

## Spanish

### Curriculum Overview

At Dixons Kings we develop students to lead successful and happy lives and make a positive contribution to their community. Our curriculum in each year is designed to provide experiences, opportunities, knowledge and skills that enrich and challenge our students. We understand that the curriculum is key to determining the life chances and choices for our students and therefore we will not compromise on providing the very best. We achieve this in <<subject>> through the below:

#### Knowledge, skills and understanding to be gained at each stage:

		Cycle 1	Cycle 2	Cycle 3
<b>Year 7</b>	<b>Knowledge Introduced</b>	VIVA 1 MODULE 1 VIVA 1 MODULE 2 VIVA 1 MODULE 4 - phonics - greetings - numbers and age - days of the week - months of the year - saying when a birthday is - numbers to 31 - describing physical appearance - describing personality - nationalities - pets and describing them - family members - describing my house and where it is - rooms in the house - weather in the present tense - free time activities - Spanish alphabet - opinions	VIVA 1 MODULE 2 VIVA 1 MODULE 3 - sports - weather in the future tense - question words - school subjects - time - adjectives for describing studies - transport - school facilities - break time activities - school trip activities - past tense time markers - sequencers	VIVA 1 MODULE 5 - places in town - prepositions - activities in town - food and drinks - weather in the preterite tense - art related vocabulary - colours - shapes
	<b>Knowledge Revisited</b>	- numbers to 31 - days of the week - greetings - describing physical appearance - describing personality - pets	- free time activities - weather in the present tense - adverbs of frequency - family members - pets - rooms in the house - numbers to 31 - describing personality - sports - compass points	- family members - where my house is - weather - school subjects - rooms in the house - school facilities - school trip activities - sequencers - prepositions - time
	<b>Skills Introduced</b>	- tener in the present tense - word order and adjectives - adjectival agreement - ser in the present tense - photocard style task - use of indefinite article - IR verbs in the present tense - AR verbs in the present tense - estar in the present tense - use of quisiera - dictionary skills - adverbs of frequency - phonics a,e,i,v,b,o,u,l,ll	- ER verbs in the present tense - Hacer in the present tense - Jugar in the present tense - near future tense - IR in the present tense - use of es (it is) and son (they are) - the possessive - use of hay - text adaption - AR verbs in the preterite tense - using opinions with infinitives - singular and plural opinions - phonics ce,ci,ca,co,cu,que,qui,go,ga,gu	- weather in the preterite tense - preterite tense opinions - use of al and a la - querer in the present tense - stem changing verbs - ir in the preterite tense - using three tenses together - use of complex opinions - jugar in the preterite tense - hacer in the preterite tense - phonics gi,ge,n,ñ,rr,r,h,j
	<b>Skills Revisited</b>	- tener in the present tense - word order and adjectives - adjectival agreement - ser in the present tense	- word order and adjectives - adjectival agreement - verbs in the present tense - near future tense - use of quisiera - adverbs of frequency	- definite and indefinite article - ser in the present tense - tener in the present tense - using hay - using opinions in the present tense - hacer in the present tense - jugar in the present tense - using the possessive - word order and adjectives - adjectival agreement - verbs in the present tense - near future tense - use of quisiera - adverbs of frequency - photocard style task



