



CURRICULUM MAP: SPANISH

MFL purpose of study

At Kingsbury High School the purpose of studying a foreign language is to provide students an opening to other cultures. Languages are part of the cultural richness of our society and the world in which we live and work. Learning languages contributes to mutual understanding, a sense of global citizenship and personal fulfilment. 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.

Learning languages gives pupils opportunities to develop their listening, speaking, reading and writing skills and to express themselves with increasing confidence, independence and creativity. They explore the similarities and differences between other languages and English and learn how language can be manipulated and applied in different ways. The development of communication skills, together with understanding of the structure of language, lay the foundations for future study of other languages and support the development of literacy skills in a pupil's own language.

The MFL faculty believe that a high-quality language education fosters pupils' curiosity and deepens their understanding of the world. Our teaching aim is to enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It also aims to provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Our language teaching purpose is to provide the foundation for learning further languages, equipping pupils to study and work in other countries.

MFL curriculum aims

The MFL curriculum at Kingsbury High School aims to ensure that all pupils:

- become successful learners who enjoy learning, make progress and achieve
- become confident individuals who are able to live safe, healthy and fulfilling lives
- become responsible citizens who make a positive contribution to society
- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.
- Through the teaching of a wide variety of topics and grammar the MFL curriculum intends to support the wider school curriculum in areas like Science, Maths, DT, Art, History, etc by allowing students to transfer skills from a classroom to another.

As success in public examinations in MFL is a pre-requisite for the pursuance of courses in further education and certain careers, our curriculum intention is to allow students to maximise their potential in a foreign language so that they have every opportunity available when they leave school.



CURRICULUM MAP: SPANISH

TRANSITION STAGE							
YEAR 7	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	
CONTENT	<p><u>Mi vida (My life)</u></p> <p>Introducing yourself.</p> <p>Greetings</p> <p>Talking about your personality.</p>	<p><u>Mi familia y mis amigos</u></p> <p>Talking about age, brothers and sisters.</p> <p>Saying when your birthday is.</p> <p>Talking about your pets.</p>	<p><u>Mi tiempo libre (sports, free time activities)</u></p> <p>Saying what you like to do</p> <p>Giving opinions + infinitive</p> <p>Saying what you do in your spare time</p> <p>Using regular verbs in the present tense</p> <p>Talking about the weather</p> <p>Using when + weather expression</p> <p>Saying what sports you do</p> <p>Saying what sports you used to do</p>	<p><u>Mi insti</u></p> <p>Saying what subjects I/we study.</p> <p>Giving opinions about school subjects.</p> <p>Describing school facilities</p> <p>Saying what we do at lunch/break times.</p>	<p><u>Mi ciudad</u></p> <p>Saying what there is/isn't in our town.</p> <p>Students can say what they do in town.</p> <p>Students can say at what time they do activities in town.</p> <p>Pupils describe what they do in town using 1st person singular & time phrases and simple opinions.</p> <p>Saying what we will do in town next weekend using the future tense.</p> <p>Students can hold a simple conversation using querer in the first person singular.</p> <p>Students can take part in a role play – speaking skills.</p> <p>Students can speak for 20 seconds or longer using just codes, images and 5 prompt words.</p> <p>Students write 40 words, including at least two verbs in the Present tense and two in the Near Future.</p>		
SKILLS	<p>Phonics</p> <p>Language learning strategies (memorising vocab)</p> <p>Adding variety to your writing</p>	<p>Strategies for understanding more challenging texts</p> <p>Using question words to sustain conversation</p>	<p>Using prediction as a listening strategy</p> <p>Writing a longer text</p>	<p>Dictionary skills (looking up nouns, adjectives, and verbs)</p> <p>Speaking skills: planning and giving a presentation</p>	<p>Listening for detail</p> <p>Adding complexity to writing by using 2 tenses</p>		
ASSESSMENT	HT1 SPEAKING	HT2 Mid-unit: WRITING Listening, Reading and Translation	Teacher task: HT3 Mid-unit: SPEAKING HT4		Mid-unit: WRITING HT6		



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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/>

FOUNDATION STAGE

YEAR 8	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
CONTENT	<u>My holidays</u>		<u>Healthy lifestyle: eating/ drinking and arranging to go out</u>		<u>Leisure: Shopping and technology</u>	
SKILLS	Say where you go on holidays 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 (location, facilities etc) 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)		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>)		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: WRITING HT1		Synoptic Exam: Listening, Reading and Translation		Mid-unit: SPEAKING HT5	



CURRICULUM MAP: SPANISH

Mid-unit: **SPEAKING HT2**
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/>

FOUNDATION STAGE

YEAR 9	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
CONTENT	<u>Cinema & Music</u>	<u>Education, Future Plans & Jobs</u>	<u>Sports, Healthy & Unhealthy Eating, Alcohol, Smoking & Drugs</u>		<u>Social Issues: Environment & Volunteering</u>	
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 	<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. 	<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 		<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 	



CURRICULUM MAP: SPANISH

	<ul style="list-style-type: none"> · 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"> · 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. · Listen to people describing their character and preferred jobs. 	<ul style="list-style-type: none"> · Talking about your daily routine · Using reflexive verbs · Talking about ailments · Using different verbs to describe illness · Talking about getting fit <p>Using se debe / no se debe</p>	<ul style="list-style-type: none"> · Looking up verbs in a dictionary
ASSESSMENT	Mid-unit: WRITING HT1 Mid-unit: SPEAKING HT2 PC	<u>Synoptic Exam</u>: Listening, Reading & Translation	Mid-unit: SPEAKING HT5 RP EOY Listening, Reading, Translation & Writing	

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.



