

Year 7 ~ Curriculum Map for Spanish

What are the intended aims for this year's curriculum? To introduce the students to basic Spanish and give them the opportunity to understand and manipulate the language to give information and opinions about a variety of topics related to their personal life.											
Term 1		Term 2		Term 3		Term 4		Term 5		Term 6	
Topic(s): Basic spanish knowledge and personal introduction. (Me presente)	Aim of A&R	Topic(s): Family and friends, personal information, physical appearance, personality. (Mi burbuja)	Aim of A&R	Topic(s): Free Time activities and sports. (Mis pasatiempos)	Aim of A&R	Topic(s): My house and home. (Mi casa)	Aim of A&R	Topic(s): My town. (En mi ciudad)	Aim of A&R	Topic(s): : My school. (Mi insti)	Aim of EoY exam
'Big idea(s)' / fundamental concepts	Spanish language in the world, personal introduction, numbers (1-31), days, months, colours, basic classroom language.	Numbers up to 100, giving information about brother and sister, pets, eyes and hair colour, facial features, physical description and personality.	Students reading, writing and listening skills are tested in term 1&2. Students also have to complete a translation task from English to Spanish to test their writing skills of single words and sentences.	Discuss hobbies, sports, opinions on those, the weather and what you do according to it. Talk about Spanish music celebrities and social media.	Students reading, writing and listening skills are tested in term 1, 2, 3 & 4. Students also have to complete a translation task from English to Spanish to test their writing skills of single words and sentences.	Describe area where you live and types of home you can live in, rooms of the house, your bedroom and items in it and your dream home.	Students reading, writing and listening skills are tested in term 1, 2, 3 & 4. Students also have to complete a translation task from English to Spanish to test their writing skills of single words and sentences.	Talk about places in town, what you can do in town and where, give and understand directions, discuss weekend plans, comparing town and countryside, describing change over time	Students reading, writing and listening skills are tested in term 1, 2, 3, 4 & 5. Students also have to complete a translation task from English to Spanish to test their writing skills of single words and sentences.	Talking about school subjects, opinions about school subjects and preference, timetable and telling the time, rooms and areas in school, school rules, discuss after school clubs and future plans.	Aim of EoY exam
Knowledge to be learnt	<ul style="list-style-type: none"> - Spanish speaking countries around the world and their culture. - Greetings, name, how are you - Alphabet - Numbers 1-31 - Saying and understanding dates to say birthdays. - Learning colours - Learning classroom items and language - Understanding word order - Understanding verb endings - Using a variety of question words - Giving basic opinions - Understanding masculine, feminine and plural. 	<ul style="list-style-type: none"> - Numbers up to 100 - Words for different family members - Saying if you have any brothers or sisters - Saying if you have any pets - Describing hair and eyes, as well as other facial features (glasses, beard, moustache) - Describing what you and others look physically - Describing personality traits - Forming Spanish numbers - Using possessive adjectives - Using adjective endings - Using tener in the present - Using ser in the present - Using adverbs of frequency 		<ul style="list-style-type: none"> - Range of words/phrases for hobbies - Range of words/phrases for sports - Opinions to give on sports and hobbies - Different types of weather - Basic description of a famous person (recap term 1&2 knowledge) - Understand information on a social media profile - Using the regular present tense - Learning the verbs jugar and hacer - Extending use of verbs like gustar with porque - Using if and when - Using que to make longer sentences - Using the comparative mas and menos to compare people. 		<ul style="list-style-type: none"> - Range of words for areas where you can live - Adjectives to describe the area - Compass points to describe exactly where you live - Types of house you can live in and how to describe it - List rooms of the house - List for bedroom items and furniture and describe where they are - List household chores - Describe a dream house with conditional and original house features. - Using es and esta - Using the verb vivir in the present tense - Using the definite article - Using prepositions of place with estar - Using some basic conditional expressions - Saying how many times you do things 		<ul style="list-style-type: none"> - Range of words for different places in town - Review adjectives to describe places - Range of what phrases different activities you can do in these places - Phrases for basic directions - Asking for directions - Range of phrases for activities to discuss weekend plans - Arguments for/against