

## Spanish Curriculum Map 2024-25

### Intent

The Spanish curriculum aims to inspire students to become strong communicators in both Writing and Speaking, to understand the gist and details in extracts from a range of authentic sources. We strongly believe in languages as a skill for life and something students should enjoy and find rewarding. Through a knowledge rich curriculum, students acquire an in-depth understanding of the core vocabulary and grammatical structures, which they can use and manipulate in a range of contexts. Our intent is to enable students of all abilities to develop their Spanish language skills to their full potential, equipping them with the knowledge to communicate in a variety of contexts with confidence. The Spanish curriculum is delivered through a wide range of activities focusing on developing the key four languages skills (Listening, Speaking, Reading and Writing) via Visual, Auditory and Kinaesthetic methods. By the end of Year 11, students need to be operating as learners with some degree of independence in order to achieve the highest levels in the GCSE examinations. They will have a systematic knowledge of the vocabulary, grammar, and the sound and spelling systems of their new language. They will have had the opportunity to reinforce this knowledge with extensive planned practice and use, in order to build the skills needed for communication. The content of the new language is taught in a creative and stimulating way to widen students' knowledge of the culture, history and literature of speakers of Spanish. The ability to understand and communicate in another language is a lifelong skill for education, employment and leisure in this country and throughout the world.

Implementation						
Term	1	2	3	4	5	6
<b>Year 7</b>	<b><u>Me presento (Introducing myself)</u></b>  In this unit pupils are introduced to the basics of the language, including phonetic and spelling patterns, basic grammar such as agreements and word order, and key vocabulary such as numbers and dates. They develop their ability to understand classroom commands and to use basic classroom language among themselves and with the teacher appropriately. Students will also acquire vocabulary about free time activities and giving simple opinions about what they like/dislike. Pupils develop the ability to introduce themselves, ask others about personal information and to express what activities they usually do. They begin to develop their ability to express opinions and preferences.  Students will explore how Christmas is celebrated in Spanish-speaking countries at the end of the term.		<b><u>Mi familia (My family)</u></b>  They will learn vocabulary about family members and how to describe in the third person. They will continue developing the language to give opinions as it is an essential part of the GCSE. Students will keep working on the present tense of regular verbs and will learn how to build simple sentences to express what they usually do with their family. Students will be introduced to photo description and reading aloud words.  This unit will prove an introduction to the Thematic Context of <i>Personal World</i> of the GCSE curriculum.	<b><u>Mi insti (My school)</u></b>  Pupils will learn vocabulary about school facilities and expressing likes and dislikes about subjects. They will also learn how to talk about activities they do at break time and clubs. This will serve to consolidate conjugation in the target language in the present tense. Students will also be introduced to the near future tense. They will continue to practise photo descriptions related to the topic of school and reading aloud to support exam speaking skills.  This unit will prove an introduction to the Thematic Context of <i>School and studies</i> of the GCSE curriculum.	<b><u>Mi ciudad (Where I live)</u></b>  Pupils will learn vocabulary about places in town and giving simple opinions about their houses. They will also learn how to talk about activities they want to do. Students will practise and consolidate the near future tense and conditional tense to express future wishes and plans, while they justify their opinions. They will continue to practise photo descriptions and reading aloud related to the topic of my city.  This unit will be an introduction to the Thematic Context of <i>My Neighbourhood</i> of the GCSE curriculum.	<b>Revision</b>  <b>Revision ahead of end of year exams</b>  Exam skills will be practised within each lesson, with a focus on Listening, Reading and Writing skills.  <b>Feedback</b>  Students will be provided with feedback from their Receptive Skills paper, as well as their Writing paper, to ensure misconceptions are addressed and key content (both vocabulary and grammar) is embedded before moving into Year 8.  <b>Cultural project:</b>  After their exams and feedback lessons, students will work in small groups to create a Spanish verb conjugation song.
<b>Year 8</b>	<b><u>Mis pasatiempos (My hobbies)</u></b>  In this unit students will revisit key verbs to introduce oneself as well as basic regular verbs in the present tense. They will then	<b><u>Mis planes de futuro (My future plans)</u></b>  Students will learn vocabulary related to jobs. They will practise the conditional and the near	<b><u>Mi rutina diaria (My daily routine)</u></b>  Building upon their knowledge of the present tense, students will also learn how to describe their	<b><u>Vida sana (Healthy lifestyle)</u></b>  Students will keep practising using a wide range of opinions within the new context of mealtimes and food. Using the present tense	<b><u>¡De vacaciones! (On holidays!)</u></b>  Students will learn how to describe their holidays using the three to four different tenses seen throughout the year. Students will	<b>Revision</b>  <b>Revision ahead of end of year exams</b>

