

Curriculum Map

Subject:

Spanish - KS3

Year 7

Year Group: 7

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content- WHAT will be learned? What previous learning can be linked? Why this order/sequence?	Mi vida This unit will enable pupils introduce and talk about themselves . It will also cover any content that pupils might have done in KS2 (numbers, colours, alphabet, family , etc.) and introduces pupils to the key Spanish sounds which are revisited throughout the year in Pronunciation features.	Mi familia y mis amigos Pupils will continue to develop what they can say about themselves. They also be able to talk about their siblings expanding the use of verbs into 3 rd person singular and plural. Pupils also learn about the carnival in Cadiz and the famous Spanish painting, <i>Las Meninas</i> .	Mi tiempo libre To continue to develop what pupils can say about themselves and their use of verbs. To allow pupils to express opinions (<i>me gusta</i> + verb first as easier). Also an opportunity for pupils to learn about different sport and leisure activities in Spain and other Spanish-speaking countries	Mi insti To continue to develop what pupils can say about themselves and their use of verbs and adjectives. To allow pupils to express more opinions . Pupils also have the opportunity to learn about schools in Spain and education in Central America. They will also learn about uniform and items they normally wear.	Mi ciudad Pupils will continue to develop and learn transactional language (in a café) and introduce the verb IR ahead of teaching the near future tense. Also, an opportunity for pupils to learn about ordering different food and drinks .	Mi tiempo libre (Revisiting) Mi tiempo libre To continue to develop what pupils can say about themselves and their use of verbs. To allow pupils to express opinions (<i>me gusta</i> + verb first as easier). Also an opportunity for pupils to revisit different sport and leisure activities in Spain and other Spanish-speaking countries. Revision for End of Year Exam
Skills- What will be developed?	Recognising and learning about Key Spanish sounds. Using cognate in writing and listening	Pupils will start to use range of opinions and reasons. They will also be developing how to form simple sentences in the present tense Forming basic negatives sentences	Understanding and using the present tense of AR-verbs in the 1 st 2 nd person singular Using more connectives and expressions of frequency. Forming basic negatives sentences	Forming and using the present tense of AR-verbs in the 3 rd person singular and plural.	Forming and understanding the Near Future tense. Using the different forms of the verb IR (to go)	Developing the use of present and future tenses together using different time expressions Further develop the use of negative phrases
Key 'How'/'Why' Questions- What powerful knowledge will be gained? What areas/themes/concepts will be explored?	Question around the theme of identity and culture: Tell me about yourself – in detail?	Question around the theme of identity and culture: Tell me more about your family and friends?	Question around the theme of identity and culture: What do you do in your free time? Your friends? Your family?	Question around the theme of school and future aspirations: Tell me about your school subjects – include likes/dislikes/ why? School uniform?	Question around the theme of local area and holidays: Describe your town/ village? What do you think about your town/village? Why?	Question around the theme of identity and culture: What do you do in your free time? Your friends? Your family?
SEND- how will support be seen? Seating plans? Simplified questions?	Using live marking Mini whiteboards Scaffolded sentence starters provided at all opportunities for independent writing. Modelled responses provided at the beginning/end of a piece of writing Seating plan – usually at the front	Seating plan – usually at the front – Mini whiteboards Scaffolded sentence starters provided at all opportunities for independent writing. Modelled responses provided at the beginning/end of a piece of writing Using live marking	Mini whiteboards Seating plan – usually at the front – Using live marking Scaffolded sentence starters provided at all opportunities for independent writing. Modelled responses provided at the beginning/end of a piece of writing	Scaffolded sentence starters provided at all opportunities for independent writing. Modelled responses provided at the beginning/end of a piece of writing Seating plan – usually at the front – Using live marking Mini whiteboards	Seating plan – usually at the front – Mini whiteboards Scaffolded sentence starters provided at all opportunities for independent writing. Modelled responses provided at the beginning/end of a piece of writing Using live marking	Mini whiteboards Seating plan – usually at the front – Using live marking Scaffolded sentence starters provided at all opportunities for independent writing. Modelled responses provided at the beginning/end of a piece of writing
Assessment- What? Why?	End of Unit informal assessment: Reading, Writing & grammar	End of Term Formal assessment (Listening, Reading & Writing)	End of Unit informal assessment: Listening, Reading & Writing	End of Term formal assessment: Listening, Reading & Writing)	End of Unit informal assessment: Listening, Speaking, Reading & Writing	End of Year Formal Assessment: Listening, Speaking, Reading & Writing

