

Spanish Curriculum Map

	Year 7	Year 8	Year 9	Year 10	Year 11
Autumn 1	<p><u>SoW: ¿Quién soy? (Who am I?)</u></p> <p>Knowledge: Students will learn to read, listen to, translate, speak and write information about their identity. Students will learn to read, listen to, translate, speak and write information about their identity.</p> <p>Understanding: pupils will form an understanding of; the Spanish speaking world and the culture of Spain, communicate information about themselves and their family and friends, express their likes and dislikes.</p> <p>Grammar: Gendered nouns, word order, the indefinite and definite article, adjectival agreement, the structure of infinitive verbs in Spanish, two different verbs for 'to be', key irregular verbs, stem-changing verbs and how to form the present tense in Spanish using all pronouns and making verbs negative.</p>	<p><u>SoW: ¿Te gustan las vacaciones? (Do you like holidays?)</u></p> <p>Knowledge: Students will learn to read, listen to, translate, speak and write information in more detail about holidays.</p> <p>Understanding: Pupils will talk about past holidays, describing where they went and what activities they did, discuss what they normally do on holiday and discuss accommodation and transport preferences, talk about ideal holidays and disaster holidays.</p> <p>Grammar: They will revise their knowledge of sequencers and develop sentences to include further detail and opinions. The preterite tense will be learnt and pupils will revise formation of regular and irregular verbs. Pupils will then work with both the present and preterite tense. Pupils will also use key verbs in the conditional tense and will form comparatives and superlatives.</p>	<p><u>SoW: Somos así (We are that way)</u></p> <p>Knowledge: Students will develop the breadth and depth of their reading, listening, translating, speaking and writing and will interpret meaning through a topic about their life and habits.</p> <p>Understanding: pupils will develop their understanding further around giving opinions, talking about what they like, talking about their week, expressing opinions about films, how they spent a special birthday, talking about the lives of famous people.</p> <p>Grammar: The present tense, the near future tense, the preterite tense, stem changing verbs using different tenses together.</p>	<p><u>IDENTITY & CULTURE</u> <u>Mi gente (My people)</u></p> <p>Knowledge: Students will extend and expand their knowledge building on already existing knowledge to meet the requirements of GCSE about people in their lives.</p> <p>Key GCSE Skills covered: reading and literary texts, listening and transcribing, translation to and from target language, spontaneous speaking and describing pictures and roleplays, writing in details up to 150 words.</p> <p>Understanding: pupils will talk about socialising with family, describe people in detail, talk about social networks and the benefits of technology, make arrangements, discuss reading preferences and describe family relationships.</p> <p>Grammar: present tense, adjectival agreement, para + infinitive, present continuous tense, expanding range of connectives, reflexive verbs about relationships.</p>	<p><u>SCHOOL</u> <u>Mi vida en el insti (My life at School)</u></p> <p>Knowledge: Students will extend and expand their knowledge building on already existing knowledge to meet the requirements of GCSE about school life.</p> <p>Key GCSE Skills covered: reading and literary texts, listening and transcribing, translation to and from target language, spontaneous speaking and describing pictures and roleplays, writing in details up to 150 words.</p> <p>Understanding: pupils will give opinions about school subjects and their teachers, describe uniform, ideal uniform and the school day, talk about school rules, problems and pressures at school, talk about the pros and cons of a school Exchange, talk about activities and achievements at school, give advice to pupils about making the most of school, describe the school of the future.</p> <p>Grammar: adjectives, phrases followed by infinitives, near future tense, conditional tense, object pronouns, comparatives and superlatives, negatives, three-time frames together, justify opinions with a range of language.</p>
Autumn 2		<p><u>SoW: ¿Cómo es mi vida? (How is my life?)</u></p> <p>Knowledge: Students will learn to read, listen to, translate, speak and</p>	<p><u>SoW: ¡Oriéntate! (Guide you)</u></p> <p>Knowledge: Students will develop the breadth and depth of their reading, listening, translating,</p>	<p><u>IDENTITY & CULTURE</u> <u>Intereses e influencias (Interests and Influences)</u></p> <p>Knowledge: Students will extend</p>	<p><u>FUTURE ASPIRATIONS, STUDY & WORK ¡A currar! (Careers)</u></p> <p>Knowledge: Students will extend and expand their knowledge</p>

