

Term	Autumn 1	Assessment 1	Autumn 2	Assessment 2	Spring 1	Assessment 3	Spring 2	Assessment 3	Summer 1	Assessment 3	Summer 2
Year 7	Identity and culture Meeting and greeting people; Talking about my personality using the verb <i>ser</i> (to be) – singular and understanding adjective agreement (singular) Talking about age, brothers and sisters using the verb <i>tener</i> (to have) – singular and counting up to 15 Saying when my birthday is using days of the week and months of the year, counting up to 30 and asking and saying how to spell words using the Spanish alphabet Talking about your pets using colours making adjectives agree with nouns	Identity and culture Saying what I like and don't like doing giving opinions using (no) <i>me gusta</i> + infinitive Saying what I do in my spare time using <i>-ar</i> verbs in the present tense Talking about the weather saying what I do in different weather using connective <i>cuando</i> (when) Saying what sports I do using <i>hacer</i> (to do) and <i>jugar</i> (to play)	School Saying what subjects I study on different days saying what my favourite day is giving reasons using <i>-ar</i> verbs to say what 'we' do Giving opinions and reasons about school subjects using <i>me gusta(n) + el/la/los/las</i> and making adjectives agree (plural) Describing my school using <i>hay/no hay</i> using indefinite/definite article to say 'a', 'some' and 'the' Talking about break time activities using <i>-er</i> and <i>-ir</i> verbs'	Identity and culture Describing my family giving information about family members using possessive adjectives and counting up to 100 Describing my hair and eye colour using adjectives correctly and verbs <i>ser</i> and <i>tener</i> Saying what other people look like using verbs in the third person and making adjectives agree Describing where I live using the verb <i>estar</i> (to be)	Local area holiday and travel Describing my town or village saying what there is using 'a', 'some' and 'many' in Spanish Telling the time saying at what time I do something using the verb <i>ir</i> (to go) at present tense Ordering food and drink in a café using the verb <i>querer</i> (to want) Saying what I am going to do at the weekend using the near future tense	Revision and Assessment Modules 1-5					
Year 8	Local area, holiday and travel Talking about a past holiday using the preterite of <i>ir</i> Saying what I did on holiday using the preterite of regular <i>-ar</i> verbs Describing the last day on holiday using the preterite of <i>-er</i> and <i>-ir</i> verbs Saying what my holiday was like using the preterite of <i>ser</i>	Identity and culture Saying what I use my phone for revising the present tense of regular verbs Saying what type of music I like and dislike giving a range of opinions and reasons Talking about TV programmes I like and dislike using the comparative Saying what I did yesterday using the preterite of <i>hacer</i>	Identity and culture Saying what food I like and dislike using a wider range of opinions Saying what I have for different meals using negatives Ordering a meal in a restaurant using <i>usted / usted</i> Discussing what to buy for a party using the near future Giving an account of a party using three tenses together	Identity and culture Arranging to go out using <i>me gustaría</i> + infinitive Making excuses using <i>tengo que + infinitive and verbs querer and poder</i> Discussing getting ready to go out using reflexive verbs Talking about clothes saying 'this/these' and using colours understanding adjective agreement Talking about sporting events using three tenses	Local area, holiday and travel Describing a holiday home using the comparative Describing holiday activities using the superlative Asking for directions using the imperative (<i>tú</i> form) Talking about summer camps learning more about using three tenses	Revision and Assessment Modules 1-5					
Year 9	Identity and culture Talking about things you like using irregular verbs in the present tense Talking about your week using regular verbs in the present tense Talking about films using the near future tense Talking about a birthday using the preterite of regular verbs and verbs <i>ir</i> and <i>ser</i> Talking about life as a celebrity using present and preterite of verb <i>hacer</i>	Future aspirations, study and work Saying what I have to do at work using <i>tener que+ infinitive</i> Saying what job I would like to do using correct adjectival agreement Talking about my future using the present and the near future tenses Describing my job using the present, preterite and near future tense and saying why languages are important	Identity and culture Talking about diet using direct object pronouns Talking about an active lifestyle using stem-changing verbs Talking about your daily routine using reflexive verbs Talking about getting fit using <i>se debe/no se debe + infinitive</i> Talking about aliments using <i>me duele(n)+ definite articles + nouns</i>	International and global dimension Talking about children's rights using the verb <i>poder + infinitive</i> Talking about fair trade using the third person singular and plural and expressing my point of view Talking about recycling using (no) <i>se debería + infinitive</i> and complex sentences with <i>para + infinitive</i> Talking about how a town has changed using the imperfect tense	Local, national, international and global areas of interest Meeting and greeting people using expressions with <i>tener</i> Talking about a treasure hunt using the superlative Discussing buying souvenirs using the comparative Saying what I will do depending on the weather using the simple future tense	Revision and Assessment Modules 1-5					

