



SPANISH

TRANSITION STAGE

YEAR 7 2021-2022	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
CONTENT	Mi vida (My life)	Mi familia y mis amigos	Mi tiempo libre (sports, free time activities)		Mi insti	Mi ciudad
SKILLS	Phonics Language learning strategies (memorising vocab) Adding variety to your writing	Strategies for understanding more challenging texts Using question words to sustain conversation	Using prediction as a listening strategy Writing a longer text		Dictionary skills (looking up nouns, adjectives, and verbs) Speaking skills: planning and giving a presentation	Listening for detail Adding complexity to writing by using 2 tenses
ASSESSMENT	Mid-unit: SPEAKING HT1 Mid-unit: WRITING HT2 Listening, Reading and Translation		Mid-unit: SPEAKING HT4 Listening, Reading and Translation		Mid-unit: WRITING HT5 EOY Listening, Reading and Translation	
USEFUL RESOURCES / GUIDANCE: VIVA 1 (Pearson) Oxford Learner's Spanish Dictionary (OUP) www.quizlet.com www.linguascope.com www.weteachspanish.co.uk https://www.youtube.com/channel/UCZ8vjTfZsfPLhAa3wFWbdLg/videos https://www.lightbulblanguages.co.uk/resources-spanish.htm https://www.teachitlanguages.co.uk/						



Curriculum & Assessment Map

FOUNDATION STAGE

YEAR 8 2021-2022	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
CONTENT	My holidays		Healthy lifestyle: eating/ drinking and arranging to go out		Leisure: Shopping and technology	
SKILLS	<ul style="list-style-type: none"> Say where you go on holiday Using present tense to describe holiday activities Say what you like doing Describe the weather Saying what you do in different weather Saying where you like to stay Describing your hotel 1 (location, facilities etc) Describing your hotel 2 Saying where you went on your last holiday Saying how you got there Saying what activities you did Use AR verbs in past tense (full paradigm) Say what activities you did (ER & IR verbs) Use ER and IR verbs in past tense (full paradigm) 		<ul style="list-style-type: none"> Using quantities vocabulary-larger numbers Learning about healthy eating Frequency words + intensifiers Predicting before a listening Adding complexity to writing by using 3 tenses Using the context to help work out meaning/ 'gist' of a text Simple and complex opinion phrases Using <i>me gusta</i> + infinitive in questions and answers Looking for cognates and near-cognates in a text Trying to guess meanings of new words from context Practising questions and answers (listening to the verb ending in the question and changing it to first person) Revising pronunciation and phonics Using 'repair strategies' in speaking (<i>a ver... pues...</i>) 		<ul style="list-style-type: none"> Using time expressions and sequencers to make your work more interesting Revising <i>Qué + adjective</i> Revising phonics Understanding infinitives and how they change for different parts of the verb and tenses Using strategies to match sentence halves: looking at time markers and tenses Using a dictionary Gap fill exercises and looking for patterns in language (analysing is it a noun/verb/ adjective, what word should go in the gap and why) Predicting before a listening Using fillers to buy time (<i>pues..., a ver..., eh..., bueno..., no sé..., depende...</i>) Looking at tenses and time phrases to solve gap fills Using a variety of tenses with increasing accuracy 	
ASSESSMENT	Mid-unit: SPEAKING HT1 Mid-unit: WRITING HT2 Listening, Reading and Translation		Mid-unit: SPEAKING HT3 Mid-unit: WRITING HT4 Listening, Reading and Translation		Mid-unit: SPEAKING HT5 EOY Listening, Reading and Translation	
USEFUL RESOURCES / GUIDANCE: VIVA 2 (Pearson) Oxford Learner's Spanish Dictionary (OUP) www.quizlet.com www.linguascope.com www.weteachspanish.co.uk https://www.youtube.com/channel/UCZ8vjTfZsfPLhAa3wFWbdLg/videos https://www.lightbulblanguages.co.uk/resources-spanish.htm https://www.teachitlanguages.co.uk/						



