



SPANISH CURRICULUM MAP – YEAR 7

| Term | Foundation Year 7 | Term | Foundation Year 7 |
|---|--|--|---|
| <p>SEP-OCT</p> <p>SKILLS:</p> <ul style="list-style-type: none"> - Pronunciation - Punctuation - Vocabulary retention - Reading/listening comprehension - Conjugation of verbs - Dictionary skills - Pattern recognition - Numeracy - Literacy - Spontaneous use of Spanish - Empathy <p>HOMEWORK: Weekly vocab drills</p> <p>SIMS Data drop: End of Unit scores</p> | <p>Context: ¿Por qué aprendemos español?</p> <ul style="list-style-type: none"> - The international world: why learn Spanish? - Everyday activities: the language of the classroom - Provide personal information (name, spelling name and using alphabet, age, birthday) <p>Grammar: Tener/ser Possessive adjectives and adjective endings Regular present tense verbs</p> <p>Assessment: Students complete an introduction to assessment test based adapted from Claro Unit 1 - 2 skills</p> | <p>JAN-FEB</p> <p>SKILLS:</p> <ul style="list-style-type: none"> - Strategies to work out the meanings of new words - Using verbs in full - Recognising cognates - Developing reading skills - Organising notes to help learning. - Learning how to research popular Hispanic culture - Improving your Spanish via technology <p>HOMEWORK: Weekly vocab drills</p> <p>SIMS Data drop: End of Unit scores</p> | <p>Context: Mis pasatiempos</p> <ul style="list-style-type: none"> - Personal and social life: free time and social activities <p>Grammar Continue present tense verbs, including opinion verbs Introduce radical changing verbs Introduce the near future tense</p> <p>Assessment: From Claro 1 Unit 3 – 2 skills</p> |
| <p>OCT-DEC</p> <p>SKILLS:</p> <ul style="list-style-type: none"> - Improving listening skills - Giving responses - Extending sentences with conjunctions - Starting to use Spanish spontaneously - Learning Spanish numbers - Remembering vocabulary - Independent learning - Developing writing skills - Using a dictionary - Learning irregular verbs - Extending writing with more detail - Varying vocabulary - Adding variety to your writing <p>HOMEWORK: Weekly vocab drills</p> <p>SIMS Data drop: End of Unit scores</p> | <p>Context: Mi familia, amigos y yo</p> <ul style="list-style-type: none"> - Personal and social life: self, family and personal relationships - Personal and social life: how we get on with others - Everyday activities: the language of the classroom <p>Grammar: Continue regular present tense verbs Introduce irregular present tense verbs (ser, ir)</p> <p>Assessment: From Claro 1 Unit 1 and 2 – 2 skills</p> | <p>FEB-APR</p> <p>SKILLS:</p> <ul style="list-style-type: none"> - Working out unfamiliar language - Checking your work for errors - Using a bilingual dictionary - Using cognates to increase vocabulary - Recycling language - Practising creative writing - Developing reading skills <p>HOMEWORK: Weekly vocab drills</p> | <p>Context: Donde vivo</p> <ul style="list-style-type: none"> - The world around us: home town and local area - Everyday activities: home life and school - Personal and social life: free time and social activities <p>Grammar Prepositions of place Comparisons</p> |
| |  | <p>APR-JULY</p> <p>SKILLS:</p> <ul style="list-style-type: none"> - Carrying out a survey - Asking questions effectively - Writing an extended text - Using a bilingual dictionary - Understanding cultural differences - Recycling language - Developing listening and understanding skills <p>HOMEWORK: Weekly vocab drills</p> <p>SIMS Data drop: EOY Assessment Data</p> | <p>Context: Mi instituto</p> <ul style="list-style-type: none"> - Everyday activities: home life and school - Personal and social life: free time and social activities <p>Context: Las Fiestas</p> <ul style="list-style-type: none"> - The world around us: people, places and customs <p>Grammar Introduction to the conditional tense</p> <p>Assessment: End of Year assessments, all four skills assessed with elements graded using GCSE mark schemes. (L/S/R/W)</p> <p>Post EoY: Film unit of study on the film “Coco”</p> |