		<p>write information in more detail about their life, routines and rituals.</p> <p>Understanding: Pupils will learn and acquire vocabulary to talk about technology and mobile phones, review their music preferences and acquire adjectives to discuss music styles. Pupils will develop their understanding of Spanish music and will learn about a Spanish song. Pupils will discuss film and TV preferences, talk about what they did yesterday and compare Easter in Spain and the UK.</p> <p>Grammar: Pupils will then develop their use of different time frames, use comparatives, complex sentences, opinion phrases and expand their range of adjectives.</p>	<p>speaking and writing and will interpret meaning through the topic of jobs.</p> <p>Understanding: pupils will learn to talk about jobs, the jobs that they would like to have, their future plans, a typical day at work, key skills and job tasks.</p> <p>Grammar: Tener que + infinitive, adjective agreement, the preterite, using the preterite and present tenses together, the near future tense, forming the conditional tense.</p>	<p>and expand their knowledge building on already existing knowledge to meet the requirements of GCSE about their interests and influences in life.</p> <p>Key GCSE Skills covered: reading and literary texts, listening and transcribing, translation to and from target language, spontaneous speaking and describing pictures and roleplays, writing in details up to 150 words.</p> <p>Understanding: pupils will talk about free time activities, tv programmes and films, write a film review of a Spanish film, express what they usually do, talk about what's trending, discuss different types of entertainment and talk about who inspires them.</p> <p>Grammar: stem-changing verbs, adjectives of nationality, suelo + infinitive, imperfect tense, perfect tense, use algunos, otros, muchos, demasiados, todos, using a range of past tenses together.</p>	<p>building on already existing knowledge to meet the requirements of GCSE about their future hopes and aspirations.</p> <p>Key GCSE Skills covered: reading and literary texts, listening and transcribing, translation to and from target language, spontaneous speaking and describing pictures and roleplays, writing in details up to 150 words.</p> <p>Understanding: pupils will learn to talk about different jobs, discuss job preferences, talk about how they earn money, discuss the pros and cons of work experience, talk about languages and travel, apply for a summer job and discuss the future.</p> <p>Grammar: use verbs followed by the infinitive, preterite and imperfect tenses together, use lo+ adjective, perfect tense, formal language, if clauses, subjunctive with cuando, conditional tense, indirect object pronouns, present and present continuous together.</p>
Spring 3	<p><u>SoW: ¿Cómo es mi insti? (What is my school like?)</u></p> <p>Knowledge: Students will learn to read, listen to, translate, speak and write information about school life.</p> <p>Understanding: Pupils will learn to tell the time in Spanish and apply it to full sentences to discuss their timetable, talk about the subjects they like and dislike, talk about uniform and ideal uniform and compare aspects of the school system in England with the Spanish system, talk about their school day, breake time about their school and ideal school.</p> <p>Grammar: present tense will be</p>	<p><u>SoW: ¿Tienes hambre? (Are you hungry?)</u></p> <p>Knowledge: Students will learn to read, listen to, translate, speak and write information in developed detail about food.</p> <p>Understanding: pupils will learn about the food of Spain, the Mediterranean diet and food of the Spanish Speaking world. Pupils will talk about food preferences, typical breakfast and draw comparisons between the food specialities in the UK and Spain. Understand transactional vocabulary to order</p>	<p><u>SoW: En forma (Being in Shape)</u></p> <p>Knowledge: Students will develop the breadth and depth of their reading, listening, translating, speaking and writing and will interpret meaning through the topic of health.</p> <p>Understanding: pupils will talk about diet, the Mediterranean diet, active lifestyle, daily routine, aliments, getting fit, develop a conversation about getting fit and transactional vocabulary to use at the pharmacy or doctors.</p> <p>Grammar: direct object pronouns, stem-changing verbs, reflexive verbs, 'se debe', negatives, ser and</p>	<p>IDENTITY & CULTURE <u>De Costumbre (The Norm)</u></p> <p>Knowledge: Students will extend and expand their knowledge building on already existing knowledge to meet the requirements of GCSE about habits and customs.</p> <p>Key GCSE Skills covered: reading and literary texts, listening and transcribing, translation to and from target language, spontaneous speaking and describing pictures and roleplays, writing in details up to 150 words.</p> <p>Understanding: pupils will describe meal times, daily routine, illness</p>	<p>INTERNATIONAL & GLOBAL DIMENSIONS <u>Hacia un mundo mejor (Towards a better world)</u></p> <p>Knowledge: Students will extend and expand their knowledge building on already existing knowledge to meet the requirements of GCSE about the environment.</p> <p>Key GCSE Skills covered: reading and literary texts, listening and transcribing, translation to and from target language, spontaneous speaking and describing pictures and roleplays, writing in details up to 150 words.</p>