the countryside/the town to do comparison - Using hay with singular and plural nouns - Using ir in the present tense - Using the imperative - Forming the near future - Using the comparatives tan and tan...como - Using some key expressions in the imperfect tense 		<ul style="list-style-type: none"> - Range of words for a variety of school subjects - Review phrases to give preferences and opinions to give on subjects - Talk about timetable using days of the week - Introduce how to tell the time - Range of words for different rooms and places in a school - Review how to say what there is/isn't in your school - School rules - Range of phrases for extra curricular activities - Range of phrases for future plans using the conditional. - Using the verb estudiar - Using exclamations with que! - Telling the time - Using se puede and se debe - Using antes de and después de - Using future expressions 	
Key vocabulary	<ul style="list-style-type: none"> - Words for Spanish speaking countries and big cities. - Days and months - Numbers from 1 to 31 - Greetings (Hola/Buenos días/Buenas tardes, etc...) - Colours (masculine and feminine) - Como te llamas?/se llama?/Me llamo/Se llama – to introduce yourself or someone else. Que tal? Bien y tu? Etc... - Cuantos años tienes/tiene? Tengo...años/Tiene...años - Key verbs: to have (tener), to be (ser), to be called (llamarse) - Basic opinion phrases (me gusta, me encanta, odio, no me gusta, prefiero) - Classroom items and key language to use in the classroom (no entiendo, repite por favour, he terminado, etc...) - Cuando es tu cumpleaños? Mi cumpleaños es el.... to give information about birthdays. 	<ul style="list-style-type: none"> - Numbers up to 100 - Family members (padre, madre, hermano, hermana, abuelo, abuela etc...) - Pets/animals (perro, gato, caballo, pez, etc...) - Revise colours to describe pets - Possessive adjectives: mi/mis - Phrases for eyes and hair colour (tengo los ojos... y el pelo...) - Facial features (gafas, bigote, etc...) - Phrases for physical description (grande/pequeno/guapo/feo/viejo/joven etc...) - Personality traits in masculine and feminine (antipatico/simpatico/ divertido etc...) - Key verbs: tener, ser. - Adverbs: bastante, muy, un poco, etc.. 		<ul style="list-style-type: none"> - List of hobbies (escuchar musica, ver la tele, leer libros, chatear en el móvil, etc...) - List of sports (tenis, futbol, baloncesto, atletismo, etc...) - verbs jugar (to play) and hacer (to do) with their conjugation (juego – I play/hago – I do) - Opinions on sport (es rapido/es divertido/es aburrido, etc...) - Review adverbs (muy, un poco, etc...) - Phrases for the weather (hace frio, hace calor, hace sol, llueve, etc...) - Using if and when – si and cuando and link it to sports and hobbies. - Review facial/physical/ personality description to talk about celebrities. - Mas – more / menos – less to compare people. 		<ul style="list-style-type: none"> - Areas where you can live (en la ciudad, en el campo, en las montañas, etc...) - Describing words (antiguo, bonito, moderno, turístico, histórico, etc...) - masculine and feminine - Compass points (el norte, el sur, el este, el oeste, etc...) - Types of houses (una casa, una granja, un piso, un castillo, etc...) - Rooms of the house (un jardin, una cocina, un comedor, un cuarto de baño, etc..) - Bedroom furniture (una cama, una silla, un escritorio, una cómoda, etc...) - Adverbs for position (delante de, detrás de, al lado de, etc...) - Conditional phrases (Me gustaría, tendría, habría, estaría, sería, etc...) - Household chores (lavo los platos, paso la aspiradora, hago la compra, pongo la mesa, etc...) - How often you do it (a veces, siempre, nunca, a menudo, etc...) 		<ul style="list-style-type: none"> - Places in town (un estadio, una piscina, una estación de tren, etc...) - Saying there is/isn't (hay/no hay) - Describing words (bonito/a, grande, pequeño/a, etc...) - Activities in town (comprar, nadar, pasear, viajar, ver, leer, etc...) - Directions (sigue todo recto, a la derecha, a la izquierda, toma, etc...) - Activities to do at the weekend (ir al cine, ir de compras, nadar en el mar, viajar en tren, etc...) - Conjugation of to go (ir, voy, vas, va, vamos, vais, van) - Revise mas (more) menos (less), introduce tan (so) and tan...como (as...as) - Extend adjectives to describe area (cosmopolito/a, interesante, etc...) - Imperfect tense (habia, tenia, era, estaba) 		<ul style="list-style-type: none"> - School subjects (el español, las matematicas, el frances, la historia, el ingles, etc...) - Preference phrases (me gusta(n), no me gusta(n), me encanta(n), odio, prefiero) - Opinions about school subjects (es/son facil(es), dificil(es), divertido/a, aburrido/a, etc...) - masculine/feminine/plural - Days of the week (el lunes, martes, miercoles, jueves, etc...) - Telling the time (Son las.../Es la.../y cuarto/y media/ y... etc...) - Places in school (el comedor, el gimnasio, la sala de profesores, el aula, etc...) - There is/isn't reminder – hay/no hay - You must/You must not (se debe/no se debe) you can/can't (se puede/no se puede) - Extra curricular activities (club de deberes/club de cine/club de fotografia/etc...) - Future phrases (Voy a...trabajar, aprender, etc.../cuidadora, etc...) 	