SPANISH CURRICULUM MAP – YEAR 8

| Term | Foundation Year 8 | Term | Foundation Year 8 |
|--|--|---|---|
| AUTUMN TERM (SEP-OCT) SKILLS: - Translating into Spanish - Learning infinitives - Trying repair strategies when speaking - Finding and using synonyms - Answering questions on a reading passage - Revision techniques - Developing reading skills - Investigating Bilbao and <i>Euskara/ Basque</i> HOMEWORK: Weekly vocab drills SIMS Data drop: End of Unit scores | Context: En mi ciudad - The world around us: home town and local area - Everyday activities: home life and school - Personal and social life: free time and social activities Grammar: Further use of near future tense Assessment: From Claro 1 Unit 5 2 skills | SPRING TERM: JAN-MARCH SKILLS: - Answering questions in Spanish - Improving reading skills - Improving knowledge of Hispanic culture - Listening for unfamiliar language - Narrating events - Writing in different tenses - Preparing for extended writing tasks - Developing presentation skills - Understanding other cultures and civilizations HOMEWORK: Weekly vocab drills | Context: ¡Por fin de vacaciones! - Personal and social life: holidays and special occasions - The international world: tourism at home and abroad - Personal and social life: free time and social activities Grammar: Introduction to preterite tense: regular verbs, then common irregular verbs Assessment: From Viva 2 2 skills |
| | | SPRING TERM: MARCH-MAY SKILLS: - Giving a range of opinions and making exclamations - Identifying time markers to help understand different tenses - Inferring meaning when reading - Translating sentences into Spanish - Narrating events when extending writing - Writing in different tenses - Speaking in front of an audience - Developing pronunciation skills - Developing the ability to construct transactional role plays HOMEWORK: Weekly vocab drills | Context: Mi Vida Social - Personal and social life: free time and social activities - Use of technology, tastes in music, going out with friends, festivals and special occasions Grammar: Revisit present tense and preterite tense Use of two different verb tenses Ser and estar (to be) Assessment: From Viva 2 L,S,R,W – EoY assessment |
| AUTUMN TERM: NOV-DEC SKILLS: - Including cultural knowledge in your work - Describing an image - Answering questions in English - Writing without support - Re-using language - Performing a role play - Using <i>para</i> to make sentence structure - Using different tenses appropriately - Following a recipe - Learning about typical Spanish food HOMEWORK: Weekly vocab drills SIMS Data drop: End of Unit scores | Context: Dieta y salud - Everyday activities: food, health and fitness Grammar: Introduction to imperfect tense Assessment: From Claro 2 Unit 1 2 skills | SUMMER TERM: JUNE-JULY SKILLS: - Comparing and contrasting cultures - Writing more detailed paragraphs - Listening and identifying key details - Translating sentences into English - Understanding and using idioms - Revising grammar structures - Developing pronunciation skills HOMEWORK: Weekly vocab drills SIMS Data drop: EOY Assessment Data | Context: De paseo por el Mundo - The world around us: people, places and customs - The international world: life in other countries and communities Grammar: Introduction to imperfect tense Coco film study |





