

SPANISH CURRICULUM MAP – Links to Careers Education in PURPLE

A. FORMAL KEY STAGE FIVE SPANISH ADVANCED LEVEL CURRICULUM

Core Threads	By the end of key stage FIVE we want all students of SPANISH to know and do the following key things: use all tenses and complex grammatical structures; compose essays; utilize translation skills; develop independent studying for listening and reading skills; manipulate language to talk across topics; be precise in their work
Prior Knowledge	In KS5, students of SPANISH will build on the following prior learning : GCSE skills; Grammatical terms and concepts; existing Listening/Reading skills; knowledge of cultural context in Spain/Spanish speaking countries
Future Knowledge	The Curriculum in KS5 SPANISH will prepare students for the following future learning : transferrable skills for further education, leisure activities and future employment; to be able to read, understand and analyse literature in Spanish form Spanish and South American authors

Year 12	Term	KEY KNOWLEDGE SKILLS CONCEPTS – TAUGHT, REVISED, REVISITED AND LEARNT	Common Assessment End Points
	T1	<u>Topic Area</u> : Influences of singers, musicians, TV stars. Cyberspace and technology. Develop vocabulary and knowledge of current affairs. <u>Grammar</u> : Review and consolidation of tenses: present; present continuous; future; conditional; passive voice; direct and indirect object; comparative and superlative; ser v estar. Introduction to photo cards. <u>Skills</u> : Speaking and writing techniques.	Topic work: summary Regular vocabulary tests End of Unit Tests: listening reading, translation
	T2	<u>Topic Area</u> : Influences of TV stars, models, Cyberspace and technology. Changes in family trends and marriage trends. Introduction to languages (Regional Identity) to assist in the study of the film. Photo card. <u>Film Study</u> : Pan's Labyrinth; learn about Spanish history to set the context for the themes. Influences on the director and character analysis. <u>Grammar</u> : Numerals, conditional, imperfect, preterite tenses. <u>Skills</u> : Listening and reading summaries, translation to and from Spanish. https://www.bbc.co.uk/bitesize/articles/z4dm92p	End of unit test: Listening Reading Translation
	T3	<u>Topic Area</u> : Cultural Heritage -To build knowledge on the importance of heritage in Spain/Hispanic countries (Hispanic word) and Gastronomy and the Mediterranean diet. <u>Film Study</u> : Pan's Labyrinth; Theme analysis, full essays <u>Grammar</u> : Introduction to the present subjunctive to create more complex grammatical structures; imperatives; demonstrative and possessive adjectives	End of unit tests: Listening Reading Translation Essay writing: based on the film studied
	T4	<u>Topic Area</u> : Cultural Heritage, Influence of the church, Photo cards <u>Film Study</u> : Imagery and symbolism, full essays <u>Grammar</u> : Preterite and Imperfect tenses together, perfect tense, perfect subjunctive <u>Skills</u> : Essay writing, listening and reading summaries, translation	End of unit tests: Listening Reading Translation Photo card (a component of the speaking examination)
	T5	<u>Topic Area</u> : Regional identity, sexual equality, including feminism and LGBTQ rights. Photo cards Revision of topics and review of skills. <u>Grammar</u> : Pluperfect and future perfect tenses. Review present subjunctive	Exam paper/questions (mock mock) Timed essay Mock Speaking exam
	T6	<u>Topic Area</u> : A2 Immigration, religion, including The Spanish Inquisition <u>IRP</u> : presentation and discussion <u>Literature</u> : "La casa de Bernarda Alba" by Federico Garcia Lorca, focusing on historical context, character analysis, themes, chapter analysis <u>Grammar</u> : Revision of subjunctive, preterite and imperfect tenses, adverbs <u>Skills</u> : Revision and exam skills (past papers), essay planning	Exam practice Mock exams (AS Paper 1) listening, reading, writing, translation, essay writing (film)
Year 13	Term	KEY KNOWLEDGE SKILLS CONCEPTS – TAUGHT, REVISED, REVISITED AND LEARNT	Common Assessment End Points
	T1	<u>Topic Area</u> : Immigration, integration in Spanish speaking countries <u>IRP</u> : Research and preparation <u>Literature</u> : "La Casa de Bernarda Alba" <u>Grammar</u> : Prepositions, pronouns, compound tenses.	Regular vocabulary tests End of unit tests: Listening Reading Translation
	T2	<u>Topic Area</u> : Racism, monarchies and dictatorships <u>IRP</u> : Review <u>Literature</u> : "La Casa de Bernarda Alba" <u>Skills</u> : Essay writing, translation of gerund, expressions of obligation, expressing approval and disapproval <u>Grammar</u> : Imperfect subjunctive, conditional	End of Unit tests Listening Reading Translation Assessment based on the book with quotations
	T3	<u>Topic Area</u> : Monarchies and dictatorships, Popular Movements, young people <u>IRP</u> : Review <u>Literature</u> : "La Casa de Bernarda Alba" <u>Film Review</u> : Pan's Labyrinth: Cinematic techniques, plus further essay planning <u>Grammar</u> : Passive and active voice, pluperfect subjunctive <u>Skills</u> : essay writing (La Casa)	End of unit tests: Listening Reading Translation Essays for the book and film, speaking card practice – using photo stimulus
	T4	<u>Topic Area</u> : Popular Movements, young people <u>Skills</u> : Practice literature essays for Mock and revision on topics.	Mock Examination
	T5	Preparation for Speaking, Listening, Reading and Writing <u>Skills</u> : Focus speaking/IRP. Revision of all topics (including AS) <u>Grammar</u> : Revision of key grammatical structures <u>Skills</u> : All exam skills and essay planning	Translation/listening/reading tests (Exam Pulse) Timed essays x 2 and Speaking examination