The role of reading and comprehension	<ul style="list-style-type: none"> - Students will examine a variety of texts throughout the topic in order to check their understanding and comprehension. - Variety of reading tasks will be undertaken, e.g. comprehension with questions to answer in English, true or false, find the Spanish word/phrases in the text, match up sentence halves, who says what from different texts, translation tasks, etc... 		<ul style="list-style-type: none"> - Students will examine a variety of texts throughout the topic in order to check their understanding and comprehension. - Variety of reading tasks will be undertaken, e.g. comprehension with questions to answer in English, true or false, find the Spanish word/phrases in the text, match up sentence halves, who says what from different texts, translation tasks, etc... 		<ul style="list-style-type: none"> - Students will examine a variety of texts throughout the topic in order to check their understanding and comprehension. - Variety of reading tasks will be undertaken, e.g. comprehension with questions to answer in English, true or false, find the Spanish word/phrases in the text, match up sentence halves, who says what from different texts, translation tasks, etc... 		<ul style="list-style-type: none"> - Students will examine a variety of texts throughout the topic in order to check their understanding and comprehension. - Variety of reading tasks will be undertaken, e.g. comprehension with questions to answer in English, true or false, find the Spanish word/phrases in the text, match up sentence halves, who says what from different texts, translation tasks, etc... 		<ul style="list-style-type: none"> - Students will examine a variety of texts throughout the topic in order to check their understanding and comprehension. - Variety of reading tasks will be undertaken, e.g. comprehension with questions to answer in English, true or false, find the Spanish word/phrases in the text, match up sentence halves, who says what from different texts, translation tasks, etc... 		
The role of independent extended writing	<ul style="list-style-type: none"> - Each term students will have the opportunity to undertake one independent extended writing task related to the topics covered through the term. This task is based on the same structure as a GCSE writing task (i.e. responding to bullet points) and will help demonstrate students understanding of the key vocabulary and structures covered through the term as well as their ability to manipulate the language. 		<ul style="list-style-type: none"> - Each term students will have the opportunity to undertake one independent extended writing task related to the topics covered through the term. This task is based on the same structure as a GCSE writing task (i.e. responding to bullet points) and will help demonstrate students understanding of the key vocabulary and structures covered through the term as well as their ability to manipulate the language. - Students will also have the opportunity to test their writing skills by completing an English to Spanish translation on single words and with two sentences varying from basic to more complex in their A&R end of term assessment. 		<ul style="list-style-type: none"> - Each term students will have the opportunity to undertake one independent extended writing task related to the topics covered through the term. This task is based on the same structure as a GCSE writing task (i.e. responding to bullet points) and will help demonstrate students understanding of the key vocabulary and structures covered through the term as well as their ability to manipulate the language. - Students will also have the opportunity to test their writing skills by completing an English to Spanish translation on single words and with two sentences varying from basic to more complex in their A&R end of term assessment. 		<ul style="list-style-type: none"> - Each term students will have the opportunity to undertake one independent extended writing task related to the topics covered through the term. This task is based on the same structure as a GCSE writing task (i.e. responding to bullet points) and will help demonstrate students understanding of the key vocabulary and structures covered through the term as well as their ability to manipulate the language. 		<ul style="list-style-type: none"> - Each term students will have the opportunity to undertake one independent extended writing task related to the topics covered through the term. This task is based on the same structure as a GCSE writing task (i.e. responding to bullet points) and will help demonstrate students understanding of the key vocabulary and structures covered through the term as well as their ability to manipulate the language. 		