**Year 8**

<b>Knowledge Introduced</b>	<p>VIVA 2 MODULE 2 VIVA 2 MODULE 3 VIVA 2 MODULE 4</p> <ul style="list-style-type: none"> <li>- free time activities (technology use)</li> <li>- Types of TV programme</li> <li>- Clothing</li> <li>- Food and drinks</li> <li>- Mealtimes</li> <li>- Ordering food</li> <li>- Birthday party vocabulary</li> </ul>	<p>VIVA 2 MODULE 4 VIVA 2 MODULE 5</p> <ul style="list-style-type: none"> <li>- meeting places</li> <li>- excuses</li> <li>- daily routine</li> <li>- activities in the city</li> <li>- summer camp activities</li> <li>- directions</li> </ul>	<p>VIVA 3 MODULE 2</p> <ul style="list-style-type: none"> <li>- jobs</li> <li>- adjectives to describe jobs</li> <li>- job tasks</li> <li>- future plans</li> </ul>
<b>Knowledge Revisited</b>	<ul style="list-style-type: none"> <li>- Connectives</li> <li>- Holiday activities</li> <li>- Prepositions</li> <li>- School subjects</li> <li>- Complex opinions</li> <li>- Family members</li> <li>- Houses</li> <li>- Time</li> </ul>	<ul style="list-style-type: none"> <li>- Pets</li> <li>- Physical descriptions</li> <li>- Key verbs relating to technology use</li> <li>- Time phrases</li> <li>- Town</li> <li>- Transport</li> <li>- Weather</li> <li>- School facilities</li> <li>- Describing teachers</li> <li>- Sports</li> <li>- Rooms in the house</li> </ul>	<ul style="list-style-type: none"> <li>- Key adjectives (free time)</li> <li>- Nationalities</li> <li>- Big numbers</li> <li>- Rooms in the house</li> <li>- Daily routine</li> <li>- Clothing</li> <li>- Food</li> <li>- Question words</li> <li>- summer camp activities</li> </ul>
<b>Skills Introduced</b>	<ul style="list-style-type: none"> <li>- using the definite article with opinions</li> <li>- Using the comparative</li> <li>- Role play style task</li> <li>- Translation strategies (into Spanish)</li> </ul>	<ul style="list-style-type: none"> <li>- using te gustaría</li> <li>- accepting and rejecting an invitation</li> <li>- poder in the present tense</li> <li>- reflexive verbs</li> <li>- se puede + infinitive</li> <li>- the superlative</li> <li>- the imperative</li> </ul>	<ul style="list-style-type: none"> <li>- using verbs of wishing and wanting present tense</li> <li>- using verb of wishing and wanting in the conditional</li> <li>- tener que + infinitive</li> <li>- irregular preterite tense verbs</li> <li>- identifying three tenses in a spoken text</li> <li>- planning a GCSE style writing question</li> </ul>
<b>Skills Revisited</b>	<ul style="list-style-type: none"> <li>- singular and plural opinions</li> <li>- Present tense verbs</li> <li>- Preterite tense verbs</li> <li>- Future tense verbs</li> <li>- adjectival agreement</li> <li>- tener in the present tense</li> <li>- ser in the - present tense</li> <li>- querer in the present tense</li> <li>- Ir in the preterite tense</li> <li>- Hacer in the preterite</li> <li>- phonics a, e, i, o, u, ca, co, cu.</li> </ul>	<ul style="list-style-type: none"> <li>- Comparatives</li> <li>- Translation strategies (into Spanish)</li> <li>- Present tense verbs</li> <li>- Preterite tense verbs</li> <li>- Future tense verbs</li> <li>- adjectival agreement</li> <li>- using es/está</li> <li>- giving opinions</li> <li>- phonics cua, cue, cui, que, qui, ga, go, gu, ge, gi, j, gue, gui, n, ñ.</li> </ul>	<ul style="list-style-type: none"> <li>- Using te gustaría</li> <li>- Tener que + infinitive</li> <li>- Present tense verbs</li> <li>- Preterite tense verbs</li> <li>- Future tense verbs</li> <li>- adjectival agreement</li> <li>- ser in the present tense</li> <li>- describing a photo</li> <li>- giving opinions</li> <li>- phonics v, b, r, rr, h, j.</li> </ul>

**Year 9**

<b>Knowledge Introduced</b>	<p>VIVA 3 MODULE 1 VIVA 3 MODULE 3 VIVA 3 MODULE 4</p> <ul style="list-style-type: none"> <li>- Learning about interests and issues</li> <li>- Learning vocabulary on cinema</li> <li>- Describing people</li> <li>- Learn vocabulary about diet.</li> <li>- health and fitness vocabulary</li> <li>- Body parts and saying what hurts</li> <li>- Illnesses</li> <li>- Human rights vocabulary</li> </ul>	<p>VIVA 3 MODULE 4 VIVA 3 MODULE 5</p> <ul style="list-style-type: none"> <li>- Understand vocabulary about recycling and helping the environment</li> <li>- Understand Fair trade vocabulary.</li> <li>- Understand town vocabulary.</li> <li>- Understand souvenirs vocabulary</li> <li>- Use complex Weather expressions.</li> </ul>	<p>VIVA GCSE BOOK MODULE 1</p> <ul style="list-style-type: none"> <li>- Vocabulary related to free time activities</li> <li>- Complex numbers</li> <li>- Range of time phrases in the present tense</li> <li>- Describing a past holiday</li> <li>- Hotel vocabulary (including problems)</li> </ul>
<b>Knowledge Revisited</b>	<ul style="list-style-type: none"> <li>- Free time activities</li> <li>- Food words</li> <li>- Daily routine</li> <li>- Transport</li> <li>- Break time activities</li> <li>- Describe personality and nationality</li> <li>- Weather expressions in the present</li> <li>- Family members</li> </ul>	<ul style="list-style-type: none"> <li>- Weather expressions</li> <li>- Some clothes vocabulary</li> <li>- Food and clothes</li> <li>- Free time (technology vocab)</li> <li>- Daily routine</li> <li>- Responding to an invitation.</li> <li>- Prepositions and time</li> <li>- Body parts</li> <li>- Jobs</li> </ul>	<ul style="list-style-type: none"> <li>- Numbers</li> <li>- Free time activities</li> <li>- Jobs</li> <li>- Nouns (free time)</li> <li>- Special Day vocabulary</li> <li>- Human rights vocabulary</li> </ul>
<b>Skills Introduced</b>	<ul style="list-style-type: none"> <li>- Present tense irregular verbs</li> <li>- Time markers in Spanish</li> <li>- Photo card GCSE task</li> <li>- Direct object pronouns</li> <li>- reflexive verbs</li> <li>- Verb poder in the present tense.</li> </ul>	<ul style="list-style-type: none"> <li>- Use Se debería</li> <li>- Use imperfect tense irregular verbs.</li> <li>- Understand and being able to answer a role play (Spanish Speaking GCSE)</li> <li>- Using the superlative</li> <li>- Conjugate using future tense (will)</li> <li>- Conjugate the verb "querer" in the present tense.</li> <li>- Conjugate "ser" in the preterite tense.</li> <li>- Conjugate "hacer" in the preterite tense.</li> </ul>	<ul style="list-style-type: none"> <li>- Using the third person singular to give opinions.</li> <li>- Stem changing verbs in the present tense.</li> <li>- Irregular verbs using preterite tense</li> <li>- Opinions using preterite tense.</li> <li>- Develop answers to achieve complexity (GCSE Mark Scheme)</li> <li>- Conjugate using the imperfect tense (regular verbs)</li> <li>- Differentiate between the preterite and the imperfect.</li> <li>- Use the usted form (Role Play)</li> <li>- Using the present continuous to describe a photo.</li> </ul>
<b>Skills Revisited</b>	<ul style="list-style-type: none"> <li>- Opinions and reasons</li> <li>- Present tense regular verbs</li> <li>- Use future tense (going to)</li> <li>- Preterite tense regular verbs.</li> </ul>	<ul style="list-style-type: none"> <li>- Conjugate in the present tense</li> <li>- Conjugate using preterite tense.</li> <li>- Conjugate using the future tense (going to)</li> </ul>	<ul style="list-style-type: none"> <li>- Opinions</li> <li>- Conjugating in the present tense.</li> <li>- Regular verbs using preterite tense.</li> <li>- Using opinions</li> </ul>



