SUBJECT CURRICULUM PLAN

HASMONEAN
אל תקרי בניך אלא בוניך

SUBJECT:	Spanish	YEAR GROUP:	Year 7 Girls
SUBJECT INTENT:	**Year 7 students begin their Spanish learning journey by developing confidence in communicating in everyday situations while building a strong foundation in vocabulary, grammar and pronunciation. Through the *Claro 1* course, students develop the ability to understand and communicate basic information about themselves, their families, hobbies, homes and local areas. They develop the four language skills of listening, speaking, reading and writing while gaining an appreciation of the cultures, traditions and diversity of Spanish-speaking countries. Students build accurate pronunciation, grammatical understanding and independent learning habits, preparing them for further study of Spanish at Key Stage 3 and beyond.**		

TERM	TOPIC	CORE LEARNING	KEY CONCEPTS	SEQUENCING
Autumn	Introduction to Spanish	Students learn greetings and introductions, Spanish-speaking countries, numbers 1–31, days, dates, classroom language, colours and simple opinions. They begin communicating confidently in everyday classroom situations and develop accurate pronunciation.	• Greetings and introductions • Phonics and pronunciation • Classroom language • Numbers and dates • Basic opinions • Word order • Gender and plural nouns • Question words • Present tense of *tener*.	Students begin with high-frequency language and phonics to establish confidence in communication. Core grammar and pronunciation provide the foundation for all future learning.
	My Bubble	Students describe themselves, their family, pets and personalities, extending their vocabulary while learning about Christmas traditions in Spain. They begin producing longer spoken and written sentences.	• Family and pets • Physical and personality descriptions • Numbers to 100 • Possessive adjectives • Present tense of *ser* and *tener* • Adverbs of frequency.	This unit builds naturally on introductory language by enabling students to describe familiar people and develop more accurate sentence construction using two key verbs.

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Spring	My Hobbies	Students discuss hobbies, sports, weather and free-time activities, giving reasons for their opinions and producing more detailed spoken and written responses. They also learn about famous Spanish-speaking musicians and sportspeople.	• Free-time activities • Likes and dislikes • Weather • Present tense regular verbs • *Jugar* and *hacer* • Connectives (*porque*, *que*) • *Si* and *cuando* clauses	Students consolidate Year 7 learning by combining previously learnt grammar with new verbs and connectives to communicate in greater detail and with increasing independence.

TERM	TOPIC	CORE LEARNING	KEY CONCEPTS	SEQUENCING
Summer	My Home	Students describe where they live, different types of homes, rooms, household chores and their dream house while learning about the Canary Islands.	• Home and local area • Rooms • Household chores • Present tense of *vivir* • *Es* vs *está* • Definite articles • Prepositions of place • Basic conditional expressions	Students revisit familiar descriptive language while extending it to new contexts. They develop greater grammatical accuracy through location and description.

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SUBJECT:	**Spanish**	**YEAR GROUP:**	**Year 8 Girls**
SUBJECT INTENT:	**In Year 8, students continue to develop their Spanish language skills through the *Claro 1* course. They expand their vocabulary and grammatical knowledge while learning to communicate about increasingly complex and personal topics, including their town, school life, food, health and holidays. Students develop greater confidence in expressing opinions, giving reasons and using a wider range of grammatical structures, including different tenses. Through cultural content linked to Spanish-speaking countries, students deepen their understanding of Hispanic cultures and develop curiosity about the wider Spanish-speaking world. The curriculum prepares students for further language study by strengthening their ability to communicate independently across all four language skills.**		

TERM	TOPIC	CORE LEARNING	KEY CONCEPTS	SEQUENCING
Autumn	Unit 5: My City	Students describe their town or city, places in the local area, directions and weekend plans. They explore how places have changed over time and learn about the city of Bilbao.	• Places in town • Giving directions • Making arrangements • Local area descriptions • Present tense of *ir* • *Hay* with singular and plural nouns • Imperatives • Near future tense • Comparatives (*tan…como*) • Introduction to the imperfect tense	Students build on descriptive language from Year 7 by applying it to wider geographical contexts. They begin using a greater variety of structures to discuss present, future and past events.