	<p>learn vocabulary related to TV, music and technology. Students will keep developing their ability to express likes and dislikes. They will also practise the endings of regular verbs in the present tense seen in Y7 in more depth. Students will be introduced to the preterit tense and will be able to express activities in the past. By the end of the unit students will express what they usually do and what they did using 2 tenses.</p> <p>This unit is preparing students for the GCSE Thematic Context of <i>Personal World and Media and Technology</i>.</p>	<p>future tense learnt in Y7 by talking about what they would like to do and what plans they have for the future. As an essential part of the GCSE, students will keep practising how to justify their opinions and choices, with a special focus on avoiding repetition. They will practise photo descriptions related to jobs and the working environment. In terms of culture, students will explore <i>El Día de los Muertos</i>.</p> <p>This unit will prepare students for the GCSE Thematic Context of <i>Studying and my future</i>.</p>	<p>daily routine using reflexive verbs. They will learn vocabulary related to times of the day and daily routine/getting ready. Students will keep practising the immediate future and the conditional in the context of expressing future wishes and what to wear. At the end of the unit, students will practise using three tenses together within the context of getting ready for a sporting event</p> <p>This unit will prepare students for the GCSE Thematic Context of <i>Personal World and Lifestyle and Wellbeing</i>.</p>	<p>learnt in previous half terms and Y7, they develop their ability to discuss simple healthy and unhealthy habits. Students will also revisit vocabulary related to daily routine and reflexive verbs. They will practise photo descriptions related to lifestyle and will be introduced to role-plays within the context of ordering food.</p> <p>This unit will prepare them for the GCSE Thematic context of <i>Lifestyle and Wellbeing</i>.</p>	<p>also learn vocabulary related to transport and accommodation, as well as revising house vocabulary from Y7 to describe it. Students will practise conjugating the free time activities seen in HT1 in three tenses to describe holiday activities.</p> <p>There will be a big focus on awareness and identification of which tense to use when addressing both speaking and writing activities. They will continue practising photo descriptions related to travel.</p>	<p>Exam skills will be practised within each lesson, with a focus on Listening, Reading and Writing skills.</p> <p><b>Feedback</b></p> <p>Students will be provided with feedback from their Receptive Skills paper, as well as their Writing paper to ensure misconceptions are addressed and key content (both vocabulary and grammar) is embedded before moving into Year 9.</p> <p><b>Cultural project:</b></p> <p>After their exams and feedback lessons, students will spend time working in small groups to research a Spanish-speaking book or a film and deliver a presentation on it.</p>
<p><b>Year 9</b></p>	<p><b><u>Relaciones (Relationships)</u></b></p> <p>Students will revisit family members and descriptions seen in Y7. Building on that, students will acquire vocabulary to describe relationships. Students will keep giving opinions using more complex structures. They will revisit the past and present tense learnt in Y7 and 8 and practise the near future tense by talking about what they are going to do with family or friends. They will continue working on using three tenses together and will practise photo descriptions related to the content of the unit.</p> <p>This unit is preparing students for the GCSE Thematic Context of <i>Personal World</i>.</p>	<p><b><u>Mi tiempo libre (My free time)</u></b></p> <p>Revisiting vocabulary seen in Y7 and Y8, students will continue working on using three tenses together talking about films and activities they are either going to do, or they did. They will practise photo descriptions related to the content of the unit. There will be an extra question on the photo descriptions to build upon this skill. Students will also learn how to speak about a celebration in the near future tense.</p> <p>This unit is preparing students for the GCSE Thematic Context of <i>Personal World</i>.</p>	<p><b><u>Festivales y celebraciones (Festivals and celebrations)</u></b></p> <p>Students will revisit daily routines and reflexive verbs in the context of festivals in the past. They will also build on the food and drink vocabulary seen in Year 8, and will revisit Christmas traditions but focusing on more complex GCSE content.</p> <p>Students will learn how to give more complex opinions and recommendations regarding different festivals and music events.</p> <p>Students will revisit direct object pronouns and they will practise photo descriptions related to festivals. The cultural focus will be on La Tomatina and San Fermín.</p> <p>This unit will prepare pupils for the GCSE Thematic context of <i>Travel and Tourism</i>.</p>	<p><b><u>Donde vivo (Where I live)</u></b></p> <p>Pupils revisit places in town learnt in Y8 and Y7 and they will recap the comparative and superlative forms in the context of cities. They will also revisit modal verbs to describe what there is to do in their city. Students will learn the imperfect tense to describe changes in their area. Building on Y8 content, pupils will use the future tense to describe their plans in the city and will learn about different items that can be bought in souvenir shops.</p> <p>This unit is preparing students for the GCSE Thematic Contexts of <i>My neighbourhood and Travel and tourism</i>.</p>	<p><b><u>Nuestro mundo (Our world)</u></b></p> <p>In this last unit of KS3, pupils will study different social and global issues. They will study different problems around the world, and what can be done to protect the environment. They will have the opportunity to extend their knowledge about world-wide issues through Spanish, using knowledge acquired in other areas such as Geography or PSHE. They will continue to practise photo descriptions related to the content of the unit.</p> <p>This unit will prepare them for the GCSE Thematic context of <i>My neighbourhood</i>.</p>	<p style="text-align: center;"><b>End of Year Exams</b></p> <p style="text-align: center;"><b>Revision</b></p> <p><b>Revision ahead of end of year exams</b></p> <p>Exam skills will be practised within each lesson, with a focus on Listening, Reading and Writing skills.</p> <p><b>Feedback</b></p> <p>Students will be provided with feedback from their Receptive Skills paper, as well as their Writing paper to ensure misconceptions are addressed and key content (both vocabulary and grammar) is embedded before moving into Year 10 and beginning the KS4 curriculum.</p> <p><b>Cultural project:</b></p> <p>After their exams and feedback lessons, students will research and present on</p>

