



## Chellaston Academy

### Spanish

### Year 7 (Claro 1 Units 1-4)

#### Intent

We aim to deliver a Year 7 Spanish curriculum which is accessible to all students, irrespective of starting points, where students will start to understand the importance of learning about other countries and other cultures. Students will start to build confidence with the four language learning skills (writing, speaking, reading and listening) through a range of exercises provided for them. We will provide opportunities for our students to appreciate the similarities and differences between different cultures and start to break down some of the stereotypes that can exist. This should lead to a respect for all through a deeper compassion and empathy with different identities. We hope to develop some of the skills that our students will need in the future when they enter the world of work. Moreover we hope that students will enjoy their Spanish lessons, learning about the language and the culture. We will cover the following vocab topics; Personal Info, Physical appearance, Freetime and My House.

The following grammar points will be covered; Use of common verbs, use of adjectives, possessives, regular present tense, prepositions, two verb sentences using opinion phrases.

#### Implementation

We want to develop independent learners; students will be inquisitive in the way that they learn about other languages and how to equip themselves with the skills which build resilience. We will give students the opportunity to work on their own, in pairs and in groups. We expect student to respect and then understand the cultural differences that exist in our world. We also expect students to facilitate the learning of others by contributing to class discussions, group tasks and work in a productive and ambitious manner. We will provide structure and frameworks to support students in the development of their 4 language learning skills providing balance across the 4 skills and ensuring learning is differentiated to enable all students to make excellent progress. Accuracy and attention to detail (no matter which level pupils are working at) are important to us and will become more refined as students grow in confidence. All learners will have access to quality first teaching which adopts a consistent approach to lesson delivery and utilises common resources. Students will be given home learning activities to promote supported self-study. Long term memory will be developed through retrieval practice, knowledge organisers and graphic organisers.

#### Impact

Language learning skills will enable students to succeed in later life and they will start to understand how the skills they are learning in the Spanish curriculum link to potential future careers and/or skills that they will need in their chosen profession. We will enable our students to be the best versions of themselves through understanding and appreciating differences in other cultures. Regular assessments will take place in year 7 to check on students' progress. These will identify where students are experiencing success and where the curriculum may need to be adjusted. Students will move into year 8 as more confident linguists who have made good progress towards their end of Key Stage academic targets.

#### Links to prior learning

The year 7 curriculum builds on the skills learned in KS2. All students will have done no Spanish to date. They should try and build on the language learning skills they have covered in Year 6.

#### Links to future learning

The Year 7 Curriculum introduces some crucial grammar points that underpin a lot of the work that is covered again both within the rest of the KS3 curriculum but also within Key Stage 4 and 5. Students will cover vocabulary and grammar points that will be important throughout their language learning at Chellaston. The understanding and learning of these elements will be reinforced and revisited in the Key Stage 3 curriculum, where learners will be encouraged to build on these basics and work with more complexity and yet still maintain the accuracy in their work.

#### Links to other subjects and the wider curriculum

The year 7 curriculum links to other subjects through developing a broad awareness and understanding of the wider curriculum. The development of students' oracy and their writing skills will link in with the work done in



other subjects. Attention to detail and the development of resilience, when work isn't immediately understandable, are again skills that can help students across the wider Chellaston curriculum.