TERM	TOPIC	CORE LEARNING	KEY CONCEPTS	SEQUENCING
Spring	Unit 6: In Class	Students discuss school subjects, their timetable, opinions about school, the	• School subjects • School routines • Giving opinions and	Students extend their ability to communicate about familiar topics and

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		school environment, extracurricular activities and future plans.	reasons • Timetables and time • Future aspirations • Present tense of *estudiar* • Exclamations with *¡qué!* • Imperatives • Sequencing expressions (*antes de*, *después de*) • Future expressions	begin developing more detailed responses. They practise combining opinions, reasons and future ideas.

TERM	TOPIC	CORE LEARNING	KEY CONCEPTS	SEQUENCING
Summer	Unit 7: Food and Lifestyle	Students discuss food and drink, meals, healthy choices and lifestyle habits. They express preferences and describe ways to maintain a healthy lifestyle.	• Food and drink • Meals • Healthy living • Opinions and preferences • Quantities • Present tense verbs • Adjectival agreement • Frequency expressions • Giving advice	Students develop language connected to everyday life and begin expressing more complex opinions. They recycle previously learnt structures while increasing vocabulary and accuracy.
	Unit 8: Holidays and Travel	Students discuss holidays, destinations, travel experiences and activities. They explore Spanish-speaking destinations and cultural traditions.	• Holiday activities • Travel and transport • Accommodation • Weather • Past experiences • Future holiday plans • Prepositions • Past tense introduction • Time expressions • Opinions and justifications	Students finish Claro 1 by bringing together previously learnt language and applying it to extended speaking and writing tasks. They begin using past, present and future references in preparation for further study.

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SUBJECT:	**Spanish**	**YEAR GROUP:**	**Year 9 Girls**
SUBJECT INTENT:	**In Year 9, students consolidate and extend their Spanish knowledge through the *Claro 2* course, focusing on rebuilding confidence, securing essential language skills and preparing students for the demands of GCSE Spanish. Following gaps in learning caused by lockdown, the curriculum prioritises consolidation of key vocabulary, grammar and communication skills while introducing more complex language structures. Students develop their ability to express and justify opinions, use a wider range of tenses and manipulate language across familiar and real-life contexts. Through topics including healthy lifestyles, technology, future plans, global issues and cultural traditions, students develop greater linguistic independence and intercultural awareness.**		

TERM	TOPIC	CORE LEARNING	KEY CONCEPTS	SEQUENCING

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Autumn	Healthy Lifestyles and Holidays	Students explore healthy and unhealthy lifestyles through a cross-curricular PSHE link. They discuss diet, exercise and wellbeing while revising and extending grammatical structures. Students also describe holidays and experiences using more complex past tense structures.	• Healthy and unhealthy lifestyles • Food and exercise • Giving advice and opinions • Holiday descriptions • Past tense structures • Object pronouns • Imperatives • Complex sentence structures • Time expressions	Students begin Year 9 by consolidating essential language missed during lockdown and strengthening grammatical accuracy. The focus on past structures prepares students for GCSE expectations of discussing past experiences in greater detail.

TERM	TOPIC	CORE LEARNING	KEY CONCEPTS	SEQUENCING
Spring	Technology, Future Plans, Clothes and Shopping	Students discuss technology, online activities and future ambitions. They extend their ability to describe clothes, shopping experiences and personal preferences. Students practise using and combining the present, past and future tenses.	• Technology and social media • Future plans and aspirations • Clothes and shopping • Descriptions and opinions • Present tense • Preterite/past tense • Future tense • Justifying opinions • Real-life communication	Students build on previous knowledge by developing their ability to manipulate different tenses and communicate more spontaneously. They consolidate opinion phrases and apply them to practical, real-life contexts.

TERM	TOPIC	CORE LEARNING	KEY CONCEPTS	SEQUENCING
Summer	Daily Routine, Global Issues, Traditions and Culture	Students discuss daily routines, global issues and cultural traditions. They explore customs and celebrations in Spanish-speaking countries while developing more sophisticated grammatical accuracy. Students revise and consolidate reflexive verbs and pronouns.	• Daily routines • Global issues • Environment and society • Traditions and cultures • Reflexive verbs • Direct and indirect object pronouns • Cultural awareness • Extended opinions • Complex structures	Students finish Year 9 by introducing and consolidating challenging grammar points that are essential for GCSE success. Cultural topics develop students' awareness of the Spanish-speaking world and provide a strong foundation for GCSE themes.