SPANISH CURRICULUM MAP – YEAR 9

| Term | Transition Year 9 | Term | Transition Year 9 |
|---|--|---|---|
| AUTUMN TERM (SEP-OCT) SKILLS: - Researching a famous Hispanic person - Taking the initiative in conversation - Making regular cultural references - Reacting to the unpredictable - Understanding different registers - Investigating traditional dress in Spanish speaking countries HOMEWORK: Weekly vocab drills SIMS Data drop: End of Unit scores | Context: Adictos a la moda - Personal and social life: free time and social activities - The world around us: people, places and customs - The international world: fashion and trends Grammar Present continuous tense Direct object pronouns Revisit present tense Assessment: From Claro 2 Unit 4: 2 skills | SPRING TERM (JAN – MARCH) SKILLS: - Editing your work - Speaking more authentically - Translation skills - Understanding poetry - Writing more interesting sentences - Constructing an argument - Describing a photo HOMEWORK: Weekly vocab drills SIMS Data drop: End of Unit scores | Context: Yo y mi mundo - Everyday activities: home life and school - The international world: local and global issues Grammar Irregular verbs in simple future and conditional tense Superlative Assessment: From Claro 2 Unit 5: 2 skills |
| AUTUMN TERM (NOV-JAN) SKILLS: - Reading strategies to work out the meanings of new words - Applying recognised word patterns to new language - Using reference resources - Using patterns to write present tense sentences - Vocabulary learning skills - Using reference resources - Identifying key information by skim reading - Using different tenses correctly - Writing an extended text - Understanding an authentic text in Spanish - Using reading strategies to work out new words HOMEWORK: Weekly vocab drills SIMS Data drop: End of Unit scores | Context: Ganarse la vida/Por qué estudiar español - The world of work: careers and employment - Personal and social life: holidays and special occasions Grammar Conditional tense Simple future tense Revisit near future Assessment: From Viva 3 Module 2: 2 skills | SUMMER TERM (MARCH-MAY) SKILLS: Role plays Listening to instructions Reading short texts for key details Describing a photo Adding more detail when speaking Writing an extended text Translating into Spanish Speaking more spontaneously HOMEWORK: Weekly vocab drills SIMS Data drop: End of Year Assessment data | Context: Una visita a España Personal and social life: free time and social activities Holidays and special occasions: visiting Spain - The world around us: people, places and customs Grammar Si clause: present + simple future Imperfect tense Revisit preterite tense Assessment: End of Year assessments, all four skills assessed with elements graded using GCSE markschemes. |
| |  | SUMMER TERM JUNE_JULY SKILLS Listening to authentic material and music, and extracting key details Reading authentic texts for gist and detail Translating into English and Spanish Writing extended texts Researching cultural information (flipped learning) Using different reference resources HOMEWORK: Weekly vocab drills Research for flipped learning | Context: Festivals and traditions of the Spanish-speaking world Personal and social life: free time and social activities Holidays and special occasions - The world around us: people, places and customs Grammar Preterite and imperfect tense usage Post EoY: Film unit of study on the film “Las voces inocentes” |