							a Spanish-speaking festival e.g. <i>La Tomatina</i> , <i>El día de los Muertos</i> .
<b>Year 10</b>	<p><b><u>Mis pasatiempos (My hobbies)</u></b></p> <p>Students will revisit and build upon the topic of free time activities introduced in Y7, 8 and 9. They will study sports, music, TV and film. They will also talk about social media and gaming. They will continue to practise using four tenses together, as well as regularly practising exam skills for all four papers based on the thematic contexts of Personal world and Media and Technology. Students do an end of unit reading, writing and listening assessment. In addition, students will complete Section 1 of the General Conversation Booklet in preparation for their GCSE exam.</p> <p><b>GCSE Thematic Context:</b> <i>Personal World and Media &amp; Technology</i></p>	<p><b><u>Mi gente (My people)</u></b></p> <p>Students will revisit and build upon content seen in Y7, 8 and 9 related to families, relationships, physical descriptions and personality. Students will also learn how to give advice and talk about physical and mental wellbeing, building upon vocabulary learnt in Year 8. There is a special focus on photo description and writing skills. Students will have the opportunity to practise and receive feedback on FT Q3 and HT Q4.</p> <p>As part of the speaking part of the Mid-year assessment, students will be assessed on reading aloud and photo description. They will also be assessed on content of the present and previous unit in the General Conversation.</p> <p><b>GCSE Thematic Context:</b> <i>Personal World</i></p>	<p><b><u>Me cuido (My healthy lifestyle)</u></b></p> <p>Students will review Y8 content on food vocabulary, mealtimes and food habits. Building upon this KS3 knowledge and the previous 2 half-terms content, students work on expressing opinions on wellbeing issues, describing their lifestyle and talking about future plans to improve their health. Within the role play practice, students will review basic KS3 content about body parts and ailments. Students will have the opportunity to practise exam skills and will receive feedback on extended pieces of writing. As in previous units, students do an End of unit assessment</p> <p><b>GCSE Thematic Context:</b> <i>Lifestyle and wellbeing</i></p>	<p><b><u>Construyendo mi future (Building my future)</u></b></p> <p>Students will revise Y7 and 8 content about school subjects, rules, uniform, facilities and clubs. Building upon this, they also talk about different problems in schools and how to change them. They will continue to practise using four tenses together with a focus on the future tense to discuss post-16 education and career choices. They will also describe changes in the world of work and the impact of AI using three tenses together.</p> <p><b>GCSE Thematic Context:</b> <i>Studying and my future</i></p>	<p><b><u>Listos para viajar (Ready to travel)</u></b></p> <p>Students build upon the topic of travelling, places in town and Hispanic countries learnt in Y7, 8 and 9. Students will justify their opinions on where they would like to travel describing tourist attractions, transport and accommodation. Likewise, students will learn how to give an account of a past holiday, mentioning a Hispanic festival. By the end of the unit, students will be able to talk about holidays in three different tenses which is an essential skill that interleaves with all thematical contexts in the GCSE. Students will do an end of unit assessment.</p> <p><b>GCSE Thematic Context:</b> <i>Travel and tourism</i></p>	<b>End of Year Exams</b>	<p><b><u>Revision</u></b></p> <p>Students will review all content seen throughout the year ahead of the Year 10 summer mock.</p> <p>There will be a special focus on exam technique through exam skills sessions and walking talking GCSEs exams.</p> <p>On completion of the exam, there will be whole class feedback sessions on all GCSE papers. This will ensure misconceptions are addressed and key content (both vocabulary and grammar) is embedded.</p> <p><b><u>Hablamos! (Let's speak!)</u></b></p> <p>The end of year 10 will focus primarily on developing skills for the speaking exam.</p>
<b>Year 11</b>	<p><b><u>Acción local, impacto global (Local action, global impact)</u></b></p> <p>Students will build upon content seen in Y7 and 9 related to places in town and environment. Students will learn how to describe the advantages and disadvantages of living somewhere as well as describe social and environmental problems where they live. They will review how to both recognise and be able to produce different tenses. Students will do an end of unit assessment.</p>	<p><b><u>Cuenta atrás I (Count down 1)</u></b></p> <p>During this revision unit, key content will be reviewed on the following topics: School, Places in town, Future opportunities, Equality, Family, Tourist attractions, Accommodation, Natural world, Sports, Mental wellbeing, Free time activities, Social media, Family and Relationships.</p>	<p><b><u>Cuenta atrás II (Count down 2)</u></b></p> <p>During this revision unit, key content will be reviewed on the following topics: Food, Tourist attractions, Natural world, Places in town, Accommodation, Equality, Food, School, Relationships, Environmental issues, Future opportunities.</p> <p>The exam skill focus this term will be on speaking:</p>	<p><b><u>Cuenta atrás III (Count down 3)</u></b></p> <p>During this revision unit, key content will be reviewed on the following topics: Holidays, Transport and travelling, Places in town and Family.</p> <p>Each lesson will start with a thematic questionnaire and will finish on revision summary questions to be prepared for the next lesson retrieval quiz.</p>	<p><b><u>Exam practice:</u></b></p> <p>Revision of all main topics. Speaking practice based on photocard, general conversation, role-play and read aloud.</p>		<b>Exams</b>

