

Spanish Curriculum Outline 2023-2024

Year 7 Spanish Curriculum Map					
Terms 1 & 2		Terms 3 & 4		Terms 5 & 6	
"Claro 1" – student's book / kerboodle / workbook / Conti – "Spanish Verb Pivots" (*)					
Unit Title: ME PRESENTO	Unit Title: MI BURBUJA	Unit Title: MIS PASATIEMPOS	Unit Title: MI CASA	Unit Title: MI CIUDAD	Unit Title: MI INSTI
To be able to: Understand and give personal information Name/age/birthday/ Describe contents of pencil case	To be able to: Count to 100 Ask about & describe family members & pets' appearance & personality	To be able to: Talk, ask about and give opinions on free time activities. Link the above to the weather	To be able to: Describe and give opinions on your house / town/ your dream house Ask & talk about household chores.	To be able to: Describe places in town. Ask for and give directions in Spanish. Say why you go to certain places & describe future plans in your town.	To be able to: Give opinions on school subjects/facilities/extracurricular activities. Tell the time in Spanish to discuss their timetable. Discuss future plans in education.
Knowledge - vocabulary <ul style="list-style-type: none"> Greetings Numbers & dates – age Question words Alphabet Classroom items 	Knowledge – vocabulary <ul style="list-style-type: none"> Descriptions – physical / personality Relations & pets 	Knowledge – vocabulary <ul style="list-style-type: none"> Free time activities Opinions using adjectives The weather 	Knowledge – vocabulary <ul style="list-style-type: none"> Where you live Rooms in a house My bedroom 	Knowledge – vocabulary <ul style="list-style-type: none"> Places around town Giving directions 	Knowledge – vocabulary <ul style="list-style-type: none"> Subject & places around school The time Future plans
Knowledge – grammar <ul style="list-style-type: none"> Me llamo / te llamas Gender Indefinite articles "tener"* (Unit 1 Spanish verb pivots) Phonics <ul style="list-style-type: none"> Vowel sounds ei / ie 	Knowledge – grammar <ul style="list-style-type: none"> Possessive adjectives* Adjective agreements* "tener" & "ser"* Frequency adverbs Phonics <ul style="list-style-type: none"> Vowel sounds /h/ & silent "h" /r/ rolled 	Knowledge – grammar <ul style="list-style-type: none"> Present tense regulars "Jugar" & "hacer"* Agreements – "es" / "son" + adjective Impersonal verbs – "me gusta"* etc Phonics b & v N.B – 3.5 / 3.6 HW only	Knowledge – grammar <ul style="list-style-type: none"> Ser & estar Estar + Prepositions of place Definite article "vivir" Conditionals – "sería" / "tendría" / "estaría" Frequency exp. Phonics "ll"	Knowledge – grammar <ul style="list-style-type: none"> Hay / tiene / es Verb "ir" "para" + infinitive* Near future Imperfect – "era"/"había"/ "tenía" /"estaba" 	Knowledge – grammar <ul style="list-style-type: none"> Modals – "se debe" / "se puede" + inf Me gustaria / espero + inf Despues/antes de Al + inf

