

Curriculum Map: SPANISH

Nothing Short of Remarkable
We are Ambitious • We are Committed • We are Proud



	Year 7	Year 8	Year 9	Year 10	Year 11
Term 1	<p>TOPIC/KNOWLEDGE <u>Student will study two languages across the year with a view to selecting one preferred language to further study from the start of Year 8.</u></p> <p>All students will study French from September until February half-term</p>	<p>TOPIC/KNOWLEDGE Spanish Module 1 Content: Family and friends Describing your family Hair and eye colour What other people look like Describing where you live Giving a presentation Reading about a carnival in Cadiz</p> <p>SKILLS Spanish Module 1 Skills Possessive adjectives, ser and tener, verbs in the 3rd person, the verb estar</p> <p>TOPIC/KNOWLEDGE Spanish Module 2 Content: In town Describing your town or village Ordering in a café Saying what you are going to do at the weekend Understanding about towns Then Viva 2 module 4 Arranging to go out Making excuses Getting ready to go out Sporting events Describing a fancy-dress outfit</p> <p>SKILLS Spanish</p>	<p>TOPIC/KNOWLEDGE Spanish Module 1 Content: Food and drink What food you like Mealtimes Ordering a meal What to buy for a party An account of a party Coping strategies when speaking Food in other countries</p> <p>SKILLS Spanish Module 1 Skills Using a wider range of opinions, negatives, usted/ustedes, the near future, using 3 tenses together, direct object pronouns</p> <p>TOPIC/KNOWLEDGE Spanish Module 2 Content: Health Talking about diet Talking about an active lifestyle Daily routine Getting fit Ailments Complex sentences A dance routine</p>	<p>TOPIC/KNOWLEDGE Spanish Module 3 Content: My people Reading about different families Describing people Talking about your favourite celebrities Talking about friendships and relationships Talking about your identity and what matters to you Talking about problems and giving advice Talking about family celebrations</p> <p>SKILLS Spanish Module 3 Skills Using possessive adjectives, present continuous tense <i>estar</i> + present participle (full paradigm), irregular present participles: <i>leer, sonreír, Ser</i> – physical descriptions <i>Estar</i> – location, <i>desde hace</i> + period of time, <i>seguir</i> – a stem-changing verb in the present tense, the personal <i>a</i>, using reflexive verbs, <i>para</i> + infinitive, the subjunctive to give opinions, <i>(no) se debería</i> + infinitive to say what should or should not be</p>	<p>TOPIC/KNOWLEDGE Spanish Module 7 Content: Our World Learning about natural wonders of Spanish-speaking countries Talking about how you help in your community Talking about climate change Acting to help the environment Talking about solutions for the environment Developing effective comprehension skills</p> <p>SKILLS Spanish Module 7 Skills Using pronouns after prepositions, the imperative, impersonal verbs: <i>falta, hace falta, vale la pena, basta</i>, using the passive, the imperfect continuous, avoiding the passive using the reflexive pronoun <i>se</i>, negative constructions, the subjunctive to give opinions, <i>(no) se debería</i> + infinitive to say what should or should not be</p>