	<p>reinforced, and word order and adjectival agreement occur as a comment theme. Pupils will learn to structure sentences using a variety of opinions.</p>	<p>food in a restaurant. Pupils will research and learn about weird and wonderful food festivals which occur in Spain and the Spanish speaking world.</p> <p>Grammar: use modal verbs to order food for specific events, use three-time frames including present, preterite and near future tense.</p>	<p>estar</p>	<p>and injury, typical foods of Spain and Spanish speaking countries, compare different festivals, describe a special day or event, order food in a restaurant and talk about a music festival.</p> <p>Grammar: key opinion phrases, quantity expressions, reflexive verbs in the preterite, using estar in expressions, acabar + infinitive, irregular verb patterns, expressions followed by infinitives, antes de/ despues de+ infinitive, words which indicate an increase or decrease.</p>	<p>Understanding: pupils will learn to describe types of house, talk about the environment, consider global issues, local actions, talk about healthy eating, diet related problems and discuss healthy lifestyles, talk about international Sporting events and the benefits of these.</p> <p>Grammar: superlatives, present subjunctive, imperfect subjunctive, pluperfect tense, imperfect continous, using 'se deberia'.</p>
Spring 4	<p><u>SoW: ¿Cómo es mi vida?</u> <u>(What is my life like?)</u></p> <p>Knowledge: Students will learn to read, listen to, translate, speak and write information about their life and family in more detail.</p> <p>Understanding: Pupils will learn to describe themselves and their family members physically, develop their understanding of talking about where they live, which will include describing their home, their ideal home and describing typical homes in Spain. Pupils will learn about 'Semana Santa' in Spain.</p> <p>Grammar: Pupils will revise and review key grammatical concepts including word order and adjectival agreement, regular and irregular verbs, possessive adjectives.</p>	<p><u>SoW: ¿Qué hacemos?</u> <u>(What do we do?)</u></p> <p>Knowledge: Students will learn to read, listen to, translate, speak and write information in more detail about arranging to go out and describing their daily life.</p> <p>Understanding: Pupils will learn to arrange to go out with friends, make excuses, talking about daily routine and what clothes you like to wear.</p> <p>Grammar: Stem-changing verbs, reflexive verbs, key conditional tense verbs, adjectival endings, this/these, referring to the present, past and future.</p>	<p><u>SoW: Jóvenes en acción</u> <u>(Young people in action)</u></p> <p>Knowledge: Students will develop the breadth and depth of their reading, listening, translating, speaking and writing and will interpret meaning through the topic of Young People in the world.</p> <p>Understanding: Pupils will develop their opinions and understanding of children's lives around the world, children's rights, comparing rights of children in the UK and Spanish speaking countries, journeys to school, environmental issues, raising money for charity, talk about world issues, fair trade, recycling, talk about how towns have changed and understanding a Peruvian folktale.</p> <p>Grammar: use the verb 'poder', the comparative, first person plural, 'se deberia' and the imperfect tense.</p>	<p><u>LOCAL AREA, HOLIDAY & TRAVEL</u> <u>¡Desconectate! (Disconnet yourself)</u></p> <p>Knowledge: Students will extend and expand their knowledge building on already existing knowledge to meet the requirements of GCSE about holidays and travel.</p> <p>Key GCSE Skills covered: reading and literary texts, listening and transcribing, translation to and from target language, spontaneous speaking and describing pictures and roleplays, writing in details up to 150 words.</p> <p>Understanding: pupils will develop their understanding and learn to discuss holiday activities and weather, talk about holiday preferences, past holidays, describe a trip to Barcelona, book accommodation and deal with problems, give an account of a disaster holiday in the past and future/ideal holidays.</p> <p>Grammar: present tense, preterite tense, imperfect tense, opinions in the past, using 'usted' using three tenses together, conditional tense,</p>	<p><u>SPEAKING EXAMS</u></p> <p>Pupils will practise their general conversation questions in preparation for their speaking exam.</p> <p>Pupils will have a programme of revision lessons for the 8 topics covered.</p>

				near future tense.	
