

Curriculum Map

Curriculum - Overview						
Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
<p>Students will use KS2 knowledge of English grammar and make links to their learning of Spanish grammar. The MFL skills that they acquired can be applied to their Spanish learning.</p> <p>Y7 students are introduced to: articles, adjectival agreement, connectives, basic justified opinions, infinitive verbs, present tense and simple future tense.</p> <p>Y7 students are introduced to listening for gist and detail, writing longer passages, reading for gist and detail and offering simple verbal responses to a series of questions,</p>	<p>Students will use their Y7 learning of infinitive verbs and the present and simple future tense to help them understand the preterite past conjugation.</p> <p>Y8 students will develop their vocabulary knowledge and justify their opinions in more depth.</p> <p>Y8 students develop their listening, reading and writing and offer more developed verbal responses to a series of questions,</p> <p>Students will develop their understanding of Spain and the Hispanic world.</p>	<p>Students will use their Y7 and Y8 learning of the three main tenses and extend this to combine them successfully. This will be extended further to their learning of the Imperfect Past tense. Grammatical knowledge will be extended to use of comparatives, superlatives, reflexive verbs, indirect and direct object pronouns.</p> <p>Y9 students extend their listening, reading and writing skills.</p> <p>In Y9 students will extend their knowledge of Spain and the Hispanic world through cultural studies and a focus on literature and film.</p> <p>Through Speaking opportunities, Y9 students are able to extend their verbal responses further.</p>	<p>Students will use their KS3 learning to deepen their understanding and use of the present, simple future, preterite and imperfect tenses, alongside infinitive verb structures. Students will continue to deepen their grammatical knowledge through exposure to the proper future tense and the subjunctive mood.</p> <p>Y10 students deepen their listening, reading and writing skills through exposure to GCSE materials.</p> <p>In Y10 students will deepen their knowledge of Spain and the Hispanic world.</p> <p>Through 1-2-1 Speaking opportunities, Y10 students are able to deepen their verbal responses further in the General Conversation element of the GCSE exam. They practise the Role Play and Photo Card element.</p>	<p>In Y11, Spanish students embed and deepen their knowledge in terms of grammar and content. Compound tenses are re-visited to ensure mastery, The subjunctive is studied as an access route to Y12 grammar.</p> <p>Students embed, master and deepen the key skills required for GCSE success over a skill cycle.</p> <p>Through 1-2-1 Speaking opportunities, Y11 students are able to embed their verbal responses in General Conversation, Role Play and Photo Card, and master these three elements.</p>	<p>UNDER CONSTRUCTION</p>	<p>UNDER CONSTRUCTION</p>

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Curriculum – Topic Sequencing

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
<p>Grammar</p> <p>Intro to present tense of tener, ser, estar and regular –ar, -er and -ir verbs</p> <p>Question words</p> <p>Adjectives and adjective agreement</p> <p>Present tense of “jugar” and “hacer”, “vivir”</p> <p>Nouns and articles</p> <p>Connectives</p> <p>Perfect, Imperfect and Conditional set phrases</p> <p>Preposition of place</p> <p>Opinion phrases</p>	<p>Grammar</p> <p>Hay</p> <p>un/una/unos/unas..</p> <p>Position of adjectives</p> <p>Intro to imperfect tense</p> <p>The imperative</p> <p>Se debe and Se puede + infinitive</p> <p>Present tense of “estudiar”, “comer” and “beber”</p> <p>Comparatives and comparisons</p> <p>Near future tense</p> <p>Present tense of “ir”</p> <p>Time phrases</p> <p>“Mucho, poco” and other indefinite pronouns</p>	<p>Grammar</p> <p>Present tense</p> <p>Negative expressions</p> <p>“Acabar de” + infinitive</p> <p>“Mejor” and “peor”</p> <p>Using “ser” and “estar”</p> <p>Demonstrative pronouns</p> <p>Present continuous tense</p> <p>Cardinal and ordinal numbers</p> <p>Object pronouns</p> <p>Reflexive verbs</p> <p>Future and conditional tenses</p> <p>Perfect tense and participles</p>	<p>Grammar</p> <p>Present tense</p> <p>Present tense of apophonic verbs</p> <p>“Ser”, “estar”, “tener” and “hay”</p> <p>Adjective agreement and position</p> <p>Near future tense</p> <p>Possessive pronouns</p> <p>Comparatives and comparisons</p> <p>Preterite tense</p> <p>“Por” and “para”</p> <p>Present continuous</p> <p>Forming adverbs</p> <p>Future tense</p> <p>“Poder” and se puede</p> <p>Imperfect tense</p> <p>Demonstrative pronouns</p>	<p>Grammar</p> <p>me preocupa</p> <p>Conditional sentences</p> <p>Indefinite pronouns</p> <p>Quantifiers</p> <p>“Se debe”, “se puede” “hay que” and similar expressions</p> <p>Sequencers</p> <p>Static passive voice</p> <p>Comparatives and superlatives</p> <p>The imperative</p> <p>Nouned adjective clauses</p> <p>Quisiera</p>		

