CARSHALTON BOYS SPORTS COLLEGE

SPANISH — YEAR 7

Key Stage 3 | Foundations for AQA GCSE (9-1) Spanish | Scheme of Work 2026–2027

Excellence • Character • Aspiration

Subject Vision — Why Spanish Matters

Our Vision

Spanish at Carshalton Boys Sports College opens a door onto the language, culture and worldview of over 500 million Spanish speakers across Europe, the Americas and beyond. Year 7 is pupils' first sustained encounter with Spanish at secondary level, built around two high-utility topics — Identity and Relationships with Others, and Education — chosen because they give pupils immediate, motivating reasons to speak Spanish about themselves.

Through the department's Sentence Builder method, each unit introduces a small, explicit set of vocabulary and grammar which pupils master before combining it with previously learned material — building the foundation of gender, agreement and the present tense on which every later topic depends.

Key Concepts This Year

- **Communication:** Every Sentence Builder produces genuine, personal communication — greeting people, naming family members, describing a school day — from the very first lesson.
- **Grammatical Accuracy:** Gender and number agreement, correct article choice and present-tense conjugation are taught explicitly and checked through dictation and mini-assessment.
- **Cultural Awareness:** Rhymes, songs and short literary texts (e.g. 'En un café') introduce pupils to authentic Hispanic culture and register from the outset.
- **Progression:** Each Sentence Builder is cumulative: SB2 assumes and reuses SB1, so that by SB9 pupils can produce a full, connected description of themselves and their family.

Curriculum Journey — Learning Sequence by Term

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
SB 1–3: Greetings, Name, Age, Birthday Greet people, say name and age, numbers 1–31 — articles, possessive adjective mi, tener.	**SB 4–5: Nationality and Family** Nationality and family members — possessive adjective tu, ser, adjective agreement, impersonal verb hay; end of unit assessment; Christmas in the Hispanic world.	**SB 6–8: Physical Appearance and Personality** Describe appearance/personality (singular and plural) — adjective agreement, comparatives, quantifiers.	**SB 8–9: Appearance Completes; Pets** End of unit assessment SB 1–8, then pets I have or would like — tener/gustaría, conditional tense.	**SB 10–11: School Subjects and Timetable** Subjects, timetable and frequency — regular -AR verbs, modal verb poder, time phrases.	**Revision + SB 12: School Facilities** Full Year 7 revision and end-of-year assessment, then school facilities and creative/cultural lessons.

A Spiral Curriculum Gender, articles, possessive adjectives and the present tense of ser and tener are introduced this year and return in Year 8 as the present tense extends to reflexive, -ER/-IR and irregular verbs; in Year 9 as the preterite is introduced; and across Years 10–11 as all tenses are consolidated for GCSE.

Assessment Information

How Pupils Are Assessed	Formal Assessment by Unit

▸ Starter retrieval tests at the start of each Sentence Builder ▸ Mini-assessments rotating across listening (dictation), speaking, reading and writing ▸ End of unit/term assessments covering all four skills ▸ PATHS written and verbal feedback after every formal assessment	▸ SB 1–5 (Identity: greetings to family) — end of term assessment (all four skills) ▸ SB 1–8 (Identity and Relationships) — end of term assessment (all four skills) ▸ SB 1–11 (Identity and Education) — end-of-year assessment, with PATHS feedback

PATHS Marking Framework

Every formal assessment is followed by feedback using PATHS — the department's consistent feedback model. No PATHS cycle is complete until the pupil has responded.

	Element	What it means	Example in this year
P	Positive Comment	A specific, evidence-referenced strength — never generic praise.	"Your use of the imperfect tense to describe what you used to do as a child is accurate and well-chosen."
A	Attainment Mark / Grade	State clearly where the pupil is performing against the AQA mark scheme or grade boundary.	"Your speaking response is currently a Grade 5. To reach Grade 7 you need a wider range of tenses and more justified opinions."
T	Target to Improve	One specific, actionable target only — never a list.	"Your next step is to include one example of the near future tense in your next written response."
H	How-To Instructions	Concrete, replicable, step-by-step guidance.	"(1) Conjugate ir in the present tense for the correct person; (2) add a; (3) add the infinitive verb."
S	Student Response	Pupils respond in writing or speech to the feedback, checked by the teacher.	Green-pen response rewriting the weak section and noting what to do differently next time.