

Spanish Year 7: Curriculum Overview



Curriculum Intent

Languages at Colne Primet Academy aim to spark curiosity and nurture a love of languages through an inclusive and ambitious curriculum, built around the three key pillars of language learning: vocabulary, grammar, and phonics. These pillars are explored through the four key skills of listening, reading, speaking, and writing, enabling students to make progress and become confident, expressive communicators—both in the target language and in their wider literacy.

Cultural knowledge is woven into lessons to promote respect and understanding of the diverse, multicultural world we live in, supporting students to grow into responsible, informed global citizens.

Our curriculum is designed to be motivating, enabling learners to see the value of language skills beyond the classroom. Students explore how languages can open doors to exciting opportunities in education, travel, and future careers—broadening their horizons and raising their aspirations.

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Year 7 Overview

In Year 7, students develop a strong foundation in Spanish by exploring topics such as **personal identity** (name, age, birthday, where they live), **physical and personality descriptions, family and pets,** and **school life**—including subjects, opinions, teachers, routines, and uniform. The curriculum also encourages reflection on the value of learning languages and how language skills relate to future careers.

Grammar focuses on the present tense (first and third person), with key verbs like *ser*, *tener*, *vivir*, and *gustar*. Students are introduced to infinitives used after opinion phrases and modal verbs, and learn noun-adjective agreement alongside sentence-building tools like connectives, intensifiers, and time markers. Vocabulary is carefully sequenced and regularly revisited to support fluency and retention.

Phonics teaching is explicit and ongoing, helping students master Spanish pronunciation patterns such as vowels, *j*, *ll*, *z*, and *ce/ci*. This strengthens their reading and speaking skills.

By the end of the year, students will be able to write structured paragraphs in the present tense describing themselves and others, give opinions, and discuss familiar topics. Speaking activities focus on short conversations to build confidence and accuracy, supported by pair work and retrieval practice. Reading aloud is practiced to improve pronunciation, while listening and reading comprehension tasks develop skills in understanding short texts using context clues and key vocabulary.

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Week Number	Themes/ Topics	Vocabulary	Grammar	Phonics	Key Assessments
1-6 (Autumn 1)	Languages introduction	Following French overview HT1			Baseline Assessment
7-13 (Autumn 2)	My identity	<ul style="list-style-type: none"> Greetings Introducing yourself (name) The alphabet Classroom language Describing where you live Describing your house Numbers 1-31 Age Months of the year Birthdays Personality adjectives 	<ul style="list-style-type: none"> Gender and number of nouns Word order of nouns and adjectives Adjectival agreement Present tense 1st and 2nd person (singular) of llamarse (<i>to be called</i>), vivir (<i>to live</i>), necesitar (<i>to need</i>), tener (<i>to have</i>), ser (<i>to be</i>) Present tense 3rd person (singular) of ser (<i>to be</i>) Imperative 	<ul style="list-style-type: none"> Vowels (a,e,i,o,u) L/I Ca/co/cu Cu + vowel Ce/ci Z Que Qui 	Introducing self – reading aloud and short questions
14-18 (Spring 1)	My family	<ul style="list-style-type: none"> Adjectives to describe hair colour and style Adjectives to describe eyes Physical description adjectives Family members Numbers 31-101 Personality of family members 	<ul style="list-style-type: none"> Present tense 1st and 2nd person (singular) of ser and tener Adjectival agreement Word order of nouns and adjectives 	<ul style="list-style-type: none"> Ga/go/gu Ge/gi J n/ñ v/b 	<p>Mid year assessment</p> <p>Listening, Reading, Writing</p>
19-24 (Spring 2)	My family	<ul style="list-style-type: none"> Describing the appearance of family members Colours Comparing people 	<ul style="list-style-type: none"> Present tense 1st, 2nd, 3rd person (singular) of ser and tener Adjectival agreement Comparative 	<ul style="list-style-type: none"> R/rr Silent h a/o Ge/gi/j (revisit) e/i/u (revisit) 	Extended written piece (Describing family and self)

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				•	Speaking - conversation
25-30 (Summer 1)	School – What is school like?	<ul style="list-style-type: none"> • Opinion phrases • Key verbs • School subjects • Days of the week • Telling the time • Adjectives to describe subjects • Personality adjectives • Verbs to describe teachers • School facilities • School rules 	<ul style="list-style-type: none"> • Estudiar in the present tense (full paradigm) • Giving opinions on nouns • Present tense 3rd person (singular and plural) of ser and tener • Present tense 3rd person singular of haber • Present tense 3rd person singular and plural of regular verbs • Using impersonal verbs • Adjectival agreement • Comparative 	<ul style="list-style-type: none"> • Ca/co/cu • Cu + vowel • Ce/ci • Z • que/qui 	<p>Listening and Reading comprehension</p> <p>Speaking – Read aloud and conversation</p>
31-38 (Summer 2)	School – Describing the school day	<ul style="list-style-type: none"> • School uniform • Adjectives to describe uniform • Colours • Opinions on uniform • Breaktime activities • After-school clubs • Spanish school vocabulary 	<ul style="list-style-type: none"> • Present tense 3rd person of ser • Adjectival agreement • Suelo + infinitive • Comparative 	<ul style="list-style-type: none"> • Ll/l • Ga/go/gu • Ge/gi • J • n/ñ 	<p>EOY summative assessment</p> <p>Listening, Reading, Writing and Speaking</p>