Curriculum & Assessment Map

YEAR 9 2021-2022	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
CONTENT	Cinema & Music	Education, Future Plans & Jobs	Sports, Healthy & Unhealthy Eating, Alcohol, Smoking & Drugs		Social Issues: Environment & Volunteering	
SKILLS	<ul style="list-style-type: none"> Talking about things you like Using gustar with nouns in the present tense Revisiting opinion phrases followed by action verb Giving details and justifying why you like / dislike something / doing something Talking about your week Using regular verbs in the present tense Describing morning, afternoon and evening routines Comparing routines (3rd person singular) 	<ul style="list-style-type: none"> Introduction to jobs vocabulary Saying what you have to do at work Using tener que Listen to people talk about what job they do. Use expressions to give opinions. Listen to people talk about what they do at work. Make dialogues about jobs. Identify phrases in Spanish about what people do at work. Make fictitious interviews with people talking about their job. Saying what job you would like to do Using correct adjective agreement Listen to two people talking saying what job you would like to do. 	<ul style="list-style-type: none"> Introduction to vocabulary related to drugs, alcohol and smoking Talking about diet Using negatives Talking about an active lifestyle Using stem-changing verbs Talking about your daily routine Using reflexive verbs Talking about ailments Using different verbs to describe illness Talking about getting fit Using se debe / no se debe 		<ul style="list-style-type: none"> Talking about children's lives Using the he/she form of verbs Talking about children's rights Using the verb poder Talking about journeys to school Using the comparative Talking about environmental issues Using the 'we' form of verbs Writing about raising money for charity Looking up verbs in a dictionary 	



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		<ul style="list-style-type: none"> • Listen to people describing their character and preferred jobs. • Saying what you did at work yesterday 		
ASSESSMENT	Mid-unit: WRITING HT1 Mid-unit: SPEAKING HT2 PC Listening & Reading		Mid-unit: WRITING HT3 Listening & Reading	Mid-unit: SPEAKING HT5 RP EOY Listening & Reading
USEFUL RESOURCES / GUIDANCE: VIVA 3 Verde / Rojo (Pearson) VIVA AQA GCSE Spanish Grammar and Translation Workbook (Pearson) Oxford Learner's Spanish Dictionary (OUP) www.quizlet.com www.linguascope.com https://www.youtube.com/channel/UCZ8vjTfZsfPLhAa3wFWbdLg/videos https://www.lightbulblanguages.co.uk/resources-spanish.htm https://www.teachitlanguages.co.uk/				



Curriculum & Assessment Map

EXAMINATION STAGE

YEAR 10 2021-2022	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
CONTENT	<u>Mi gente</u> (Theme 1: Identity and culture)	<u>Intereses e influencias</u> (Theme 1: Identity and culture)	<u>Mi vida en el insti</u> (Theme 3: Current and future study and employment)	<u>¡A currar!</u> <u>(The world of work)</u> (Theme 3: Current and future study and employment)	<u>Desconéctate</u> (Theme 2: Local, national, international and global areas of interest)	<u>De costumbre</u> (Theme 1: Identity and culture)
SKILLS	<p>Writing exam strategies: photo task – simple sentences with a verb.</p> <p>Pronouncing words correctly.</p> <p>Qualifying descriptions.</p> <p>Extending responses by referring to others.</p> <p>Improvising dialogues.</p> <p>Recognising similar ideas expressed differently.</p> <p>Giving more detailed descriptions.</p> <p>Listening for synonyms and negatives</p> <p>Referring to the present and past</p> <p>Understanding more detailed descriptions</p>	<p>Recognising cognates and near-cognates</p> <p>Using direct object pronouns to avoid repetition (higher p. 76)</p> <p>Using expressions of frequency (foundation p. 70)</p> <p>Using context to work out meaning</p> <p>Looking at the grammar of the sentence for gap fill activities</p> <p>Using process of elimination</p> <p>Understanding how to identify T/F/NM</p> <p>Listening to verb endings to identify tenses</p> <p>Listening for clues and synonyms</p>	<p>Telling the time.</p> <p>Talking about when you can do things</p> <p>Justifying opinions using a range of language.</p> <p>Comparing then and now.</p> <p>Tackling harder listening exercises.</p> <p>Question words.</p> <p>Asking and answering questions</p> <p>Referring to the present, past and future.</p> <p>Using the imperfect tense more confidently.</p>	<p>Using imagination to extend your answer:</p> <ul style="list-style-type: none"> Give extra details Use time phrases Give positive and negative opinions <p>Using interesting phrases and structures to add variety:</p> <ul style="list-style-type: none"> <i>no solo..., sino también</i> <i>tanto...como</i> <p>Adding a variety of tenses to your speaking and writing</p> <p>Skills practice at the end of the module in the textbook</p>	<p>Writing exam strategies: photo task – simple sentences with a verb.</p> <p>Speaking exam strategies: photo task – describe what is in the picture.</p> <p>Listening for gist.</p> <p>Listening for verb endings.</p> <p>Understanding percentages.</p> <p>Using different structures to give opinions.</p> <p>Working out the meaning of new words.</p> <p>Identifying positive and negative opinions.</p> <p>Using your imagination to describe a photo.</p> <p>Referring to the present, past and future. Using the imperfect tense to describe in the past.</p> <p>Using the present continuous.</p> <p>Using questions to form answers.</p>	<p>Using different verbs for meal times (<i>desayunar, comer, cenar</i>)</p> <p>Using <i>soler + infinitive</i> to add variety</p> <p>Revising expressions with <i>estar</i> and <i>tener</i> (for illnesses)</p> <p>Using impersonal verbs (<i>me duele/n</i>)</p> <p>Revising reflexive verbs (and using them in infinitive phrases)</p> <p>Revising <i>me gusta/ gustaría + infinitive</i></p> <p>Higher only: the passive voice and the impersonal <i>se</i></p> <p>Revising different verb endings</p> <p>Using the preterite tense of reflexive verbs</p> <p>Using the superlative (<i>-ísimo/a/s</i>)</p> <p>Using expressions followed by the infinitive</p>