		<ul style="list-style-type: none"> <li>- Preterite tense of do and play</li> </ul>	<ul style="list-style-type: none"> <li>- Understand question words</li> <li>- Conjugate "ir" in the preterite tense</li> <li>- Using opinions.</li> </ul>	<ul style="list-style-type: none"> <li>- Photo Card (how to answer)</li> <li>- Past tense (activities and weather)</li> <li>- Using sequencers</li> </ul>
<b>Year 10</b>	<b>Knowledge Introduced</b>	<p>VIVA GCSE BOOK MODULE 2 VIVA GCSE BOOK MODULE 3</p> <ul style="list-style-type: none"> <li>- Describe school timetable</li> <li>- School building vocabulary</li> <li>- School rules</li> <li>- Problems at school</li> <li>- Talk about a school exchange</li> <li>- After school clubs</li> <li>- Complex personal descriptions</li> <li>- Talk about new technologies</li> <li>- Giving excuses</li> <li>- Meeting out</li> </ul>	<p>VIVA GCSE BOOK MODULE 3</p> <ul style="list-style-type: none"> <li>- Reading preferences</li> <li>- Adverbs of frequency</li> <li>- Using similes to describe people.</li> <li>- Derailed descriptions of people.</li> <li>- Talk about family relationships</li> <li>- Talk about ideal partner</li> </ul>	<p>VIVA GCSE MODULE 5 VIVA GCSE MODULE 6 Unts 1 and 2</p> <ul style="list-style-type: none"> <li>- Talking about places in town.</li> <li>- Problems in town</li> <li>- Describing a visit to a city</li> <li>- Talking about shops</li> <li>- Talking about clothes and presents.</li> <li>- Talking about routines and mealtimes.</li> <li>- Ordering in a restaurant</li> </ul>
	<b>Knowledge Revisited</b>	<ul style="list-style-type: none"> <li>- school subjects</li> <li>- vocabulary on school facilities</li> <li>- colours</li> <li>- clothes</li> <li>- Days of the week and sequencers</li> <li>- Family and pets</li> <li>- Weather</li> <li>- Free time activities and technology</li> <li>- transport</li> <li>- Food vocab</li> <li>- Countries and Nationalities</li> <li>- Adjectives (describe people)</li> <li>- going out vocabulary</li> <li>- Prepositions</li> <li>- members of the family</li> <li>- Rooms in the house</li> <li>- Future plans</li> </ul>	<ul style="list-style-type: none"> <li>- Describe personality and physical appearance.</li> <li>- Clothes</li> <li>- Invitations</li> <li>- Going out</li> <li>- Restaurant vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>- Souvenirs vocabulary</li> <li>- Describing the time in Spanish.</li> <li>- time phrases</li> <li>- Clothes vocabulary</li> <li>- food vocabulary</li> </ul>
	<b>Skills Introduced</b>	<ul style="list-style-type: none"> <li>- Irregular verbs in the present tense (hay, ser and tener)</li> <li>- Give complex reasons</li> <li>- Use a range of connectives.</li> <li>- Use "me hace"</li> <li>- Use negatives</li> <li>- Imperfect tense regular verbs.</li> <li>- Infinitive structures.</li> <li>- Conditional tense with subjunctive phrases starters.</li> <li>- Use "desde hace"</li> <li>- Use direct object pronouns</li> <li>- Conjugate "poder and querer" in the present tense</li> <li>- Combine imperfect and perfect tense.</li> <li>- Use para + infinitive</li> <li>- Use the present continuous</li> </ul>	<ul style="list-style-type: none"> <li>- Use connectives to contrast</li> <li>- Literature question (GCSE Reading)</li> <li>- Conjugate the verb "conocer" in the present</li> </ul>	<ul style="list-style-type: none"> <li>- Soler + infinitive</li> <li>- Conditional tense</li> <li>- future tense (will)</li> </ul>
	<b>Skills Revisited</b>	<ul style="list-style-type: none"> <li>- Conjugate in the present tense</li> <li>- singular and plural opinions and reasons.</li> <li>- Adjectival agreement</li> <li>- Use Tener que</li> <li>- Opinions of others.</li> <li>- Comparatives.</li> <li>- Superlatives.</li> <li>- Imperfect irregular verbs</li> <li>- near future (going to)</li> <li>- Conjugate using preterite tense.</li> <li>- Adjectival agreement</li> <li>- Conjugate "estar" in the present tense.</li> <li>- Use modal verbs</li> <li>- Complete Role Play (GCSE Speaking)</li> <li>- Opinions in the past</li> </ul>	<ul style="list-style-type: none"> <li>- Adjectival agreement</li> <li>- Use three tenses</li> <li>- using negatives</li> <li>- Conjugate ser and estaer in the present tense</li> <li>- Using present continuous (Photo Car GCSE Speaking)</li> <li>- Comparatives</li> <li>- Conjugate reflexive verbs</li> <li>- Using conditional tense</li> </ul>	<ul style="list-style-type: none"> <li>- Stem changing verbs</li> <li>- estar and tener in the present</li> <li>- Se puede + infinitive</li> <li>- Asking questions</li> <li>- past tense</li> </ul>
<b>Year 11</b>	<b>Knowledge Introduced</b>	<p>VIVA GCSE BOOK MODULE 7 VIVA GCSE BOOK MODULE 8</p> <ul style="list-style-type: none"> <li>- Talking about different jobs</li> <li>- talking about work experience.</li> <li>- Talking about the importance of learning languages.</li> <li>- Talking about a gap year</li> <li>- Talking about future plans</li> <li>- Talking about environmental problems.</li> <li>- Consider global issues</li> <li>- Talking about local action for the environment.</li> <li>- High numbers</li> <li>- Talking about healthy living</li> <li>- Talking about sports</li> </ul>	<p>VIVA GCSE BOOK MODULE 6 UNITS 3-5</p> <ul style="list-style-type: none"> <li>- Talking about festivals.</li> <li>- ordering food in a restaurant.</li> <li>- Talking about music</li> </ul>	