Year 8 Spanish Curriculum Map

Terms 1 & 2		Terms 3 & 4		Terms 5 & 6	
“Claro 2” – student’s book / kerboodle / workbook / Conti – “Spanish Verb Pivots” (*)					
Unit Title: 1. DIETA Y SALUD	Unit Title: 2. POR FIN DE VACACIONES	Unit Title: 3. AQUI MANDO YO	Unit Title: 4. ADICTOS A LA MODA	Unit Title: 5. YO Y MI MUNDO	Unit Title: 6. DE PASEO POR RL MUNDO HISPANO
To be able to: Discuss food preferences & a healthy diet. Describe ailments and remedies	To be able to: Discuss holidays in the present, past and near future	To be able to: Discuss use of internet & social media TV viewing habits Comparing music preferences	To be able to: Discuss clothes, fashion & shopping habits & problems Discussing hypothetical shopping habits	To be able to: Discuss routine during a typical day. Understand and discuss global issues in a general sense	To be able to: Develop further cultural insight into tensions and differences in Hispanic societies, e.g. Latino, Latin American, Caribbean, Spanish
Knowledge - vocabulary <ul style="list-style-type: none"> Food & healthy diet Parts of the body 	Knowledge – vocabulary <ul style="list-style-type: none"> Transport Holiday activities Past time expressions 	Knowledge – vocabulary <ul style="list-style-type: none"> Internet / social media TV programmes Cinema / types of films Instruments / music Jobs & careers 	Knowledge – vocabulary <ul style="list-style-type: none"> Clothes + adjectives Shops / shopping centre Problems with shopping 	Knowledge – vocabulary <ul style="list-style-type: none"> Routine Relationships – family & friends Comparing, Sp v Lat Am. Routines Global issues 	Knowledge – vocabulary <ul style="list-style-type: none"> US Hispanic culture Comparing Madrid & Barcelona Describing Mexixo City Machu Pichu Cuba Hispanic colonial legacy
Knowledge – grammar <ul style="list-style-type: none"> Opinions – Me gusta Negative expressions (l) “doler” Mucho/poco Ser + adjective Phonics Vowel sounds	Knowledge – grammar <ul style="list-style-type: none"> “Soler” +i nf. PAST TENSE regulars FUI Near future Phonics que/qui /k/sound	Knowledge – grammar <ul style="list-style-type: none"> Negatives – nadie/ya no/tampoco etc Preferir.....a Negatives using “casi” Acabar de + inf FUTURE TENSE regulars ser & estar Phonics “z”	Knowledge – grammar <ul style="list-style-type: none"> Demonstrative adjectives PRESENT CONTINUOUS Indefinite adj. – mucho /poco /varias /ciertas Cardinals / ordinals D.O pronouns Hypotheses (Imp subj + conditional) 	Knowledge – grammar <ul style="list-style-type: none"> Reflexive verbs Object pronouns Verb + preposition FUTURE TENSE irregulars Impersonal “se” 	Knowledge – grammar <ul style="list-style-type: none"> Stem-changing verbs in present tense Perfect tense regulars Perfect tense irregulars Imperfect tense Reflexive verbs Future & conditional

Year 9 Spanish Curriculum Map

TERM 1 - Unit 10 - "Spanish sentence builders" Pre-intermediate to intermediate Conti & Viñales

TERMS 2&3 - AQA GCSE Higher Unit 2 Technology in everyday life (2.1& 2.2)

TERMS 2&3 - UNITS 1-4 - "Spanish GCSE revision workouts" Conti et al.

Term 1	Terms 2 & 3	Term 4	Term 5	Term 6
To be able to:	To be able to:	To be able to:	To be able to:	To be able to:
<ul style="list-style-type: none"> Describe typical day in past, present & future. Understand and describe obligations & wishes 	<ul style="list-style-type: none"> Understand and discuss technology & social media. Advantages Problems and dangers Routine use and planned use 	<ul style="list-style-type: none"> Learn about Hispanic festivals. Describe festivals using past / present /future. 		
Knowledge: vocabulary	Knowledge: vocabulary	Knowledge: vocabulary	Knowledge: vocabulary	Knowledge: vocabulary
<ul style="list-style-type: none"> Free time activities Time expressions - times of day Routine 	<ul style="list-style-type: none"> Technology Social media Routine Question words & formulating questions. 	<ul style="list-style-type: none"> Revision of opinions & reasons Adjectives & agreement Adjectives with "ser" Adjectives with "estar" 		
Knowledge: grammar	Knowledge: grammar	Knowledge: grammar	Knowledge: grammar	Knowledge: grammar
In 1 st person singular <ul style="list-style-type: none"> Preterite Present Near future "tener que" + inf "quiero" + inf 	All forms: <ul style="list-style-type: none"> Perfect tense Present continuous Whose Preterite (re-cap) Present (re-cap) 	<ul style="list-style-type: none"> "ser" & "ir" in preterite "hacer" & "tener" in preterite Common imperfects - "era" / "había" / "tenía" / "estaba" 		

Year 10 Spanish Curriculum Map

TERMS 1&2 - AQA GCSE Technology & Social Media
 TERMS 3&4 - AQA GCSE Higher Unit 3 Free time: music / cinema / TV / Eating out / Sport
 TERMS 5&6 - AQA GCSE Higher Unit 4 Customs and festivals
 UNITS 5 & 6 - "Spanish GCSE revision workouts" Conti et al."