	<p>As in the previous year, students will continue to complete the General Conversation booklet to boost their speaking and writing skills in preparation for the examination.</p> <p><b>GCSE Thematic Context:</b> <i>My Neighbourhood</i></p>	<p>Exam skills will be covered in the following ways:</p> <p>Speaking: describing a stimulus card, using connectives and practising from the general conversation booklet</p> <p>Writing: using connectives to vary the length of your sentences.</p> <p>Writing: completing the longer questions for Foundation and Higher on school and future opportunities.</p> <p>Reading and Listening: Inferring positive and negative ideas, opinions and justifications.</p>	<p>Practising reading aloud tasks and follow up questions.</p> <p>Practising role plays in specific settings: doctor's surgery, hospital, leisure centre, café/restaurant, at the shop.</p> <p>Practising describing a picture stimulus and answer two compulsory questions related to the picture.</p> <p>Preparing general questions for the topics of student's chosen thematic context.</p>	<p>A wide range of GCSE exam-style questions will be practised for Writing, Listening and Reading.</p> <p>Students will have a Walking Talking Writing exam where students will understand how to approach answering exam questions and how to interpret the questions.</p>		
<b>Term</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>Year 12</b>	<p><b><u>El ciberespacio y la influencia de los ídolos</u></b></p> <p>Students start their KS5 journey with two units with similar content to GCSE Theme 1. There will be a special focus on addressing any grammar gaps to provide students with the right grammar foundation from the beginning of the course.</p> <p>In these units, students will learn how to discuss the role of internet and social media nowadays, addressing advantages and disadvantages. Likewise, students will discuss the positive and negative influence of music and cinema figures in the Hispanic World.</p>	<p><b><u>Los valores tradicionales y modernos</u></b></p> <p>In this unit students will learn about changes in the family, attitudes towards marriage and divorce and the influence of the Catholic Church in Spanish-speaking countries. Within this theme, the grammar focus will be on the past tense and the use of the Preterite and Imperfect Continuous.</p> <p>From this term, students will have one double lesson a week to work on the film <i>Maria Llena eres de Gracia</i></p>	<p><b><u>La igualdad de los sexos</u></b></p> <p>Pupils will build upon vocabulary and content learnt in the previous term to discuss changes in the role of women at work. Students will learn about the situation and legislation of LGBTQ+ rights in Hispanic countries and will discuss feminist movements in the same. Following on the past tense grammar point of the previous term, the grammar focus will be on perfect tenses.</p> <p>Students will have one double lesson a week to work on the text <i>La Casa de Bernarda Alba</i></p>	<p><b><u>El patrimonio cultural</u></b></p> <p>In this unit students will learn about cultural diversity in Spain and discuss issues surrounding it. Students will expand on the festivals learnt in GCSE Theme 1 and will learn other customs and traditions in the Hispanic World. In addition, students will learn and understand civilisations that contributed to the cultural Heritage of Spain as well as the Pre-Columbian heritage in Latin America. The grammar focus of this unit will be on the subjunctive in the present and preterit as well as its use after verbs of emotion, surprise, doubt, etc.</p> <p>Students will have one double lesson a week to work on the text <i>La Casa de Bernarda Alba</i></p>	<p><b><u>Revisión and Exam practise</u></b></p> <p>In preparation for the summer mock exam, students will revise the content of the year through exam practice. There will be a special focus in consolidating the content of the text and the film through the study of exam-style questions and exam-technique to successfully address Paper 2.</p> <p>Students will be asked to prepare a mock IRP and will receive support sessions to do so as well as on how to prepare the stimulus card.</p>	<p><b><u>Feedback y La inmigración</u></b></p> <p>After the assessments, students will start Year 13 content with the unit of <i>La inmigración</i>. They will learn about migration influxes in the Hispanic World and discuss advantages and disadvantages of it, as well as issues that may arise such as illegal immigration and its consequences. Grammar focus will be on imperfect and preterite tense as well as compound tenses.</p>
<b>Year 13</b>	<p><b><u>El racismo y la convivencia</u></b></p> <p>In this unit students will understand and describe the coexistence of different cultures in Hispanic countries and the issues surrounding integration. They will explore and discuss the</p>	<p><b><u>Movimientos populares y los jóvenes</u></b></p> <p>Students will learn about social movements and protests in Hispanic countries such as 15-M in Spain and the Mothers of La Plaza de Mayo in Argentina. Students will</p>	<p><b><u>Monarquías y dictaduras</u></b></p> <p>In this unit pupils will understand the impact of the civil war in Spain and will discuss life under Franco's dictatorship. They will learn about the transition from dictatorship to Monarchy and</p>	<b><u>Revision</u></b>		<p><b><u>Exams</u></b></p>
					<b>End of Year Exams</b>	