## Topics

<b>Autumn 1 into 2 – Personal Information (Claro 1 Unit 1)</b>		<b>Home Learning</b>	
<b>Reading</b> Information Retrieval Translation skills	<b>Writing</b> Attention to detail Basic translation	Vocab learning  Grammar exercises testing understanding  Written pieces working on developing accuracy	
<b>Speaking</b> Regular sound patterns Developing confidence to speak out loud	<b>Listening</b> Information retrieval Awareness of different phonics		
<b>Topics in unit 1</b> <ul style="list-style-type: none"> <li>Getting to know the Spanish speaking countries of the world – sharing existing knowledge and travel</li> <li>Recognising and using a range of ways to introduce oneself – common verbs</li> <li>Learning days and months – accurate spellings</li> <li>Saying and understanding how dates are formed</li> <li>Learning colours – recognise gender different</li> <li>Learning classroom items and language</li> <li></li> </ul>			
<b>Assessment</b> Write a longer piece of written Spanish / Translation Eng to Sp Look at a range of reading texts and retrieve information / Translation Sp to Eng <b>Completed after Unit 1 and 2</b>			
<b>Wider curriculum</b>			
<b>Literacy</b> <ul style="list-style-type: none"> <li>Reading/writing skills</li> </ul>	<b>Numeracy</b>  Numbers 1-30	<b>British Values</b> <ul style="list-style-type: none"> <li>respect and tolerance of others</li> </ul>	<b>Employability</b> <ul style="list-style-type: none"> <li>cultural understanding</li> <li>written communication</li> <li>listening carefully</li> <li>attention to detail</li> <li>selecting key information</li> </ul>
<b>SMSC</b> <ul style="list-style-type: none"> <li>Spanish speaking countries of the world.</li> </ul>	<b>Cultural Capital</b> Why is a lot of the world Spanish speaking? Developing academic language	<b>Character Education</b> <ul style="list-style-type: none"> <li>Resilience to complete a task</li> <li>Working independently</li> <li>Participation</li> </ul>	<b>Personal Development</b> Taking responsibility for your own work



<b>Autumn 2 into Spring – Physical descriptions / family / Pets / Personality (Claro 1 Unit 2)</b>		<b>Home Learning</b>  Vocab learning  Grammar exercises testing understanding  Written pieces working on developing accuracy	
<b>Reading</b> Information Retrieval Translation skills	<b>Writing</b> Attention to detail Basic translation	<b>Speaking</b> Regular sound patterns Developing confidence to speak out loud	<b>Listening</b> Information retrieval Awareness of different phonics
<b>Topics in unit 2</b> <ul style="list-style-type: none"> <li>• Describing you and other people (physically and personality)</li> <li>• Use of ser and tener</li> <li>• Understand the position and agreement of basic adjectives in Spanish</li> <li>• Use a range of connectives to extend sentences</li> <li>• Develop a level of accuracy with your written Spanish</li> </ul>			
<b>Assessment</b> <b>Writing</b> - Write a longer piece of Spanish / Translation Eng to Sp <b>Reading</b> - Look at a range of reading texts and retrieve information / Translation Sp to Eng <b>Completed after Unit 1 and 2</b>			
<b>Wider curriculum</b>			
<b>Literacy</b> <ul style="list-style-type: none"> <li>• Reading/writing skills</li> </ul>	<b>Numeracy</b> <ul style="list-style-type: none"> <li>• Intro numbers 1-100</li> </ul>	<b>British Values</b> <ul style="list-style-type: none"> <li>• Tolerance of differences</li> </ul>	<b>Employability</b> <ul style="list-style-type: none"> <li>• cultural understanding</li> <li>• verbal communication</li> <li>• listening carefully</li> <li>• attention to detail</li> <li>• selecting key information</li> </ul>
<b>SMSC</b> <ul style="list-style-type: none"> <li>• Christmas in Spain</li> </ul>	<b>Cultural Capital</b> Developing academic language	<b>Character Education</b> <ul style="list-style-type: none"> <li>• Resilience to complete a task</li> <li>• Working independently</li> <li>• Participation</li> </ul>	<b>Personal Development</b> Taking responsibility for own learning