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<https://www.youtube.com/channel/UCZ8vjTfZsfPLhAa3wFWbdLg/videos>

<https://www.lightbulblanguages.co.uk/resources-spanish.htm>

<https://www.teachitlanguages.co.uk/>

EXAMINATION STAGE						
YEAR 10	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
CONTENT	Mi gente (Theme 1: Identity and culture)	Intereses e influencias (Theme 1: Identity and culture)	Desconéctate (Theme 2: Local, national, international and global areas of interest)	De costumbre (Theme 1: Identity and culture)	Mi vida en el insti (Theme 3: Current and future study and employment)	¡A currar! (The world of work) (Theme 3: Current and future study and employment)
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 Referring to the present and past 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>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</p>	<p>Using different verbs for meal times (desayunar, comer, cenar)</p> <p>Using <i>soler</i> + infinitive 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</i> + infinitive</p> <p>Higher only: the passive voice and the impersonal <i>se</i></p> <p>Revising different verb endings</p>	<p>Telling the time.</p> <p>Talking about when you can do things 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 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"> •no solo..., sino también •tanto...como <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>



CURRICULUM MAP: SPANISH

			<p>imperfect tense to describe in the past.</p> <p>Using the present continuous.</p> <p>Using questions to form answers.</p>	<p>Using the preterite tense of reflexive verbs</p> <p>Using the superlative (-ísimo/a/s)</p> <p>Using expressions followed by the infinitive (para, al, antes de, después de, acabar de + infinitive)</p> <p>Revising the preterite (for completed actions in the past) and imperfect (for descriptions in the past)</p>		
ASSESSMENT	Writing (90 word)	Speaking (PC)	Listening & Reading (content taught so far)	Writing (full past paper)	Reading & Listening (full past paper)	Speaking (mock)

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>
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EXAMINATION STAGE					
YEAR 11	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1
CONTENT	<p>Ciudades (Theme 2: Local, national, international and global areas of interest)</p>	<p>Hacia un mundo mejor (Theme 2: Local, national, international and global areas of interest)</p>	<p>¡A currar! (Future plans)</p>	<p>Retrieval practice, Revision and Preparation for Exams</p>	



CURRICULUM MAP: SPANISH

			(Theme 3: Current and future study and employment)	
SKILLS	<p>Developing speaking and writing skills by extending answers in more detail</p> <p>Using different tenses together to add more variety to your work</p> <p>Translating into Spanish (foundation p. 101 + 107, higher p. 107 + 113) Speaking exam practice (foundation p. 104-105, higher p. 110-111)</p> <p>Extended writing practice (90-word for foundation, p. 107; 150-word for higher p. 112)</p>	<p>Identifying synonyms in a text or looking for 'la expresión equivalente'</p> <p>Looking at verb endings to work out the tense. Key revision of verb endings for exam practice (foundation p. 161, higher p. 169)</p> <p>Listening and reading practice and strategies at the end of the chapter</p> <p>Speaking and writing practice pages at the end of the module</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"> • no solo..., sino también • tanto...como <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>Vocabulary Revision</p> <p>Productive</p> <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 <p>Receptive:</p> <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	<p>HT1: Listening</p> <p>HT2: Reading, Writing (trial exams in hall) Speaking Mock 1 (2021)</p>		<p>HT3: Listening Reading Writing (in hall) Speaking Mock 2 (2022)</p>	Speaking GCSE EXAMS

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>



CURRICULUM MAP: *SPANISH*

<https://www.lightbulblanguages.co.uk/resources-spanish.htm>

<https://www.teachitlanguages.co.uk/>

ADVANCED STAGE:

YEAR 12

AUTUMN 1

AUTUMN 2

SPRING 1

SPRING 2

SUMMER 1

SUMMER 2



CURRICULUM MAP: SPANISH

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.	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 exams- November (paper 1)		Trail exams- February (Paper 1, paper 2 & paper 3)		-Translation practice -Feedback on essays -internal assessments

USEFUL RESOURCES / GUIDANCE:
 AQA A level Spanish (Hodder)
 El laberinto del Fauno + study guide
 La casa de Bernarda Alba + study guide
 Dynamic learning platform

ADVANCED STAGE: ENGLISH LANGUAGE

YEAR 13	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2
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CURRICULUM MAP: SPANISH

<p>CONTENT</p>	<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>		
<p>SKILLS</p>	<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 		
<p>ASSESSMENT</p>	<p>Trial exams- November (paper 1)</p>		<p>Trail exams- February (Paper 1, paper 2 & paper 3)</p>			

USEFUL RESOURCES / GUIDANCE:
 AQA A level Spanish (Hodder)



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El laberinto del Fauno + study guide
La casa de Bernarda Alba + study guide
Dynamic learning platform