B. WIDER KEY STAGE FIVE SPANISH CURRICULUM

- Exposure to authentic materials in the target language, available via Radio, DVDs, and Spanish TV
- Independent progress through set of booklets and wider reading list, which includes critical texts and newspapers articles
- Work with the language assistant

SPANISH CURRICULUM MAP			
A. FORMAL KEY STAGE FOUR SPANISH GCSE LEVEL CURRICULUM			
Core Threads	By the end of key stage FOUR we want all students of SPANISH to know and do the following key things: be a confident communicator in a foreign language; familiarise themselves with the board requirements in the four skills at GCSE level; apply methodology and transferrable skills across the four skills; extend vocabulary to deal with listening and readings skills; apply complex grammatical structures in extend written pieces		
Prior Knowledge	In KS4, students of SPANISH will build on the following prior learning : transfer knowledge from KS3practise GCSE types of questions for reading, listening and speaking skills; recycle grammar points such as tenses		
Future Knowledge	The Curriculum in KS4 SPANISH will prepare students for the following future learning : essay writing; complex listening, summarising; and high-level grammar		
Year 10	Term	KEY KNOWLEDGE SKILLS CONCEPTS – TAUGHT, REVISED, REVISITED AND LEARNT	Common Assessment End Points
	T1	On the topic of Identity and relationships: learn about agreement of adjectives and possessive adjectives. Revise present tense: regular/ irregular/ reflexive verbs. Phonics: learn the sounds <i>ce, ci, ñ</i> and <i>z</i>	Listening and translation assessment Speaking question unit 1
	T2	On the topic of healthy living: learn about radical changing verbs (<i>al</i> and <i>del</i>). Use expressions with <i>tener</i> . Learn the immediate future tense. To create a list of useful verbs. Practise how to form questions. Revise subject pronouns and learn nationalities. Phonics: learn the sounds: <i>ll, gue.gui</i>	Dictation and reading assessment Speaking questions unit 2
	T3	On the topic of school and work: learn verbs that behave differently from -AR verbs (<i>gustar</i>). Create a range of negative sentences. Use the infinitive after <i>para</i> (in order to). Conjugate the future tense and verbs giving advice. Discover comparative adjectives and <i>lo+</i> adjective. Phonics: to learn the sounds: <i>que, qui, cu</i> + vowel. https://www.bbc.co.uk/bitesize/groups/c44r0vv4498t	Listening, reading and writing (90 words) Speaking questions unit 3
	T4	On the topic of school and work: (continued). On the topic of free time activities: learn how to form the present continuous. Discover and use verbs with prepositions. Understand and use the preterite: regular verbs, irregular IR and VER and spelling changes in the first person. Use the personal <i>a</i> (direct object being a person). Demonstrative adjectives and adverbs of frequency. Introduce the superlative. Phonic: learn the sound <i>g</i> . Introduction of photo cards. https://www.bbc.co.uk/bitesize/groups/c44r0vv4498t	Listening and reading/translation assessment Speaking questions unit 4
	T5	On the topic of free time activities (continued) On the topic of customs, festivals and celebrations: learn the preterite tense and time phrases (stem changes and irregular verbs). Apply knowledge of gerund form of the verbs with set grammatical constructions. Learn <i>seguir</i> and <i>continuar</i> + present participle. Use prepositional pronouns and interrogatives with prepositions. Discover shortened of adjectives. Phonics: learn the sounds: <i>r</i> and <i>ch</i>	End of year examination
	T6	On the topic customs and festivals (continued) and celebrity culture: learn full paradigm of the imperfect tense. Use suffixes <i>ísimo</i> and <i>ito</i> . Phonics: learn sounds <i>a,e, i</i> .	Listening, reading, dictation (Higher) assessments End of Year speaking examination Unit 5 speaking Qs
Year 11	Term	KEY KNOWLEDGE SKILLS CONCEPTS – TAUGHT, REVISED, REVISITED, AND LEARNT	Common Assessment End Points
	T1	celebrity culture (continued): learn full paradigm of the imperfect tense. Use suffixes <i>ísimo</i> and <i>ito</i> . Phonics: learn sounds <i>a,e, i</i> . On the topic of celebrity culture: learn the imperfect tense in full, use preterite and imperfect tenses together, extend knowledge on using three-time frames; learn wider range of verbs including <i>soñar</i> + infinitive. Use suffixes <i>ísimo</i> and <i>ito</i> , adjectives with <i>ser</i> and <i>estar</i> , possession with <i>de</i> . Introduction of role-plays	Mini-mock writing (90 and 150 W) Listening and reading higher assessment Speaking questions Unit 6
	T2	On the topic of travel and tourism: discuss holiday (types, activities and problems). Use conditional tense (regular and irregular verbs), the past continuous and the passive voice (<i>ser</i> + past participle). Learn possessive pronouns, object pronouns and the passive with <i>se</i> . Phonics: learn sounds <i>ge/ gi</i>	Mock Exam L/R/W) Speaking questions Unit 7
	T3	On the topic of media and technology. Focus on the perfect tense, irregular past participles, the present subjunctive (after <i>para, cuando</i> and certain verbs). Revise numbers, the rules of stress and accents, object pronouns. Phonics: learn sounds <i>rr</i> and <i>h</i> .	Writing Task, listening, reading and Speaking mocks and Speaking questions
	T4	On the topic of environment: talk about the weather, learn the imperative (1 st person singular and 2 nd person plural), use <i>acabar de</i> + infinitive. Use adverbs of place; <i>desde hace; lo que, el que, la que, los que, las que</i> . Phonics: learn sounds <i>tu</i> and <i>v</i> .	Mini-mock writing and Speaking questions Unit 9 speaking questions
	T5	Revise topics, grammar and skills for GCSEs Role-plays, photo cards, speaking questions, grammar and skills for written exams. Writing practices.	GCSE Speaking exam, practice exam papers (timed) and past exam questions
B. WIDER KEY STAGE FOUR SPANISH CURRICULUM			
- Lunchtime support sessions; Languages club; development of cultural awareness, work with language assistant			