<b>Knowledge Revisited</b>	<ul style="list-style-type: none"> <li>- The time in Spanish</li> <li>- Jobs vocabular</li> <li>- recycling vocabulary</li> <li>- Numbers</li> <li>- giving reasons</li> </ul>	<ul style="list-style-type: none"> <li>- Food vocabulary</li> <li>- Superlatives</li> <li>- Preterite tense.</li> </ul>	
<b>Skills Introduced</b>	<ul style="list-style-type: none"> <li>- Imperfect tense</li> <li>- Saber and conocer</li> <li>- Indirect object pronouns</li> <li>- Using the subjunctive + cuando (HA Pupils)</li> <li>- Present subjunctive (HA pupils)O</li> <li>- Talking in the future tense</li> </ul>	<ul style="list-style-type: none"> <li>- Range of expressions followed by infinitive.</li> </ul>	
<b>Skills Revisited</b>		<ul style="list-style-type: none"> <li>- Reflexive verbs.</li> </ul>	

**A powerful, knowledge-rich curriculum teaches both declarative knowledge (facts; knowing that something is the case; what we think about) and non-declarative or procedural knowledge (skills and processes; knowing how to do something; what we think with). There are no skills without bodies of knowledge to underpin them. In some subjects, a further distinction can be made between substantive knowledge (the domain specific knowledge accrued e.g. knowledge of the past) and disciplinary knowledge (how the knowledge is accrued e.g. historical reasoning). Please refer to the DAT Curriculum Principles, published on our website, for further information about how we have designed our curriculum.**