		<p>Module 2 Skills a/some and the, the verb -ir, querer, the near future tense, using 2 tenses together, using 3 tenses, using structures with 2 verbs</p>	<p>SKILLS Spanish Module 2 Skills Direct object pronouns, stem-changing verbs, reflexive verbs, se debe/no se debe, me duele(n), the imperative</p>	<p>verbs of opinión: <i>interesar/preocupar</i>, using <i>estar</i> to express moods, using <i>podrías</i> and <i>deberías</i> + infinitive, negatives: <i>No...nada/nadie/nunca, tampoco</i>, indirect and direct object pronouns, using a range of preterite tense verb forms</p> <p>TOPIC/KNOWLEDGE Spanish Module 4 Content: My Lifestyle Learning about typical foods in Spanish-speaking countries Describing healthy daily routines Talking about mealtimes and food trends Comparing old and new habits Talking about illnesses and injuries Talking about future plans to improve health and wellbeing</p> <p>SKILLS Spanish Module 4 Skills Using adjectives of nationality, <i>después de</i> + infinitive, <i>antes de</i> + infinitive, indefinite adjectives, expressions with <i>tener</i>: <i>Tener sed, razón, cuidado, revisit of</i>: irregular present tense verbs, reflexive verbs and</p>	<p>done, the relative pronouns <i>el cual, la cual, los cuales, las cuales, que</i></p> <p>TOPIC/KNOWLEDGE Spanish Module 8 Content: The Future Learning about Latino trailblazers Talking about my plans for the future Talking about getting a job Talking about future career intentions Talking about the importance of learning languages Talking about changes in the world of work Talking about the impact of artificial intelligence</p> <p>SKILLS Spanish Module 8 Skills Different ways of talking about future plans using <i>espero, me gustaría, quiero, tengo ganas de / la intención de, voy a</i> + infinitive, the future tense, irregular stems: <i>seguir / continuar</i> + present participle, <i>cuando</i> + present subjunctive, possessive pronouns, prepositions followed by the infinitive, masculine and feminine nouns for jobs, the suffix <i>-dad/-idad</i>, modal verbs,</p>
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				possessive adjectives, direct object pronouns, impersonal verbs: <i>hay que</i> + infinitive, <i>se necesita</i> + infinitive, <i>hace falta</i> + infinitive, the imperfect tense to say what you used to do, <i>ya no</i> + verb, using reflexive verbs in the preterite tense, giving advice using <i>debes</i> , <i>tienes que</i> and <i>necesitas</i> , using the preterite tense, Simple future tense, <i>Si</i> + present tense + future. Revision of: present tense, imperfect tense, preterite tense, future tense	an infinitive as a noun, <i>para que</i> + present subjunctive, adding the suffix <i>-able</i> to verb stems to create adjectives
Term 2	<p>Students continue to study French until February half-term</p> <p>After February half-term:</p> <p>Spanish</p> <p>Module 1 Content: Self and Relationships</p> <p>Spanish pronunciation</p> <p>Introducing yourself</p> <p>Personality</p> <p>Numbers</p> <p>Ages, brothers and sisters</p> <p>Birthdays</p> <p>alphabet</p> <p>Pets</p> <p>SKILLS</p> <p>Spanish</p> <p>Module 1 Skills</p> <p>Adjectives that end in <i>-o/-a</i>, the verb <i>tener</i>, making adjectives agree with nouns, variety in writing</p>	<p>TOPIC/KNOWLEDGE</p> <p>Spanish</p> <p>Module 3 Content: Holidays</p> <p>Talking about a past holiday</p> <p>What you did on holiday</p> <p>Describing the last day on holiday</p> <p>Saying what your holiday was like</p> <p>Presentation about your holiday</p> <p>SKILLS</p> <p>Spanish</p> <p>Module 3 Skills</p> <p>The preterite of <i>ir</i> and regular <i>-ar</i> verbs, the preterite of <i>-er</i> and <i>-ir</i> verbs, the preterite of <i>ser</i>, using the present and preterite together</p>	<p>TOPIC/KNOWLEDGE</p> <p>Spanish</p> <p>Module 1 Content: Hobbies</p> <p>Talking about Spanish-speaking sports stars</p> <p>Talking about life online</p> <p>Talking about sports and free-time activities</p> <p>Arranging to go out</p> <p>Saying what you did at the weekend</p> <p>Talking about days that went wrong</p> <p>SKILLS</p> <p>Spanish</p> <p>Module 1 Skills</p> <p>Using adjectives in Spanish, regular present tense verbs: <i>-ar, -er, -ir</i>, full paradigm: <i>usar, leer, subir</i>, examples of irregulars in the 'I' form, (<i>hacer, ver</i>), stem-changing verbs (<i>jugar, preferir</i>),</p>	<p>TOPIC/KNOWLEDGE</p> <p>Spanish</p> <p>Module 5 Content: School</p> <p>Learning about schools in Spain</p> <p>Talking about a typical day at school</p> <p>Talking about my studies</p> <p>Talking about how I would change my school</p> <p>Talking about students and teachers at school</p> <p>Describing a school trip in the past</p> <p>SKILLS</p> <p>Spanish</p> <p>Module 5 Skills</p> <p>Absolute superlative: suffix <i>-ísim/o/a/os/as</i>, making adjectives agree</p>	<p>TOPIC/KNOWLEDGE</p> <p>Spanish</p> <p>Content: Revision of all GCSE topics</p> <p>SKILLS</p> <p>Spanish</p> <p>Revision of all grammar</p>

			<p>expressions of frequency: <i>siempre / todo el rato / a veces / de vez en cuando / casi nunca / nunca</i>, using <i>gustar, encantar</i> and <i>interesar</i> to express an opinion, opinion verb + infinitive to talk about activities, irregular verbs in the present tense: <i>tener, ser, ir</i>, near future tense, stem-changing verbs: <i>querer</i> and <i>poder</i> in the present tense, <i>tener que + infinitive</i>, contractions: <i>a</i> and <i>el (al)</i> and <i>de</i> and <i>el (del)</i>, preterite tense – regular verbs <i>-ar, -er</i> and <i>-ir</i> (<i>hablar, salir, comer</i>), irregulars: <i>Ir</i> and <i>ser</i> in the preterite, <i>hice, tuve, vi, jugué, llegué, saqué</i>, past time phrases (<i>ayer, la semana pasada, el fin de semana pasado, el mes pasado</i>), <i>hace + time</i> = ago, direct object pronouns - introduction + use with the preterite tense, question words (followed by verbs), negatives (<i>no</i> and <i>nada</i>)</p>	<p>with the noun (but not when followed by <i>claro</i> or <i>oscuro</i>), Relative pronouns <i>que, cuando, donde, llevar + time period + present participle</i>, <i>resent tense verb + desde hace + time period</i>, verbs that are irregular in the present tense in the 'I' form <i>hago / vengo / pongo / tengo / salgo / conozco</i>, the relative pronoun <i>lo que</i>, the conditional tense, impersonal verbs with an infinitive, negatives, <i>sino</i>, adverbs: add <i>-mente</i>, adjectives which shorten before nouns (<i>buen, mal, primer, tercer, algún, ningún, gran</i>) or change meaning (<i>único, gran/grande</i>), preterite and imperfect tenses</p>	
Term 3	<p>TOPIC/KNOWLEDGE Spanish Module 2 Content: Free time What you like to do What you do in your spare time The weather Sports Reading about different hobbies Challenging written texts Longer conversations</p> <p>SKILLS</p>	<p>TOPIC/KNOWLEDGE Spanish Module 4 Content: Hobbies What you use your phone for What type of music you like Talking about TV Saying what you did yesterday Understanding a TV guide Young people's lives Saying what you will do Tackling an authentic text Using 2 tenses</p>	<p>TOPIC/KNOWLEDGE Spanish Module 2 Content: Travels Describing a photo Discussing travel plans Talking about festivals in the Spanish-speaking world Saying what you did on holiday Describing where you stayed</p>	<p>TOPIC/KNOWLEDGE Spanish Module 6 Content: Where I live Finding out about Colombia Describing cities Describing how a city or town has changed Describing shopping preferences</p>	<p>TOPIC/KNOWLEDGE Spanish Content: Revision of all topics continued.</p> <p>SKILLS Spanish Revision of all grammar continued.</p>