Curriculum Map

	Present tense of apophonic verbs Verb “soler” Preterite tense of regular and some irregular verbs		Me gustaria Negatives			
<p>Unit 1 – Me presento</p> <ul style="list-style-type: none"> Greet people and introduce myself Count to 31 Say dates Give opinions about colours Name school items <p>Unit 2 – Mi burbuja</p> <ul style="list-style-type: none"> Count to 100 Talk about family members and pets Describe people physically Describe people’s personalities 	<p>Unit 5 – En mi ciudad</p> <ul style="list-style-type: none"> Talking about places in town Giving and understanding directions Discussing plans for the weekend Comparing rural and urban environments <p>Unit 6 – Mi insti</p> <ul style="list-style-type: none"> Talk school subjects Say the time and describe a timetable Discuss school rules 	<p>Unit 3 – Aqui mando yo</p> <ul style="list-style-type: none"> Discuss the Internet and social media Discuss TV programmes Discuss musical tastes Discussing jobs and careers <p>Unit 4 – Adictos a la moda</p> <ul style="list-style-type: none"> Describe what you wear Talking about different types of shops Visiting a shopping centre 	<p>Unit 1 – Me, my family and friends</p> <ul style="list-style-type: none"> Relationships with family and friends Marriage and partnership <p>Unit 2 – Technology in everyday life.</p> <ul style="list-style-type: none"> Social media Mobil technology <p>Unit 3 – Free time activities</p> <ul style="list-style-type: none"> Sport Food and eating out Music, cinema and TV <p>Unit 4 – Customs and festivals</p>	<p>Unit 7 – Global issues</p> <ul style="list-style-type: none"> Environment Poverty and homelessness <p>Unit 8- Travel and tourism</p> <ul style="list-style-type: none"> Regions of Spain Holidays and travel <p>Unit 9 – My studies</p> <ul style="list-style-type: none"> School subjects <p>Unit 10 – Life at school and college</p> <ul style="list-style-type: none"> Life at school and college <p>Unit 11 – Education post-16</p> <ul style="list-style-type: none"> University or work? 		

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<p>Unit 3 – Mis pasatiempos</p> <ul style="list-style-type: none"> • Talk about leisure activities and sports • Talk about the weather <p>Unit 4 – Mi casa</p> <ul style="list-style-type: none"> • Talk about the area where you live • Describe types of houses • Describe rooms in the house • Describe your bedroom 	<ul style="list-style-type: none"> • Talk about extracurricular activities • Discuss future plans <p>Unit 1 – Dieta y salud</p> <ul style="list-style-type: none"> • Talk about what you eat and drink • Order food in a restaurant • Discussing what makes a healthy diet • Saying parts of the body • Discuss health problems and treatments <p>Unit 2 – Le monde des médias</p> <ul style="list-style-type: none"> • Talk about transport and holiday travel 	<ul style="list-style-type: none"> • Dealing with problems when shopping <p>Unit 5 – Yo y mi mundo</p> <ul style="list-style-type: none"> • Describe daily routine • Talk about relationships with family and friends • Discuss environment global issues <p>Unit 6 – De paseo por el mundo hispanico</p> <ul style="list-style-type: none"> • Madrid vs. Barcelona • Texas • Mexico City • Peru and South America 	<ul style="list-style-type: none"> • Spain and customs • Festivals in Spain and Hispanic countries <p>Unit 5 – Home, town, neighbourhood and region</p> <ul style="list-style-type: none"> • Home • Where I live <p>Unit 6 – Social issues</p> <ul style="list-style-type: none"> • Charity and voluntary work • Healthy and unhealthy living 	<p>Unit 12 – Jobs, career choices and ambitions</p> <ul style="list-style-type: none"> • Choice of career 		
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Curriculum Map



	<ul style="list-style-type: none">• Describe holiday activities• Describe a past holiday• Describe future holiday plans					
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