

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	<b>Identity and culture</b> 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	<b>Identity and culture</b> 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)	<b>School</b> 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'	<b>Identity and culture</b> 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)	<b>Local area holiday and travel</b> 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	<b>Local area, holiday and travel</b> 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>	<b>Identity and culture</b> 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>	<b>Identity and culture</b> 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	<b>Identity and culture</b> 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	<b>Local area, holiday and travel</b> 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	<b>Identity and culture</b> 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>	<b>Future aspirations, study and work</b> 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	<b>Identity and culture</b> 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>	<b>International and global dimension</b> 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	<b>Local, national, international and global areas of interest</b> 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><b>Year 10</b></p>	<p><b>Local area, holiday and travel</b>          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><b>Local area, holiday and travel</b>          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><b>School</b>          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><b>Identity and culture</b>          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><b>Local, national, international and global areas of interest</b>          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><b>Identity and culture</b>          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><b>Year 11</b></p>	<p><b>Local, national, international and global areas of interest</b>          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><b>Identity and culture</b>          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><b>Future aspirations, study and work</b>          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><b>International and global dimension</b>          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 French 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.

### **Implementation**

The department started the implementation of a three-year KS3 and two-year KS4 curriculum, looking for opportunities to develop the curriculum offer to support the needs of students in the future.

The department staff ensured students' work was consistently set at the right level focusing upon teaching from the top and supporting weaker students through effective differentiation. High ability learners were supported through effective questioning, developing highly effective strategies to encourage creative thinking and facilitate higher level independent learning and engagement. The diverse needs of SEN and EAL students were met by setting achievable, motivational and challenging targets and implementing effective monitoring and assessment, when possible, making good use of learning support assistants and teaching assistants.

The focus on literacy was an important aspect in every lesson, so that students were able to develop strategies for accurate spelling, memorizing and retention of new vocabulary, key reading skills – skimming, scanning, research and reference skills – focus on written accuracy and the importance of checking, making links between English and the target language.

To ensure teaching is at least good and that all staff understand the requirements for 'Ofsted outstanding' teaching and are achieving or working towards this, staff were able to access high-quality support and training to develop their expertise in their subject areas.

Assessment data was used to plan lessons, sequences of lessons and schemes of work and interventions. Underachieving students were identified and they were included in an intervention program in order for them to be able to meet or exceed their target grade. Tracking progress thoroughly enabled staff to make accurate GCSE results predictions.

Through regular marking in lines with school policy and use of regular landmark assessments and mid unit tests, students were making good or outstanding progress.

### **Impact**

By the end of Key Stage 3, through regular informal, formal and standardised assessments of different skills, students were equipped with the skills necessary to communicate effectively in the Target Language through the use of different tenses and varied vocabulary. They were able to justify their opinions on a variety of topic areas, adding extra details to make the language more impressive. They developed the awareness of different cultural aspects and acquired the necessary skills to ease transition to KS4.

In KS4 the progress was assessed through the use of regular and standardised assessments in all 4 skills during mock exams. All these assessments required revision and recalled skills and the effective use of home learning opportunities.

Our curriculum placed spiritual, moral, social, cultural and personal development as well as the British values, at the heart of its design, with group discussion, self-expression and the promotion of tolerance (for example working and socialising with other students, including those from different religious, ethnic and socio-economic backgrounds) and respect towards the opinions of others. Each unit of work provided opportunities to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain (through video clips that represent the diversity of ethnic groups in contemporary Spain and discussion of this).

The curriculum enabled students to be reflective about their own beliefs, to develop the sense of enjoyment in learning about themselves, others and the world around them, use imagination and creativity in their learning: watch videos with young Spanish people, listen to music, imagining their future relationships, comparing Spanish school system and English school system.

The curriculum was planned so that all learners get a good start and are well prepared for the next stage in their education, training or employment.