<p>Spanish Module 2 Skills Giving opinions using <i>me gusta</i> + infinitive, -ar verbs in the present tense, using <i>cuando</i>, <i>hacer</i> and <i>jugar</i>, question words</p> <p>TOPIC/KNOWLEDGE Spanish Module 3 Content: School School subjects Opinions about school subjects Describing your school Talking about break time Understanding about schools Telling the time Describing uniform and what you are going to wear</p> <p>SKILLS Spanish Module 3 Skills Using -ar verbs to say what we do, <i>me gusta(n) +el/la/los/las</i>, <i>a/some and the</i>, <i>-er and -ir</i> verbs, prediction as listening strategy, writing a longer text, near future tense, <i>this/these</i></p>	<p>Hispanic singers</p> <p>SKILLS Spanish Module 4 Skills Present tense, a range of opinions, the comparative, using the present and the preterite, the simple future tense</p> <p>TOPIC/KNOWLEDGE Spanish Module 5 Content: On Holiday Describing a holiday home Describing holiday activities Asking for directions Talking about summer camps Describing a world trip Discussing holiday destinations</p> <p>SKILLS Spanish Module 5 Skills Discovering more about the comparative, <i>ser</i> and <i>estar</i> (including stress accent: <i>esta</i> vs <i>está</i>), comparative: <i>más/menos + adjective + que</i>, the superlative, <i>se puede(n) + infinitive</i> superlative: <i>el/la/los/las más + adjective + de</i>, imperative: <i>tú</i> form, using three tenses (present, preterite, near future) together, time phrases, irregular comparatives: <i>mejor/peor que</i>, irregular superlatives: <i>el/la/los/las mejor(es)/peor(es) de</i> using different tenses (preterite, near future, conditional <i>me gustaría</i>)</p>	<p>Talking about holidays using different tenses</p> <p>SKILLS Spanish Module 2 Skills Using <i>me gusta(n) / me gustaría + infinitive</i>, expressions with <i>hacer</i> which translate as 'to go' in English (<i>hacer ciclismo, hacer esquí, hacer natación, hacer turismo</i>), <i>hay/es/está</i> (for describing a photo), impersonal verb phrases: <i>Se puede(n) + infinitive, comparatives - más/menos ... que tan ... como ...</i>, irregular comparatives <i>mejor/peor que ...mayor/menor que ...superlatives el/la/los/ las + noun + más/menos + adjective</i>, irregular superlatives <i>el/la/los/las mejor(es) peor(es) mayor(es) menor(es), hay que + infinitive, si clauses, Acabar de + infinitive, lo + adjective, lo mejor/peor, o bueno/malo</i>, using a variety of structures to give opinions about activities in the past, time phrases and sequencers: <i>por la mañana, primero, por la tarde, luego, por la noche, más tarde, finalmente</i> The imperfect tense: full paradigm of <i>estar</i> and <i>tener</i>, <i>ser (era)</i>: irregular in the</p>	<p>Giving preferences about where you live Talking about your area</p> <p>SKILLS Spanish Module 6 Skills Recognising demonstrative adjectives, perfect tense, <i>estar + prepositions of place: a + el = al, de + el = del</i>, demonstrative adjectives, <i>tan, tanto/a, tantos/as</i>, conjunctions, imperfect tense, revising direct object pronouns, the subjunctive with <i>cuando</i>, revising comparisons and the conditional, preterite tense verbs that are complete irregular (<i>ser, ir, dar</i>), preterite tense verbs with irregular stems (<i>tener, estar, hacer, poder</i>), near future tense, future tense, conditional tense of <i>gustar</i></p>	
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			imperfect, <i>hay/había</i> , use of <i>era</i> and <i>estaba</i> , negatives - <i>no ... ni ... ni ... tampoco</i> , <i>soler</i> + infinitive, using a range of tenses (present / preterite / imperfect for descriptions / near future)		
Career Pathways					