SPANISH CURRICULUM MAP – YEAR 10

| Term | Mastering Year 10 | Term | Mastering Year 10 |
|---|---|--|--|
| <p>AUTUMN TERM (SEP-OCT)</p> <p>SKILLS:</p> <ul style="list-style-type: none"> - Pronouncing words correctly - Listening for synonyms and negatives - Using comparatives - Understanding more detailed descriptions - Using negatives: <i>no, nunca, ni... ni..., tampoco</i> - Using similes and specific details to extend writing - Using adjectives and adverbs to add interest to speaking - Extending responses by referring to others - Using direct object pronouns - Understanding different forms of familiar verbs - Using a range of connectives - Recognising similar ideas expressed differently <p>HOMEWORK:</p> <p>Weekly vocab drills Speaking booklet</p> <p>SIMS Data drop: End of Unit scores</p> | <p>Context:</p> <ul style="list-style-type: none"> - Introduction to GCSE course - Theme 1: Identity and Culture • Topic 1: Me, my family and friends – “Mi gente” - Relationships with family and friends - Marriage/partnership <p>Grammar:</p> <p>Possessive adjectives; present tense; ser and estar; reflexive verbs; present continuous</p> <p>Assessment:</p> <ul style="list-style-type: none"> - WTM Listening/ Reading - Extended Writing - Completion of Speaking Questions: Theme 1 | <p>SPRING TERM (JAN-MARCH)</p> <p>SKILLS:</p> <ul style="list-style-type: none"> - Asking for and understanding directions - Asking and responding to questions - Listening for known language in different tenses - Using different tenses together (present, imperfect, perfect, conditional) <i>Vivo en Antes no había Ahora han renovado En el futuro mejoraría ...</i> - Understanding the geography of Spain - Decoding the names of different shops <i>la panadería, la zapatería...</i> - Listening for clues - Saying prices in different ways - Adapting opinions and reasons to express preferences - Using different tenses together - Recognising and using idioms <p>HOMEWORK:</p> <p>Weekly vocab drills Speaking booklet</p> <p>SIMS Data drop: End of Unit scores</p> | <p>Context:</p> <ul style="list-style-type: none"> - Theme 2: Local, national, international and global areas of interest • Topic 1: Home, town, neighbourhood and region – “Ciudades” <p>Grammar:</p> <p>Prepositions of place; conditional tense; simple future; preterite and imperfect tense usage</p> <p>Assessment:</p> <ul style="list-style-type: none"> - WTM Listening/ Reading - Extended Writing - Completion of Speaking Questions: Theme 2 |
| <p>AUTUMN / SPRING TERM (NOV-DEC)</p> <p>SKILLS:</p> <ul style="list-style-type: none"> - Listening out for positive and negative opinions - Justifying opinions using a range of language - Talking about when you do things - Imperfect and present tenses for comparing then and now - Applying pronunciation patterns - Speaking more expressively by using exclamations - Listening skills: Distractors and order - Understanding time expressions: past, present, future - Using sequencers and time expressions to give structure to writing: <i>primero, después, por la mañana, por la tarde</i> <p>HOMEWORK:</p> <p>Weekly vocab drills Speaking booklet</p> <p>SIMS Data drop: End of Unit scores</p> | <p>Context:</p> <ul style="list-style-type: none"> - Theme 3: Current and future study and employment • Topic 1: My studies/ Topic 2: Life at school/college/ Topic 3: Education post-16 - “Mi vida en el insti” <p>Grammar:</p> <p>Comparatives and superlatives; negatives; imperfect tense; direct object pronouns; near future</p> <p>Assessment:</p> <ul style="list-style-type: none"> - WTM Listening/ Reading - Extended Writing - Completion of Speaking Questions: Theme 3 | <p>SUMMER TERM (APRIL-JULY)</p> <p>SKILLS:</p> <ul style="list-style-type: none"> - changing verb <i>jugar: Juego al fútbol, ya que ...En febrero jugué/participé en</i> - Definite plural article for opinions about types of TV programme <i>Me chiflan los concursos./ No me gustan las noticias porque ...</i> - Identifying correct statements about a text - Using a variety of preterite tense verbs to describe a music concert: <i>Saqué muchas fotos./ El público cantó./ Fue inolvidable.</i> - Using <i>ya no</i> and <i>todavía: Ya no juego al fútbol./ Todavía hago judo.</i> - Listening for present and imperfect tense verb endings - Using <i>ya</i> and <i>todavía</i> with the perfect: <i>¿Ya has visto la nueva película de ...? No, no la he visto todavía.</i> - <i>Acabar de + infinitive: Acabo de ver ...</i> - Using the near future and <i>tener ganas de ...: ¿Tienes ganas de ir ...?</i> - Adapting a model dialogue to fit different situations - Referring to different years in Spanish <p>HOMEWORK:</p> <p>Weekly vocab drills Speaking booklet</p> <p>SIMS Data drop: End of Year Assessment data</p> | <p>Context:</p> <ul style="list-style-type: none"> - Theme 1: Identity and culture • Topic 2: Technology in everyday life - Social media and mobile technology • Topic 3: Free-time activities – - Music, Cinema, TV, Sport, Food and eating out - Theme 2: Local, national, international and global areas of interest • Travel and tourism <p>Types of holidays to talk about a past holiday</p> <p>Grammar</p> <p>Soler + infinitive; perfect tense; using 3 past tenses together Range of expressions with infinitives; use 3 past tenses together</p> <p>Assessment: Foundation/Higher GCSE Exam</p> |