Terms 1 & 2	Terms 3 & 4	Terms 5 & 6
To be able to:	To be able to:	To be able to:
<ul style="list-style-type: none"> Understand and discuss technology & social media. Advantages Problems and dangers Routine use and planned use 	<ul style="list-style-type: none"> Understand and discuss free time activities covering: <ul style="list-style-type: none"> Music Cinema TV Sports Eating out 	<ul style="list-style-type: none"> Learn about routine and customs in the Hispanic world Learn about Spanish festivals. Learn about Festivals in Latin America Describe festivals using past / present /future.
Knowledge: vocabulary	Knowledge: vocabulary	Knowledge: vocabulary
<ul style="list-style-type: none"> Technology Social media Adjectives to describe.. Opinions & reasons 	<ul style="list-style-type: none"> Adjectives used to express positive & negative opinions Plans & past activities Question words Food Sports - "jugar" / "practicar" 	<ul style="list-style-type: none"> Revision of opinions & reasons Adjectives & agreement Adjectives with "ser" Adjectives with "estar" Numbers, dates, times
Knowledge: grammar	Knowledge: grammar	Knowledge: grammar
<ul style="list-style-type: none"> Present continuous Perfect tense Verb + preposition 	<ul style="list-style-type: none"> Regular present tense Two verbs together "gustar" Regular adverbs Immediate future Future simple - regular & irregulars 	<ul style="list-style-type: none"> "ser" & "ir" in preterit "hacer" & "tener" in preterit Imperfect tense Common imperfects - "era" / "había" / tenía" / "estaba" Using preterit & imperfect together

Year 11 Spanish Curriculum Map

TERMS 1&2 - AQA GCSE Higher Unit 5 where I live

TERMS 3&4 - AQA GCSE Higher Unit 6 Social & environmental issues

TERMS 4-5 - AQA GCSE Higher 10-12 Work, study & future plans

Terms 1&2	Terms 3&4	Terms 4-5
To be able to:	To be able to:	To be able to:
Understand and discuss: <ul style="list-style-type: none"> • Where they live • Pros and cons • Past v present • Their house and neighbourhood 	Understand and discuss: <ul style="list-style-type: none"> • Charity work • Healthy living • The environment 	Understand and discuss: <ul style="list-style-type: none"> • School; good & bad • Work v Higher education
Knowledge: vocabulary	Knowledge: vocabulary	Knowledge: vocabulary
<ul style="list-style-type: none"> • Amenities where they live • Adjectives to describe where they live • Likes & dislikes + justification of where they live • Questions in different tenses • Connectives 	<ul style="list-style-type: none"> • Social concerns (homelessness / poverty) • Healthy living • Environmental issues 	<ul style="list-style-type: none"> • “desde hace” / “hace” + time phrase • Education • Employment
Knowledge: grammar	Knowledge: grammar	Knowledge: grammar
<ul style="list-style-type: none"> • Recap of comparatives • Common imperfects - “era” / “había” / “tenía” / • Demonstrative adjectives 	<ul style="list-style-type: none"> • Me gustaría + infinitive • Recap of future • Introduction of conditional • Modals - obligation / necessity • Revision of past tenses 	<ul style="list-style-type: none"> • Recognition of the imperative • Revision of compound tenses • Modals - obligation / necessity • Revision of “lo” idioms

