

## Curriculum Map

Subject:

Spanish - KS3

Year 8

Year Group:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Content-</b> WHAT will be learned? What previous learning can be linked? Why this order/sequence?	<p><b>Module 1</b> <b>Mis vacaciones</b></p> <p>This unit will allow pupils to talk about the Summer they have just had and to introduce them to the <b>preterite</b> tense and using the preterite and present tenses together. They will learn about <b>countries</b>, means of <b>transport</b> and some <b>holiday activities</b> in Spain and central America.</p>	<p><b>Module 2</b> <b>Todo sobre mi vida</b></p> <p>Pupils will continue to develop what they can say about their lives and their <b>likes/ dislikes</b>, including <b>comparatives</b>. This will unit also allow them to <b>revise</b> the present tense and continue to practise the <b>preterite</b>.</p>	<p><b>Module 3</b> <b>¡A comer!</b></p> <p>This unit will introduce more complex structure such as “<b>conditional</b>” <b>me/te gustaría</b> in context of arranging to go out and <b>reflexive</b> verbs in context of getting ready to go out. Further practice with three tenses (present, past &amp; future)</p>	<p><b>Module 4</b> <b>¿Qué hacemos?</b></p> <p>In this unit pupils will continue to <b>revisit</b> key vocabulary and expressions such as: expressing <b>likes/dislikes</b> around <b>food</b> and learn <b>transactional</b> language relating to eating out (including <b>usted(es)</b>). Continuing to practice with future.</p>	<p><b>Module 5</b> <b>Operación verano</b></p> <p>In this unit of learning pupils will further develop the use of the comparative and the superlative in context of <b>holiday homes/activities</b>. They will also be introduced to the imperative for asking <b>directions</b></p>	<p><b>Revisiting</b></p> <p>Pupils are <b>revisiting</b> this unit. They will have the opportunity to consolidate and <b>retrieve</b> previous learning from year 8 such as <b>transactional language and</b> continuing to practice with three tenses. Revisiting for end of year exam.</p>
<b>Skills-</b> What will be developed?	Pupils will develop skills in listening, speaking, reading and writing skills when talking about holidays. Extensive core of vocabulary and grammatical structures within this topic.	Forming the present tense of regular and irregular AR/ER/IR verbs. Pupils will also develop their listening, speaking, reading and writing skills	Pupils will further develop their understanding of how to use the conditional and will also develop their knowledge of using the reflexive verbs. Pupils will develop their listening, speaking, reading and writing skills	Pupils will develop their understanding of how to use infinitives after expression of likes/dislikes: me gusta comer/ no me gusta comer	Pupils will further develop their understanding and how to use the 3 tenses together (present, past & future tenses)	Forming and using the perfect tense together with the appropriate time expressions and future tense. Pupils will also develop their listening, reading and writing skills
Key ‘How’/‘Why’ Questions- What <b>powerful knowledge</b> will be gained? What areas/themes/concepts will be explored?	<b>Question around the theme of local area &amp; holidays:</b> Where did you go on holiday last summer? Who with? How? What did you do? What did you think about it? Why?	<b>Question around the theme of identity and culture:</b> How do you use your mobile phone? What type of music/tv show you like? Why	<b>Question around the theme of identity and culture:</b> Do you eat and drink healthily? How?	<b>Question around the theme of identity and culture:</b> What do you normally wear? What did you wear last weekend? What are you going to wear?	<b>Question around the theme of Local area and holidays:</b> Describe a past holiday giving as much details as possible- Use the past tense	<b>Question around the theme of identity and culture:</b> Describe your town/ village? What do you think about your town/village? Why? Use different tenses
<b>SEND-</b> 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
<b>Assessment-</b> What? Why?	<b>End of Term Formal assessment (Listening, Reading)</b> This is a formal end of Term assessing the knowledge and	<b>End of Unit informal assessment: Listening, Reading &amp; Writing</b> This is an informal End of Unit assessment with some	<b>End of Term formal assessment: Listening, Reading</b> This is a formal end of Term assessing the knowledge	<b>End of Unit informal assessment: Listening, Speaking, Reading &amp; Writing</b> This is an informal End of Unit assessment with some	<b>End of Year Formal Assessment: Listening, Speaking, Reading &amp; Writing</b> This is a formal End of Year Exam assessing the	<b>End of Unit informal assessment: Reading, Writing &amp; grammar</b> The purpose of this assessment is to ensure



<p><b>CIAG coverage/links</b></p>	<p><b>Careers spotlight:</b> Media &amp; Journalism Careers spotlight: working in the tourism &amp; hospitality industry - booking a holiday activity/working on reception in a hotel etc.</p>	<p><b>Careers spotlight:</b> Jobs related to new technologies: engineering/programmers/</p>	<p><b>Careers spotlight:</b> working in the tourism &amp; hospitality industry - booking a holiday activity/working on reception in a hotel etc.</p>	<p><b>Careers spotlight:</b> working as fashion designer, shop manager/ assistant/ salesperson/ marketing</p>	<p><b>Careers spotlight:</b> working in the tourism &amp; hospitality industry - booking a holiday activity/working on reception in a hotel etc.</p>	<p><b>Careers spotlight:</b> working in the tourism &amp; hospitality industry - booking a holiday activity/working on reception in a hotel etc</p>
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