleaños?</i> <i>Mi cumpleaños es el... de...</i> <i>enero, febrero, marzo...</i> <i>Numbers: dieciséis to treinta y uno</i> <i>¿Cómo se escribe?</i> <i>Se escribe...</i> <i>The alphabet in Spanish</i>	
Masculine and feminine endings. Adjective-noun word order.	Talking about your pets Making adjectives agree with nouns	adjective forms (masculine and feminine, singular and plural)	<i>¿Tienes mascotas?</i> <i>No tengo mascotas.</i> <i>Tengo...</i> <i>un perro, un gato, un conejo</i> <i>un pez, un ratón</i> <i>una serpiente, una cobaya</i> <i>blanco/a</i> <i>amarillo/a</i> <i>negro/a</i> <i>rojo/a</i> <i>verde</i> <i>gris</i> <i>marrón</i> <i>azul</i> <i>rosa, naranja</i>	<p>p. 017 Cultural worksheet</p> <p>Use texts from Hispanic people talking about their pets. Differences in kin the type of animals you find around the world. How does this help the environment and biodiversity.</p>

<p>The verbs ser/tener in first and third person. Personality adjectives, family members and animals. Adjective-noun word order and adjective agreement.</p>	<p>Writing a text for a time capsule Adding variety to your writing</p>	<p>Nothing new</p>	<p>Review of language from the Module</p>	<p>Example text from Spanish speakers, cultural knowledge about where he lives in Argentina.</p>
<p>Revision and Assessment resources <i>iResumen!</i> and <i>iRepaso!</i> <i>iAdelante!</i> <i>Gramática!</i> <i>iPalabras!</i> <i>iTe toca a ti!</i> Assessment Pack End of Module 1 tests</p>				

What do teachers need to retrieve from students before they start teaching new content ?	What specific ambitious knowledge do teachers need to teach students in this sequence of learning?			What real life examples can be applied to this sequence of learning to develop our students' thinking , encouraging them to see the inequalities around them and 'do something about them!'
	Key questions	Grammar	Key Language	
Previous family vocabulary (brother/sister) What is a possessive adjective? Masculine and feminine nouns	Describing your family Using possessive adjectives	Possessive adjectives <i>mi/tu/su</i> and <i>mis/tus/sus</i>	<i>mi madre, mi padre, mis padres</i> <i>mi hermano/a</i> <i>mi abuelo/a</i> <i>mis abuelos</i> <i>tiene/tienen... años</i> <i>se llama/se llaman</i> <i>veinte, treinta, cuarenta</i> <i>cincuenta, sesenta, setenta, ochenta, noventa, cien</i>	Importance of family in England, Spain and South America. Spanish Royal Family. Tolerance for different attitudes.
Differentiating the use of <i>ser</i> and <i>tener</i> . Adjectival agreement. word order. Sentence structure using nouns and adjectives.	Describing your hair and eye colour Using verbs <i>ser</i> and <i>tener</i>	irregular verbs <i>tener</i> and <i>ser</i> position of adjectives (after the noun)	<i>¿De qué color tienes los ojos?</i> <i>Tengo los ojos...</i> <i>azules, grises, marrones, verdes</i> <i>Llevo gafas.</i> <i>¿Cómo tienes el pelo?</i> <i>Tengo el pelo...</i> <i>negro, rubio, castaño, azul, liso, rizado, largo, corto</i> <i>Soy pelirrojo/a.</i> <i>Soy calvo.</i>	Describing famous Hispanic people. Tolerance for differences