<p><b>Spring 2 into Summer 1 – Freetime activities / weather / music</b> (Claro 1 Unit 3)</p> <p><b>Reading</b> Recognition of activities Information Retrieval</p> <p><b>Speaking</b> Recognising basic questions Answering basic questions Awareness of some pronunciation rules Working to a mark scheme</p> <p><b>Writing</b> Linking sentences into paragraphs Attention to detail Hacer vs Jugar</p> <p><b>Listening</b> Information retrieval Negative recognition</p>		<p><b>Home Learning</b></p> <p>Vocab learning</p> <p>Grammar exercises – adjective endings and word order</p> <p>Learning question words</p> <p>Preparing answers to basic questions covered</p>	
<p><b>Topics in unit 3</b></p> <ul style="list-style-type: none"> <li>▪ Talk about hobbies – say what you (and others) do – difference between jugar and hacer</li> <li>▪ Talk about sports – say what you (and others) do – (I and we forms minimum)</li> <li>▪ Give detailed opinions on sports – range of expression and vocab</li> <li>▪ Discuss weather – link to activities</li> <li>▪ Identify information about Spanish-speaking musicians and discuss</li> <li>▪ Compare celebrity profiles on social media</li> <li>▪ Describe Spanish sporting celebrities using a range of relevant skills and information</li> </ul>			
<p><b>Assessment Speaking</b> – conversation covering basic questions in units 1-3 - students to prepare answers in advance to questions (<b>changed to writing due to Covid 19</b>)</p> <p><b>Listening</b> – variety of recorded listening texts requiring students to retrieve information using different questions (multiple choice / open ended etc)</p>			
<p><b>Wider curriculum</b></p>			
<p>Literacy Oracy and listening skills</p>	<p>Numeracy</p>	<p>British Values</p>	<p>Employability</p> <ul style="list-style-type: none"> <li>• cultural understanding</li> <li>• verbal communication</li> <li>• listening carefully</li> <li>• attention to detail</li> <li>• selecting key information</li> </ul>



SMSC Famous Spanish sport stars	Cultural Capital Developing academic language	Character Education Working under pressure Express oneself Courage	Personal Development Understanding how you work under pressure
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<p><b>Summer 1 into 2 – Where you live / description of house / household tasks</b> (Claro 1 Unit 4)</p> <p><b>Reading</b> Information retrieval Conditional tense – common phrases Recognising negatives</p> <p><b>Speaking</b> Recap on speaking questions covered Continued recognition of sound patterns</p> <p><b>Writing</b> Writing in paragraphs Including more complexity in writing Attention to detail</p> <p><b>Listening</b> Information retrieval Recognise negatives Change of subject / tense</p>	<p><b>Home Learning</b></p> <p>Vocab learning</p> <p>Grammar exercises testing understanding</p> <p>Written pieces working on developing accuracy</p> <p>Translation practice</p>
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**Topics in unit 4**

- Talk about the area where you live – (house / location & correct use of verbs ser and estar)
- Describe types of house and rooms within house (wide range of adjectives & comparisons)
- Describe your bedroom (opinions & range of prepositions)
- Describe your dream home (range of verbs using 1<sup>st</sup> / 3<sup>rd</sup> person of conditional tense)
- Describe household tasks (range of frequencies and opinion phrases)

**Wider curriculum**

Literacy Reading/writing skills	Numeracy	British Values	Employability <ul style="list-style-type: none"> <li>• cultural understanding</li> <li>• verbal communication</li> <li>• listening carefully</li> <li>• attention to detail</li> <li>• selecting key information</li> </ul>
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SMSC Canary Islands	Cultural Capital Developing academic language	Character Education  Development of independent skills  Working under assessment pressure  Motivation	Personal Development  Taking responsibility for own learning
<b>Summer 2 – Review of Year 7 units covered</b>  <b>Reading</b> Retrieval skills Reading for gist Question types – strengths and weaknesses Negatives Translation  <b>Speaking</b> Question recognition Answering basic questions Pronunciation skills Developing an answer past the minimum requirement  <b>Learning context</b>  Having covered the first 4 units of the Claro 1 textbook the final unit of Year 7 allows students to reflect on the work that they have done, recap on the grammar and vocab that they have covered and to look at the skills they are developing. It also allows students to look at some of the cultural elements of Spain and do some independent research			<b>Home Learning</b>  Grammar exercises  Vocab learning  Writing in paragraphs  Recording yourself speak  Translation skills
<b>Assessment N/A</b>			
<b>Wider curriculum</b>			
Literacy Reading, writing and Oracy skills	Numeracy 1-60 recap	British Values Tolerance of difference in other cultures	Employability Covers a whole host of skills covered in units 1-5
SMSC Cultural similarity and difference	Cultural Capital  Developing academic language	Character Education  Covered in the previous units	Personal Development  Covered in previous units