<p>Year 10</p>	<p>Local area, holiday and travel Saying what you do in summer using the present tense Talking about holiday preferences using verbs of opinion to refer to different people Saying what you did on holiday using the preterite tense Describing where you stayed using the imperfect tense</p>	<p>Assessment 1</p>	<p>Local area, holiday and travel Booking accommodation and dealing with problems using verbs with <i>usted</i> and questions to form answers Giving an account of a holiday in the past using three tenses together and identifying positive and negative opinions</p>	<p>Assessment 2</p>	<p>School Talking about subjects and teachers using comparatives and superlatives Describing your school using negatives, comparing then and now Talking about school rules and problems using phrases followed by the infinitive Talking about plans for a school exchange using the near future tense, asking and answering questions Talking about activities and achievements, using object pronouns</p>	<p>Identity and culture Talking about social networks using <i>para</i> with infinitives Making arrangements using the present continuous tense Talking about reading preferences using a range of connectives, recognising similar ideas expressed differently Describing people using <i>ser</i> and <i>estar</i> Talking about friends and family using a range of relationship verbs, referring to the present and past Talking about what you usually do using <i>soler</i> + infinitive</p>	<p>Assessment 3</p>	<p>Local, national, international and global areas of interest Talking about sports using the imperfect tense to say what you used to do Talking about what's trending using the perfect tense Discussing different types of entertainment using <i>algunos / ciertos / otros / muchos / demasiados / todos</i> Talking about who inspires you using a range of past tenses Describing the features of a region using <i>se puede</i> and <i>se pueden</i>, asking and responding to questions</p>	<p>Identity and culture Planning what to do using the future tense Shopping for clothes and presents using demonstrative adjectives, explaining preferences Talking about problems in a town using the conditional Describing a visit in the past using different tenses together</p>
<p>Year 11</p>	<p>Local, national, international and global areas of interest Shopping for clothes and presents using demonstrative adjectives and explaining preferences Talking about problems in a town using <i>tan</i> and <i>tanto</i> and antonyms Describing a visit in the past using different tenses together</p> <p>Revision, Practice Papers and Exams</p>		<p>Identity and culture Talking about typical foods Using the passive Comparing different festivals Avoiding the passive Paying attention to question words Describing a special day Using reflexive verbs in the preterite Ordering in a restaurant Using absolute superlatives Talking about a music festival Using expressions followed by the infinitive</p>		<p>Future aspirations, study and work Talking about how you earn money using <i>soler</i> in the imperfect tense and verbs in different forms Talking about work experience using the preterite and imperfect together Talking about the importance of learning languages using the present and the present continuous of <i>saber</i> and <i>conocer</i> Talking about languages and travel using <i>lo</i> + adjective and the 24-hour clock Applying for a summer job using indirect object pronouns Discussing gap years by revising the conditional and the 24-hour clock Discussing plans for the future using different ways to express future plans and 'if' clauses</p>	<p>International and global dimension Considering global issues using the superlative and listening for high numbers Talking about local actions using the subjunctive in commands and presenting a written argument Discussing healthy lifestyles by understanding different tenses and giving extended reasons Talking about international sporting events using the pluperfect tense and explaining your point of view Talking about natural disasters using the imperfect continuous and grammar knowledge in translation</p>	<p>/</p>	<p>/</p>	<p>/</p>

Spanish Curriculum Map 2022-2023

Intent

Languages Department aimed to promote the values of self-respect, tolerance, understanding, care and consideration for others.

The curriculum in KS3 and KS4 was reflecting the world pupils live in, using contexts familiar to them in their everyday lives and teaching them the vocabulary that they need to communicate with young Spanish people of their own age on topics that interest and stimulate them. Students were introduced to young Spanish people and given insight into the everyday life and culture of Spain and other Spanish speaking countries, encouraging intercultural understanding. In addition, the curriculum has been designed carefully to allow emphasis on the following:

- recycling of language and structures throughout the course to aid language retention;
- skills pupils need to acquire for future success at GCSE (including well embedded pronunciation practice and dedicated skills spreads for listening, reading, speaking and writing)

In order to raise the standards of teaching and learning in KS3 and KS4, the department ensured schemes of work are up to date and that they address content, knowledge, key words and literacy, differentiation (including challenge for most able), homework (including challenge), British values, misconceptions and Enrichment.

Our aim was to develop a departmental understanding of 'cultural capital' and how the department could contribute to enhancing pupils' cultural capital, promoting cross-moderation between departments across the Trust in order to ensure accuracy of assessment and benchmarking of good practice.