<p>Adjectival agreement.</p> <p>Conjugation of tener and ser</p> <p>Third person verbs (es, tiene)</p>	<p>Saying what other people look like</p> <p>Using verbs in the third person</p>	<p>Agreement of adjectives with nouns</p>	<p>(No) Es...</p> <p>alto/a</p> <p>bajo/a</p> <p>pequeño/a</p> <p>joven</p> <p>viejo/a</p> <p>guapo/a</p> <p>simpático/a</p> <p>inteligente</p> <p>Tiene pecas.</p> <p>Tiene barba.</p>	<p>Describing famous Hispanic people.</p> <p>Tolerance for differences</p>
<p>Vivo en.. (module 1)</p> <p>Adjectival agreement.</p> <p>Sentence structures using nouns and adjectives</p>	<p>Describing where you live</p> <p>Using the verb <i>estar</i> (to be)</p>	<p>the verb <i>estar</i></p>	<p>Vivo en...</p> <p>una casa, un piso</p> <p>bonito/a, antiguo/a, cómodo/a</p> <p>pequeño/a, grande, moderno/a</p> <p>Está en...</p> <p>la montaña, un pueblo, la costa</p> <p>el campo, el desierto, el norte, el este, el sur, el oeste, el centro</p>	<p>How houses are different in Spain and South America and why they are built in that way. Socio-economic differences and how this impacts their lives. How can people help?</p>
<p>What is a cognate?</p> <p>What is a false friend?</p>	<p>Reading about the carnival in Cadiz</p> <p>Looking up new Spanish words in a dictionary</p>	<p>Nothing new</p>	<p>Review of language from Units 1-4</p>	<p>The history of carnival and how it is celebrated in Cadiz.</p> <p>Why is this important to Spanish culture: identity.</p>
<p>Revision and Assessment</p> <p>Could use:</p> <ul style="list-style-type: none"> • Pupil Book pp. 92-93 <i>¡Resumen!</i> and <i>¡Repaso!</i> • Pupil Book pp. 94-95 <i>¡Adelante!</i> • Pupil Book pp. 96-97 <i>¡Gramática!</i> • Pupil Book pp. 98-99 <i>¡Palabras!</i> • Pupil Book pp. 132-133 <i>¡Te toca a ti!</i> • Assessment Pack End of Module 4 tests 				

What do teachers need to retrieve from students before they start teaching new content?	What specific ambitious knowledge do teachers need to teach students in this sequence of learning?			What real life examples can be applied to this sequence of learning to develop our students' thinking, encouraging them to see the inequalities around them and 'do something about them!'
	Key questions	Grammar	Key Language	
What is an infinitive verb?	Saying what you like to do Giving opinions using <i>me gusta</i> + infinitive	the infinitive	<i>¿Qué te gusta hacer?</i> <i>Me gusta...</i> <i>Me gusta mucho...</i> <i>No me gusta...</i> <i>No me gusta nada...</i> <i>navegar por Internet</i> <i>chatear, escuchar música</i> <i>jugar a los videojuegos</i> <i>guay, divertido/a</i>	p-29-30 Spanish free time activities famous Spanish speaking people.
What is an infinitive verb? What is the present tense in English?	Saying what you do in your spare time Using <i>-ar</i> verbs in the present tense	present tense of regular <i>-ar</i> verbs (full paradigm)	<i>¿Qué haces en tu tiempo libre?</i> <i>bailo</i> <i>toco la guitarra</i> <i>monto en bici</i> <i>saco fotos</i> <i>hablo con mis amigos</i> <i>canto karaoke</i> <i>todos los días</i> <i>a veces</i> <i>nunca</i> <i>de vez en cuando</i>	

-ar verb formation.	Talking about the weather Using <i>cuando</i> (when)	Nothing new	<i>¿Qué tiempo hace?</i> <i>hace calor</i> <i>hace frío</i> <i>hace sol</i> <i>hace buen tiempo</i> <i>llueve, nieva</i> <i>en primavera, en verano</i>	Looking at different weather forecasts from around the World. How is this affected by climate change?
<i>What is an irregular verb?</i> <i>Opinion phrases.</i> <i>Difference between 'I do' and 'I play'</i>	Saying what sports you do Using <i>hacer</i> (to do) and <i>jugar</i> (to play)	present tense of <i>hacer</i> (irregular verb, full paradigm) present tense of <i>jugar</i> (stem-changing verb, full paradigm)	<i>¿Qué deportes haces?</i> <i>Hago gimnasia.</i> <i>Hago artes marciales.</i> <i>Hago equitación.</i> <i>Hago atletismo.</i> <i>Hago natación.</i> <i>Juego al fútbol.</i> <i>Juego al tenis.</i> <i>Juego al voleibol.</i> <i>Juego al baloncesto.</i> <i>lunes, martes, miércoles, jueves, viernes</i> <i>Sábado, domingo</i>	Look at different sports from around the world eg. Padel. How does sport bring communities together. Why are different sports important for different cultures.
Free time phrases sports	Reading about different hobbies Understanding more challenging texts	Nothing new	Review of language from the module	
	Taking part in a longer conversation Using question words	Nothing new	Review of language from the module	
Revision and Assessment <ul style="list-style-type: none"> • Pupil Book pp. 44-45 <i>iResumen!</i> and <i>iRepaso!</i> • Pupil Book pp. 46-47 <i>iAdelante!</i> • Pupil Book pp. 48-49 <i>iGramática!</i> • Pupil Book pp. 50-51 <i>iPalabras!</i> • Pupil Book pp. 128-129 <i>iTe toca a ti!</i> • Assessment Pack End of Module 2 tests 				