	The purpose of this assessment is to ensure students understand the taught topics and that they can write with reasonable accuracy.	This is a formal end of Term assessing the knowledge and skills taught in both half terms, so that we can report to parents about progress made so far.	This is an informal End of Unit assessment with some elements from last term's content.	This is a formal end of Term assessing the knowledge and skills taught in both half terms, so that we can report to parent about progress made so far.	This is an informal End of Unit assessment with some elements from last term's content.	This is a formal End of Year Exam assessing the knowledge and skills taught throughout the whole year.
What memory for learning skills will be required- modelling? Concrete answers? Retrieval?	Each lesson starts with retrieval quiz/ tasks. Revisiting units/ topics causing misconception Homework quizzes to reinforce items learnt in the sessions In class-modelling is used regularly to support and enhance students' learning and confidence.	Each lesson starts with retrieval quiz/ tasks. Revisiting units/ topics causing misconception Homework quizzes to reinforce items learnt in the sessions In class-modelling is used regularly to support and enhance students' learning and confidence.	Each lesson starts with retrieval quiz/ tasks. Revisiting units/ topics causing misconception Homework quizzes to reinforce items learnt in the sessions In class-modelling is used regularly to support and enhance students' learning and confidence.	Each lesson starts with retrieval quiz/ tasks. Revisiting units/ topics causing misconception Homework quizzes to reinforce items learnt in the sessions In class-modelling is used regularly to support and enhance students' learning and confidence.	Each lesson starts with retrieval quiz/ tasks. Revisiting units/ topics causing misconception Homework quizzes to reinforce items learnt in the sessions In class-modelling is used regularly to support and enhance students' learning and confidence.	Each lesson starts with retrieval quiz/ tasks. Revisiting units/ topics causing misconception Homework quizzes to reinforce items learnt in the sessions In class-modelling is used regularly to support and enhance students' learning and confidence.
Literacy - reading, extended accurate writing and oracy opportunities	Extended writing: My family and I Students write a reasonable text about themselves covering personal details, family members, pets etc	Extended writing: favourite sport Students to write about sport with opinions and reasons (up to 60 words)	Extended writing: mi inti students to write about their school subjects and teachers with opinions and reasons (up to 60 words)	Extended writing: Students to write about their family & friends giving full description and opinions	Extended writing: Writing- Describe your local area and what there is to do. Giving more sophisticated opinion	Reading competitions project: Students are working on selected authentic reading items.
Numeracy /computing skills	Numbers in Spanish Telling the time in Spanish ICT: Active learn Memerise (apps)- language gym Quizlet	ICT: Reviewing the unit in Active learn online Active learn Memerise (apps)- language gym Quizlet	ICT: Research the different sport in French-speaking countries - PPT	ICT: Reviewing the unit in Active learn online Active learn Memerise (apps)- language gym Quizlet	ICT: Reviewing the unit in Active learn online Active learn Memerise (apps)- language gym Quizlet	ICT: Reviewing the unit in Active learn online Active learn – ICT Memerise (apps)- language gym Quizlet
Character development	Students work in pairs or groups to ask and answer questions related to topics within this unit. They get to know each other while practising the language.	Students will learn how to use the language formally and informally to address people of different ages (Tu & Usted)	Students will learn about some famous sport personalities, actors, singers from around the Spanish-speaking countries.	Using polite language through the use of Tu/ Usted when talking to people of different ages.	Students will be able to talk about their town. Villages to tourists from other countries	Students will learn about some famous sport personalities, actors, singers from around the Spanish-speaking countries.
Equality /Diversity opportunities	To learn how some sounds in Spanish are pronounced differently in the Spanish-speaking world (Accents & dialects)	Tolerance & respect: Talking about family life/ marriage/ equal opportunities gender issues	Customs & Traditions from a range of Spanish-speaking countries (Cadiz's festival & La Tomatina)	Tolerance & Respect: Difference between the school in Spain, central America and in the UK	Learning about culture, food and places of interest in many Spanish cities/ towns	Customs & Traditions from a range of Spanish-speaking countries (Cadiz's festival & La Tomatina)
Homework /Independent learning	Homework tasks via Satchel One will show accumulation of vocabulary and independence over time such as: Spelling Tests & low stakes quizzes set weekly	Homework tasks via Satchel One will show accumulation of vocabulary and independence over time such as: Spelling Tests & low stakes quizzes set weekly	Homework tasks via Satchel One will show accumulation of vocabulary and independence over time such as: Spelling Tests & low stakes quizzes set weekly	Homework tasks via Satchel One will show accumulation of vocabulary and independence over time such as: Spelling Tests & low stakes quizzes set weekly	Homework tasks via Satchel One will show accumulation of vocabulary and independence over time such as: Spelling Tests & low stakes quizzes set weekly	Homework tasks via Satchel One will show accumulation of vocabulary and independence over time such as: Spelling Tests & low stakes quizzes set weekly
CIAG coverage/links	Discussing the importance of learning languages	Careers spotlight: Media & Journalism	Careers spotlight: working as fashion designer, shop	Careers spotlight: Media & Journalism - teachers - education	Careers spotlight: working in the tourism & hospitality industry - booking a holiday	Careers spotlight: working as fashion designer, shop

			manager/ assistant/ salesperson/ marketing		activity/working on reception in a hotel etc	manager/ assistant/ salesperson/ marketing
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