Summer 5	<p><u>SoW: ¿Cómo es mi ciudad?</u> <u>(What is my town like?)</u></p> <p>Knowledge: Students will learn to read, listen to, translate, speak and write information about where they live and regions of the Spanish Speaking World.</p> <p>Understanding: Pupils will further develop through learning about the capital of Spain in more depth. They will talk about their own town and activities to do in the local area, order food in a restaurant, talk about an imaginary trip to Madrid.</p> <p>Grammar: pupils will learn to use the near future tense, modal verbs, 'me gustaria', using two tenses together, reinforcement of a, some, many.</p>	<p><u>SoW: ¿Qué piensas de verano?</u> <u>(What do you think of Summer?)</u></p> <p>Knowledge: Students will learn to read, listen to, translate, speak and write information in developed detail about summer plans.</p> <p>Understanding: Pupils will discuss holiday homes which will then lead on to using modal verbs to say what they can do in Mallorca. Pupils will complete their own Project researching a Spanish resort and saying what they can do there. Pupils will learn about Summer camps, a key aspect of Spanish culture and compare Spanish resorts to UK holiday resorts.</p> <p>Grammar: revision of modal verbs, infinitive verbs, the imperative, different time frames, comparatives and superlatives in different contexts.</p>		<p><u>LOCAL AREA, HOLIDAY & TRAVEL Ciudades (Cities)</u></p> <p>Knowledge: Students will extend and expand their knowledge building on already existing knowledge to meet the requirements of GCSE about holidays and travel.</p> <p>Key GCSE Skills covered: reading and literary texts, listening and transcribing, translation to and from target language, spontaneous speaking and describing pictures and roleplays, writing in details up to 150 words.</p> <p>Understanding: Pupils will talk about places in town, types of shop, describe features of a region, plan what to do in their city or region, shop for clothes and presents, talk about problems in town, describe a visit in the past, describe their ideal town.</p> <p>Grammar: directions and the imperative, modal verbs, simple future tense, exclamated opinions, demonstrative adjectives, conditional tense, synonyms and antonyms, recognise and use idioms.</p>	<u>GCSE EXAMS</u>
Summer 6	<p><u>SoW: El mundo hispánico</u> <u>(The Hispanic World)</u></p> <p>Knowledge: Students will learn to read, listen to, translate, speak and write information about where they live and regions of the Spanish Speaking World.</p> <p>Understanding: Pupils will further develop through learning about the capital of Spain in more depth, learn about Spanish history and the festivals of Spain and the Spanish Speaking world. Pupils will</p>	<p><u>SoW: ¿Qué piensas de Coco?</u> <u>(What do you think of Coco?)</u></p> <p>Knowledge: Students will learn about Mexican culture and complete a film study of 'Coco'.</p> <p>Understanding: Pupils will learn vocabulary about Day of the Dead and key elements of Mexican culture. Pupils will retrieve their knowledge on physical descriptions and describing family members to discuss Coco's family.</p>	<p><u>SoW: Una Aventura</u> <u>(An adventure)</u></p> <p>Knowledge: Students will develop the breadth and depth of their reading, listening, translating, speaking and writing and will interpret meaning through the topic of adventure.</p> <p>Understanding: Pupils will develop their understanding of Spain's capital, Madrid, describe a day trip, talk about their favourite day, develop transactional vocabulary to</p>	<p><u>SCHOOL</u> <u>Mi vida en el insti (My life at school)</u></p> <p><u>THIS IS A BIG TOPIC WHICH SPANS OVER THE END OF YEAR TEN AND BEGINNING OF YEAR 11.</u></p> <p>Knowledge: Students will extend and expand their knowledge building on already existing knowledge to meet the requirements of GCSE about</p>	

	<p>complete project work on a topic of interest.</p> <p>Grammar: pupils will retrieve key grammatical concepts learnt over the year including genders, adjectival agreements, work order, using two and three tenses together, pupils will advance their opinions in a wider context and learn complex vocabulary about the environment.</p>	<p>Grammar: Present tense verbs, descriptions in the past, adjectival agreement and word order, giving opinions and reasons.</p>	<p>use in a souvenir shop, organise a treasure hunt, engage in authentic texts about Madrid.</p> <p>Grammar: the superlatives, 'tu' and 'usted', the preterite of irregular verbs, the simple future tense using three frames together with a variety of tenses.</p>	<p>school life.</p> <p>Key GCSE Skills covered: reading and literary texts, listening and transcribing, translation to and from target language, spontaneous speaking and describing pictures and roleplays, writing in details up to 150 words.</p> <p>Understanding: pupils will give opinions about school subjects and their teachers, describe uniform, ideal uniform and the school day, talk about school rules, problems and pressures at school, talk about the pros and cons of a school Exchange, talk about activities and achievements at school, give advice to pupils about making the most of school, describe the school of the future.</p> <p>Grammar: adjectives, phrases followed by infinitives, near future tense, conditional tense, object pronouns, comparatives and superlatives, negatives, three-time frames together, justify opinions with a range of language.</p>	
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