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						(para, al, antes de, después de, acabar de + infinitive) Revising the preterite (for completed actions in the past) and imperfect (for descriptions in the past)
ASSESSMENT	Mid-unit: LISTENING Writing	Mid-unit: READING Speaking: PC	Mid-unit: LISTENING Writing	Mid-unit: READING Speaking: role play	Mid-unit: LISTENING Writing	
USEFUL RESOURCES / GUIDANCE: VIVA AQA GCSE Spanish Foundation / Higher textbook (Pearson) VIVA AQA GCSE Spanish Grammar and Translation Workbook (Pearson) Oxford Learner's Spanish Dictionary (OUP) www.quizlet.com www.linguascope.com https://www.youtube.com/channel/UCZ8vjTfZsfPLhAa3wFWbdLg/videos https://www.lightbulblanguages.co.uk/resources-spanish.htm https://www.teachitlanguages.co.uk/						



Curriculum & Assessment Map

YEAR 11 2021-2022	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
CONTENT	¡A currar! (The world of work) (Theme 3: Current and future study and employment)		Hacia un mundo mejor (Theme 2: Local, national, international and global areas of interest)		Revision and Preparation for Exams	
SKILLS	Using imagination to extend your answer: <ul style="list-style-type: none"> • Give extra details • Use time phrases • Give positive and negative opinions Using interesting phrases and structures to add variety: <ul style="list-style-type: none"> • <i>no solo..., sino también</i> • <i>tanto...como</i> Adding a variety of tenses to your speaking and writing Skills practice at the end of the module in the textbook		Identifying synonyms in a text or looking for ' <i>la expresión equivalente</i> ' Looking at verb endings to work out the tense. Key revision of verb endings for exam practice (foundation p. 161, higher p. 169) Listening and reading practice and strategies at the end of the chapter Speaking and writing practice pages at the end of the module		Vocabulary Revision Productive <ul style="list-style-type: none"> • Adding interest and clarity to your writing • Improving your accuracy • Making your meaning clear • Writing effectively about the future • Writing effectively about the past • Choosing and linking your ideas • Expressing opinions • Avoiding pitfalls of translation • Using impressive language Receptive: <ul style="list-style-type: none"> • Recognising and understanding core vocabulary • Recognising cognates and near cognates • Synonyms and antonyms • Identifying relevant information • Using grammatical clues • Writing clear answers with appropriate detail • Using deduction • Translating accurately into English • Understanding unfamiliar language 	
ASSESSMENT	HT1: Mid-unit: READING & Listening HT2: Trial Exam: Writing (in hall) Speaking Mock 1		HT1: Listening (in class) & Reading HT2: Writing (in hall) Speaking Mock 2 series (if published)		Speaking GCSE EXAM	
USEFUL RESOURCES / GUIDANCE: VIVA AQA GCSE Spanish Foundation / Higher textbook (Pearson), VIVA AQA GCSE Spanish Grammar and Translation Workbook (Pearson) Oxford Learner's Spanish Dictionary (OUP) www.quizlet.com www.linguascope.com https://www.youtube.com/channel/UCZ8vjTfZsfPLhAa3wFWbdLg/videos https://www.lightbulblanguages.co.uk/resources-spanish.htm https://www.teachitlanguages.co.uk/						