What do teachers need to retrieve from students before they start teaching new content ?	What specific ambitious knowledge do teachers need to teach students in this sequence of learning?			What real life examples can be applied to this sequence of learning to develop our students' thinking , encouraging them to see the inequalities around them and 'do something about them!'
	Key questions	Grammar	Key Language	
Verb form paradigm -ar verbs What is a definite article? Knowledge of masculine and feminine nouns.	Saying what subjects you study Using <i>-ar</i> verbs to say what 'we' do	'we' form of <i>-ar</i> verbs	<i>¿Qué estudias?</i> <i>Estudio...</i> <i>(el) dibujo</i> <i>(el) inglés</i> <i>(la) educación física</i> <i>(la) música</i> <i>(el) francés</i> <i>(las) matemáticas</i> <i>¿Cuál es tu día favorito?</i> <i>Mi día favorito es el...</i>	Look at a typical Spanish timetable and compare. (different times, lunch at home, different subjects) Tolerance for differences from other countries.
Opinion phrases. What does 'singular and 'plura' mean? Adjectival agreement (previously covered in colours) Masculine and feminine nouns.	Giving opinions about school subjects Using <i>me gusta(n) + el/la/los/las</i>	using <i>me gusta(n) + el/la/los/las</i> when giving opinions about subjects checking verbs, definite articles and adjectival agreement in sentences giving opinions	<i>¿Te gusta...? / ¿Te gustan...?</i> <i>Me gusta(n)... / No me gusta(n)...</i> <i>No me gusta(n) nada...</i> <i>Me encanta(n)...</i> <i>porque es...</i> <i>interesante, importante, práctico/a, difícil, fácil, útil</i> <i>el profesor/la profesora es...</i> <i>paciente</i> <i>severo/a</i> <i>raro/a</i>	

	Describing your school Using the words for 'a', 'some' and 'the'	plural indefinite articles <i>unos/unas</i> (meaning 'some') plural definite articles <i>los/las</i> (meaning 'the')	<i>En mi instituto hay... no hay... un campo de fútbol un comedor un gimnasio un patio una clase de informática una piscina moderno/a, antiguo/a, grande</i>	Comparing the differences between English, Spanish and South American schools. Human Rights - the right to an education - differences in rights around the world and what this means for their futures.
What is an infinitive verb? Order of pronouns when forming verbs. How to form present tense of AR verbs Steps to take to conjugate a verb.	Talking about break time Using <i>-er</i> and <i>-ir</i> verbs'	present tense of regular <i>-er</i> and <i>-ir</i> verbs (full paradigms)	<i>¿Qué haces durante el recreo? Como... una chocolatina unos caramelos chicle fruta Bebo... algo agua primero luego normalmente a veces</i>	
What is a cognate? What is a false friend? Knowledge of subjects and opinions from previous lessons plus vocabulary from module 1.	Understanding details about schools Using prediction as a listening strategy	Nothing new	Review of language from the module	
Revision and Assessment Could use: <ul style="list-style-type: none"> • Pupil Book pp. 68-69 <i>iResumen!</i> and <i>iRepaso!</i> • Pupil Book pp. 70-71 <i>iAdelante!</i> • Pupil Book pp. 72-73 <i>iGramática!</i> • Pupil Book pp. 74-75 <i>iPalabras!</i> • Pupil Book pp. 130-131 <i>iTe toca a ti!</i> • Assessment Pack End of Module 3 tests 				

What do teachers need to retrieve from students before they start teaching new content ?	What specific ambitious knowledge do teachers need to teach students in this sequence of learning?			What real life examples can be applied to this sequence of learning to develop our students' thinking, encouraging them to see the inequalities around them and 'do something about them!'
	Key questions	Grammar	Key Language	
What is an indefinite article? Masculine and feminine nouns.	Describing your town or village Using 'a', 'some' and 'many' in Spanish	<i>un/una, unos/unas and muchos/muchas</i>	<i>¿Qué hay en tu pueblo o tu ciudad? Hay...un castillo, un mercado, un estadio, un centro comercial un polideportivo, una piscina una universidad, unos museos unas plazas No hay museo. No hay nada.</i>	P104 talking about what there is in Oviedo. Look at some typical Spanish town and cities. What aspects of cities are important to Spanish culture. Broadening horizons, tolerance for differences.