		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 12	Teacher 1	Unit Title: Los valores tradicionales y modernos. Knowledge: <i>Present tense & present continuous.</i> Skills: 4 language skills + translation & summary writing from RC & LC.	Unit Title: Los valores tradicionales y modernos. Knowledge: <i>Past tenses (Preterit & Imperfect).</i> Skills: 4 language skills + translation & summary writing from RC & LC.	Unit Title: La igualdad de los sexos. Knowledge: <i>Indefinite adjectives.</i> Skills: 4 language skills + translation & summary writing from RC & LC.	Unit Title: La identidad regional en España. Knowledge: <i>Perfect tenses.</i> Skills: 4 language skills + translation & summary writing from RC & LC.	Unit Title: El patrimonio cultural. Skills: 4 language skills + translation & summary writing from RC & LC.	Unit Title: Revision of previous topics. Skills: 4 language skills + translation & summary writing from RC & LC.
	Teacher 2	Unit Title: <ul style="list-style-type: none"> El ciberespacio Paper 2: <i>“El laberinto del fauno”</i> Knowledge: <i>Comparative & superlatives.</i> Skills: 4 language skills + translation & summary writing from RC & LC.	Unit Title: <ul style="list-style-type: none"> El ciberespacio Paper 2: <i>“El laberinto del fauno”</i> Knowledge: <i>Ser & estar / future & conditional tenses.</i> Skills: 4 language skills + translation & summary writing from RC & LC.	Unit Title: <ul style="list-style-type: none"> La influencia de los ídolos. Paper 2: <i>“El laberinto del fauno”</i> Knowledge: <ul style="list-style-type: none"> <i>Present subjunctive – uses & form.</i> <i>Object pronouns.</i> Skills: As before + Speaking exam prep.	Unit Title: <ul style="list-style-type: none"> La influencia de los ídolos Paper 2: <i>“El laberinto del fauno”</i> Knowledge: <ul style="list-style-type: none"> <i>Present subjunctive – uses & form.</i> <i>Object pronouns.</i> Skills: As before + Speaking exam prep.	Unit Title: <ul style="list-style-type: none"> Revision Paper 2: <i>“El laberinto del fauno”</i> Knowledge: <ul style="list-style-type: none"> <i>Passive voice & avoidance.</i> <i>Subjunctive revision.</i> Skills: As before + Speaking exam prep.	Unit Title: Paper 2: <i>“Las bicicletas son para verano”</i> Knowledge: Spanish Civil War. Skills: <ul style="list-style-type: none"> As before + Speaking exam prep. IRP introduction.

Term 1	Term 2	Term 3	Term 4	Term 5
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<p>Teacher 1</p>	<p>Unit Title: El multiculturalismo en las sociedades hispanas.</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Immigration / racism & coexistence. • <i>Past tenses – preterite & imperfect.</i> <p>Skills: 4 language skills + translation & summary writing from RC & LC.</p>	<p>Unit Title: El multiculturalismo en las sociedades hispanas.</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Immigration / racism & coexistence. • <i>Conditional & future tenses.</i> <p>Skills: 4 language skills + translation & summary writing from RC & LC.</p>	<p>Unit Title: El multiculturalismo en las sociedades hispanas.</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Immigration / racism & coexistence. • <i>Pronouns.</i> <p>Skills: 4 language skills + translation & summary writing from RC & LC.</p>	<p>Unit Title: Los movimientos populares.</p> <p>Knowledge: Popular movements in Hispanic societies.</p> <p>Skills: 4 language skills + translation & summary writing from RC & LC.</p>	<p>Unit Title: Revision.</p> <p>Knowledge: Revision of prior units.</p> <p>Skills: 4 language skills + translation & summary writing from RC & LC Final preparations for paper 1.</p>
<p>Teacher 2</p>	<p>Unit Title: Jóvenes de hoy ciudadanos de mañana.</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Youth movements & activism in Hispanic societies. • Paper 2: “Las bicicletas son para verano” + “El laberinto del fauno essays <p>Skills:</p> <ul style="list-style-type: none"> • <i>Present Subjunctive.</i> • 4 language skills + translation & summary writing from RC & LC. • Speaking exam practice. 	<p>Unit Title: Monarquías y dictaduras.</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Totalitarian regimes in Hispanic countries. • Paper 2: “Las bicicletas son para verano” + “El laberinto del fauno essays. <p>Skills:</p> <ul style="list-style-type: none"> • <i>Present Subjunctive.</i> • 4 language skills + translation & summary writing from RC & LC. • Speaking exam practice. 	<p>Unit Title: Monarquías y dictaduras.</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Evolution of democracy in Spain & role of royal family. • Paper 2: “Las bicicletas son para verano” essays. <p>Skills:</p> <ul style="list-style-type: none"> • <i>Imperfect Subjunctive</i> • 4 language skills + translation & summary writing from RC & LC. • Speaking exam practice. 	<p>Unit Title: Paper 2: “Las bicicletas son para verano” + “El laberinto del fauno essays.</p> <p>Skills:</p> <ul style="list-style-type: none"> • 4 language skills + translation & summary writing from RC & LC. • <i>Subjunctive revision.</i> • Final preparations for speaking exam. 	<p>Unit Title: Paper 2: “Las bicicletas son para verano” + “El laberinto del fauno essays.</p> <p>Skills:</p> <ul style="list-style-type: none"> • 4 language skills + translation & summary writing from RC & LC. • <i>Subjunctive revision.</i> • Final preparations for papers 1&2.