SPANISH CURRICULUM MAP

A. FORMAL KEY THREE SPANISH CURRICULUM

Core Threads	By the end of key stage THREE we want all students of SPANISH to know and do the following things: know and use the present, past and future tense accurately; retain specific topic vocabulary, to manipulate the language to suit different skills; deal with unfamiliar vocabulary in more challenging texts/ listening activities, to able to understand the questioning
Prior Knowledge	In KS3, students of SPANISH will build on the following prior learning : To transfer leaning skills and techniques from year 7 French into year 8 Spanish, prior cultural knowledge through personal experiences, sentence control and knowledge of structures, for some of students prior knowledge from exposure to Spanish in primary school
Future Knowledge	The Curriculum in KS3 SPANISH will prepare students for the following future learning : become confident speaker in a foreign language, to hone transferrable skills, secure complex grammar, and extend and utilise vocabulary.

Year 9	Term	KEY KNOWLEDGE SKILLS CONCEPTS – TAUGHT, REVISED, REVISITED, AND LEARNT	Common Assessment End Points
	T1	Revise present and immediate future tenses <u>On the topic of: Holidays</u> . Introduce the preterite tense of “ser” and “ir”. Use –AR, IR and –ER verbs in the preterite tense as well as irregular verbs in the past tense.	Writing task 1 Activelearn tasks Listening, dictation and Reading skills
	T2	<u>On the topic of: Technology and free time</u> . Continue with present and preterite tenses. To discuss type of music using “me gusta”+ infinitive and include opinions. To talk about movies and different types of TV programmes using the comparative. https://www.youtube.com/watch?v=BnaqaL_R4Po&list=PLVEWa7ulDT75rM12oW1tbFStwQsSv52-N&index=7	Writing Task 2 Activelearn tasks Listening, Reading and translation (SP to EN) skills
	T3	<u>On the topic of: Food</u> . Learn how to express opinions and justify them. To learn how to use the negative, describe mealtimes and revise time. Poder and querer in present tense (quiero un bocadillo)	Writing task 3 (under exam condition) /Activelearn Listening, Reading skills
	T4	<u>On the topic of: Food (continued)</u> To learn how to order a meal in a restaurant using “usted” and “ustedes” (you singular and plural form). To introduce role plays and how to form and revise the near future. To teach a range of healthy phrases <u>On the topic of: Arranging to go out</u> . Places in town, prepositions of place, simple conditional ‘me gustaría + infinitive’	Reading, listening/dictation Activelearn task
	T5	<u>On the topic of: Arranging to go out (continued)</u> Introduce clothes and adjectives, present tense of Llevar	End of year examination (all skills) Speaking (role-play)
	T6	<u>On the topic of: Home and family</u> . Describe your house and its location. Use ‘estar’ and definite articles (vivir in present/future tense/ imperfect tense) and. <u>On the topic of: Festivals</u> : worksheet on family and film ‘Coco’ (links to GCSE topic family and Festivals-Day of the Dead) https://resources.careersandenterprise.co.uk/resources/causeway-and-star-academies-year-9-curriculum-resources	Activelearn Worksheets to complete and quizzes

B. WIDER KEY STAGE THREE SPANISH CURRICULUM

- Languages club; continental breakfast; development of cultural awareness via research tasks, work with language assistant