Curriculum & Assessment Map

ADVANCED STAGE

YEAR 12	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
CONTENT	Theme 1: Aspects of Hispanic Society Unit 1: Los valores tradicionales y modernos. Unit 2: El ciberespacio.	Theme 1: Aspects of Hispanic Society Unit 3: La igualdad de los derechos. Theme 2: Artistic culture in the Hispanic world. Unit 4: La influencia de los ídolos.	Theme 2: Artistic culture in the Hispanic world. Unit 5: La identidad regional en España. Unit 6: El patrimonio cultural.	Film – El laberinto del fauno.	Study leave	Theme 3: Multi-culturalism in Hispanic Society. Unit 7: La inmigración. Unit 8: El racismo. Unit 9: La convivencia y la integración.
SKILLS	-Understanding of different aspects of Hispanic society. -Listening and responding to spoken passages from a range of contexts and sources, covering different registers. -Reading and responding to a variety of texts written for different purposes, drawn from a range of authentic sources.	-Understanding of different aspects of Hispanic society. - Listening and responding to spoken passages from a range of contexts and sources, covering different registers. - Reading and responding to a variety of texts written for different purposes, drawn from a range of authentic sources. -Translation into English.	-Understanding of different aspects of Hispanic society. - Listening and responding to spoken passages from a range of contexts and sources, covering different registers. - Reading and responding to a variety of texts written for different purposes, drawn from a range of authentic sources. -Translation into English.	-Understanding of different aspects of Hispanic society. -Essay writing. -Grammatical awareness.		-Understanding of different aspects of Hispanic society. - Listening and responding to spoken passages from a range of contexts and sources, covering different registers. - Reading and responding to a variety of texts written for different purposes, drawn from a range of authentic sources. -Translation into English
ASSESSMENT		Trial exam	Trial exam Speaking Mock exam.			-Translation practice -Feedback on essays.
USEFUL RESOURCES / GUIDANCE: AQA A level Spanish (Hodder) <i>El laberinto del fauno</i> + study guide <i>La casa de Bernarda Alba</i> + study guide Dynamic learning						



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YEAR 13	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
CONTENT	<p>Theme 4: Aspects of political life in the hispanic world.</p> <p>Unit 10: Jóvenes de hoy, ciudadanos de mañana. Unit 11: Monarquías y dictaduras. Unit 12: Movimientos sociales.</p>	<p>Revisiting Themes 1 and 2.</p> <p>Book - La casa de Bernarda Alba.</p> <p>Unit 13: Profundicemos en los temas 1 y 2.</p>	<p>Book - La casa de Bernarda Alba.</p>	<p>Revision themes 1-4. Book and film .</p>		
SKILLS	<ul style="list-style-type: none"> -Understanding of different aspects of Hispanic society. -Translation into the language of study - Listening and responding to spoken passages from a range of contexts and sources, covering different registers. - Reading and responding to a variety of texts written for different purposes, drawn from a range of authentic sources. -Translation into English 	<ul style="list-style-type: none"> -Understanding of different aspects of Hispanic society. -Essay writing. -Grammatical awareness. -Translation into the language of study - Listening and responding to spoken passages from a range of contexts and sources, covering different registers. - Reading and responding to a variety of texts written for different purposes, drawn from a range of authentic sources. -Translation into English 	<ul style="list-style-type: none"> -Understanding of different aspects of Hispanic society. -Essay writing. -Grammatical awareness. - independent learning – independent research project. 	<ul style="list-style-type: none"> -Understanding of different aspects of Hispanic society. -Essay writing. -Translation into the language of study. - Listening and responding to spoken passages from a range of contexts and sources, covering different registers. - Reading and responding to a variety of texts written for different purposes, drawn from a range of authentic sources. -Translation into English 		
ASSESSMENT		Trial exams	Trial exam Speaking Mock exam.			
<p>USEFUL RESOURCES / GUIDANCE: AQA A level Spanish (Hodder) El laberinto del fauno + study guide La casa de Bernarda Alba + study guide Dynamic learning</p>						