SPANISH CURRICULUM MAP – YEAR 11

| Term | Mastering Year 11 | Term | Mastering Year 11 |
|---|--|---|--|
| <p>AUTUMN TERM (SEP)</p> <p>SKILLS:</p> <ul style="list-style-type: none"> - Using different opinion phrases to add variety to what you say - Adding variety to what you say - Listening to verb endings as clues - Using verbs of opinion: <i>gustar, encantar, chiflar, molar, apasionar, flipar</i> - Referring to other people’s opinions - Using connectives - Giving reasons for activities you do by referring to your wider interests - Understanding percentages - Listening for ways to give opinions about the past - Listening for and using examples of sequencers, opinion phrases, and verbs in the ‘we’ form - Varying your language while speaking - Using <i>usted</i> in formal situations - Identifying positive and negative opinions (while listening) <p>HOMEWORK:</p> <p>Weekly vocab drills Speaking booklet</p> <p>SIMS Data drop: End of Unit scores</p> | <p>Context:</p> <ul style="list-style-type: none"> - Theme 2: Local, national, international and global areas of interest • Topic 4: Travel and tourism – Complete the module <p>Grammar</p> <p>Range of expressions with infinitives; use 3 past tenses together</p> <p>Assessment:</p> <ul style="list-style-type: none"> - WTM Listening/ Reading - Extended Writing - Completion of Speaking Questions: Theme 2 | <p>SPRING TERM (DEC-JAN)</p> <p>SKILLS:</p> <ul style="list-style-type: none"> - Listening for verbs in the subjunctive - Listening for high numbers: <i>el noventa y cinco por ciento, mil...</i> - Presenting a written argument: <i>Para mí el problema mayor es.../ Es importante que ...</i> - Giving extended reasons - Gist reading to infer overall meaning - Using grammar knowledge in translation <p>HOMEWORK:</p> <p>Weekly vocab drills Speaking booklet</p> <p>SIMS Data drop: GCSE Mock Exam data</p> | <p>Context:</p> <ul style="list-style-type: none"> - Theme 2: Local, national, international and global areas of interest Topic 2: Social issues - Charity/voluntary work - Healthy/unhealthy living Topic 3: Global issues - The environment - Poverty/homelessness – “Hacia un mundo mejor!” <p>Grammar:</p> <p>Preterite and imperfect tenses Range of expressions with infinitive; imperfect tense; reflexive constructions; more advanced <i>si</i> clauses; more complex verb structures</p> <p>Assessment:</p> <ul style="list-style-type: none"> - GCSE Mock Exam F/H - Completion of Speaking Questions: Theme 2 |
| <p>AUTUMN TERM (OCT-NOV)</p> <p>SKILLS:</p> <ul style="list-style-type: none"> - Using verbs to describe having different meals - Adding variety and interest to your language using <i>soler</i> and ‘we’ forms - Extending what you say with sequencers, connectives, opinions and other persons of the verb - Applying pronunciation rules to pronounce new words: - Spotting words which indicate an increase/decrease - Paying attention to question words - Inferring meaning in literary texts - Adding interest when narrating a story <p>HOMEWORK:</p> <p>Weekly vocab drills Speaking booklet</p> <p>SIMS Data drop: End of Unit scores</p> | <p>Context:</p> <ul style="list-style-type: none"> - Theme 1: Identity and culture • Topic 4: Customs and festivals in Spain-speaking countries/communities – “De costumbre” <p>Grammar</p> <p>Present tense; reflexive verbs; radical changing verbs; direct object pronouns; passive voice and avoidance of passive using the reflexive</p> <p>Assessment:</p> <ul style="list-style-type: none"> - WTM Listening/ Reading - Extended Writing - Completion of Speaking Questions: Theme 1 | <p>SUMMER TERM (FEB – EASTER)</p> <p>SKILLS:</p> <ul style="list-style-type: none"> - Using alternatives to ‘and’ (<i>no solo ..., sino también; tanto ... como</i>) - Listening out for clue words, being aware of distractors - Writing a formal letter: <i>Muy Señor mío... Atentamente, ...</i> - Using the 24-hour clock - Forming questions (including with reflexive verbs) <p>HOMEWORK:</p> <p>Weekly vocab drills Speaking booklet</p> <p>SIMS Data drop: End of Unit Assessment data</p> | <p>Context:</p> <ul style="list-style-type: none"> - Theme 3: Current and future study and employment • Topic 4: Jobs, career choices and ambitions – “¡A currar!” <p>Grammar:</p> <p>Near future and simple future tenses Present and present continuous; indirect object pronouns; present subjunctive with <i>cuando</i> and other phrases with subjunctive</p> <p>Assessment:</p> <p>GCSE Exam</p> |