	<p>effectiveness of anti-racist legislation in Hispanic countries as well as campaigns and their effectiveness to address these attitudes. Grammar focus will be on future and conditional tenses. There will be a special focus on translation skills and varying sentence structure to enhance writing. Students will have one double lesson a week to work on the film <i>María Llena eres de Gracia</i>.</p>	<p>learn about the unemployment situation amongst young people in Spain and understand why their attitude towards politics is changing. They will also learn and discuss the effectiveness of protests, strikes and the power of trade unions. The grammar focus will be on revising the subjunctive, the use of <i>if</i> clauses and the use of the passive voice. Students will have one double lesson a week to work on the text <i>La Casa de Bernarda Alba</i></p>	<p>will also learn about Latin-American dictators in Panama, Chile and Argentina. The grammar focus will be on using a sequence of tenses together and translation and reading skills in preparation for the mock exam. Students will have one double lesson a week to work on the text <i>La Casa de Bernarda Alba</i></p>	<p>After the speaking exam, revision will continue focusing on exam-specific skills and assessment tasks on listening, reading, summary writing and translation into and from the target language. Students will also have intensive practice of essay-writing skills and revision sessions of both text and film in preparation for Paper 2.</p>	
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**Impact:**

*To ensure that all students achieve mastery in specified knowledge, students are formatively assessed regularly at KS3 through trackers and teaching is adapted accordingly. Assessment data is used to judge the success of the curriculum and progress towards mastery, with teaching time allocated to the re-teaching of specific knowledge. Knowledge of vocabulary is assessed through fortnightly vocabulary tests at KS3, and KS4. There will be regular feedback given on the progress made in the four main skills: reading, listening, writing and speaking. The impact of the curriculum upon students becoming linguists who can communicate effectively in the target language is assessed through students' participation during lessons and their engagement with homework tasks. Extra-curricular activities such as a trip to Spain and a languages enrichment club will also provide students with the opportunity to put into practice what they have learnt in the classroom, and to experience first-hand the benefits of learning another language.*