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| <b>Subject: Spanish</b>   |   | <b>Year Group: 7</b>  |
| <b>Term 1 Key Focus/Topic(s):</b> <ul style="list-style-type: none"> <li>• Introduction to Spanish and importance of languages.</li> <li>• Pronunciation</li> <li>• Learn numbers 1-20/basic introductions/classroom instructions /what's in your school bag/your age.</li> <li>• Strategies for listening, reading and vocabulary learning.</li> </ul> | <b>Term 2 Key Focus/Topic(s):</b> <ul style="list-style-type: none"> <li>• Numbers to 31</li> <li>• Month and birthdays</li> <li>• Item in a classroom</li> <li>• Days</li> <li>• Countries</li> <li>• Giving opinions</li> </ul> | <b>Term 3 Key Focus/Topic(s):</b> <ul style="list-style-type: none"> <li>• Where you live</li> <li>• Which languages you speak</li> <li>• Describing family</li> <li>• Pets</li> </ul>                                      |
| <b>Term 1 Assessment Opportunities :</b> <ul style="list-style-type: none"> <li>• Writing: what's in your school bag.</li> <li>• Vocabulary test</li> <li>• Record a listening and reading mark</li> </ul>  | <b>Term 2 Assessment Opportunities:</b> <ul style="list-style-type: none"> <li>• Full progress exam: listening/reading/writing/translation</li> <li>• Vocabulary testing</li> </ul>   | <b>Term 3 Assessment Opportunities:</b> <ul style="list-style-type: none"> <li>• Full progress exam: Listening/reading/writing/translation</li> <li>• Vocabulary testing</li> </ul>   |
| <b>Term 4 Key Focus/Topic(s):</b> <ul style="list-style-type: none"> <li>• Physical descriptions</li> <li>• School subjects</li> <li>• Opinions</li> <li>• Dictionary skills</li> <li>• Time</li> <li>• Food items/what you eat at lunchtime</li> </ul>   | <b>Term 5 Key Focus/Topic(s):</b> <ul style="list-style-type: none"> <li>• Speaking preparation for summer exam</li> <li>• Say where you live and the rooms in your house</li> </ul>  | <b>Term 6 Key Focus/Topic(s):</b> <ul style="list-style-type: none"> <li>• Daily routine</li> <li>• What's in your house</li> <li>• Weather</li> </ul>  |
| <b>Term 4 Assessment Opportunities:</b> <ul style="list-style-type: none"> <li>• Record a listening and reading mark</li> </ul>   | <b>Term 5 Assessment Opportunities:</b> <ul style="list-style-type: none"> <li>• Listening and speaking summer exams</li> <li>• Preparation for remaining summer exams.</li> </ul>  | <b>Term 6 Assessment Opportunities:</b> <ul style="list-style-type: none"> <li>• Summer exam – reading, writing, grammar sections</li> <li>• End of Year revision projects/activities for consolidation purposes</li> </ul> |

Rationale:

- The most important task for Year 7 Spanish teachers is to engage students in why we learn languages and how important it is to appreciate other cultures. Early on, we are generally dealing with single word items but this gives an opportunity to discuss learning strategies for vocabulary. The Year 7 course follows the textbook Listos 1 as it contains core vocabulary and allows us to practise the four skills which will be eventually examined at GCSE level. Certain vocabulary topics are omitted in favour of time spent boosting skills and vocabulary we know we will use right through till the end of Year 11. For example – the notion of LOVE MFL (see separate attachment) is promoted from an early point in Key Stage 3 as it is effectively a checklist for getting full marks in GCSE writing and speaking. Many elements of this can be covered throughout Year 7.

Evaluation:

- The department regularly discuss the point we are at in the Scheme of Work, notes are made and amendments to course coverage can be made for the current or following academic year.
- The three major assessments require staff to upload results to a central spreadsheet for analysis by Heads of Departments.
- Students engage in post progress exam evaluation and have sheets in their exercise books to aid this.
- Pupil voice surveys measure levels of engagement in the two languages.
- A learning walk and work scrutiny permit the checking of departmental and whole school policy marking as well as the quality of teaching and learning.