The role of maths/numeracy	<ul style="list-style-type: none"> - Learn numbers when talking about giving your age. - Students will have the opportunity to manipulate numbers in Spanish in order to understand them. 		<ul style="list-style-type: none"> - Numbers will be reviewed to talk about how many people are in their family. 		<ul style="list-style-type: none"> - N/A for this unit. 		<ul style="list-style-type: none"> - Review basic numbers to talk about how many times week chores are done. 		<ul style="list-style-type: none"> - N/A for this unit 		<ul style="list-style-type: none"> - Use of numbers when talking about time
Links to careers/aspirations	<ul style="list-style-type: none"> - Develop students' awareness of Spanish speaking countries around the world. 		<ul style="list-style-type: none"> - N/A for this unit. 		<ul style="list-style-type: none"> - Raise students' aspiration when discussing Spanish celebrities and success 		<ul style="list-style-type: none"> - Increase awareness of places to live in the world and aspirations to live/study abroad. 		<ul style="list-style-type: none"> - Increase awareness and aspiration of jobs related to places in town. 		<ul style="list-style-type: none"> - Raise students' aspiration about careers and jobs when talking about future plans.
Core skills	<ul style="list-style-type: none"> - Immerse yourself in Spanish language and culture - Speaking with a good accent - Improve listening skills - Giving fluent responses - Extending sentences with connectives - Using Spanish spontaneously 		<ul style="list-style-type: none"> - Learning Spanish numbers - Finding ways to remember key vocabulary - Developing independence as a learner of Spanish - Learning irregular verbs - Extending your writing in more details. - Varying your vocabulary 		<ul style="list-style-type: none"> - Using verbs in full - Using cognates to increase vocabulary - Organising notes to help learning - Improving reading skills - Learning how to research popular Hispanic culture - Improving your Spanish via technology. 		<ul style="list-style-type: none"> - Working out unfamiliar language - Checking work for errors - Using bilingual dictionary - Recycling language - Practicing creative writing - Asking questions effectively 		<ul style="list-style-type: none"> - Translating into Spanish - Learning infinitive - Trying repair strategies when speaking - Finding and using synonyms - Answering questions on a reading passage - Revising Spanish so far 		<ul style="list-style-type: none"> - Varying your language - Using slang expressions - Answering questions on a listening passage - Describing a picture - Understand cultural differences - Reading a literary text
Dept. enrichment activities	<ul style="list-style-type: none"> - European Day of Languages (26th September) - World Food Day (16th October) - Covered courtyard quiz: find the Spanish personalities pictured. 		<ul style="list-style-type: none"> - Information about Christmas and New Year's celebration in Spain promoted via the covered courtyard screen. 		<ul style="list-style-type: none"> - Spanish epiphany celebration: La Fiesta de los tres reyes mages. - Pancake day celebration in Spain – how is it different from the UK? 		<ul style="list-style-type: none"> - World Book Day linked to Spanish with mentor time activities. - Recipes/Shrove Tuesday promoted via covered courtyard screen. - Spanish food multiple choice quiz – students to choose the correct name of the French dish pictured. 		<ul style="list-style-type: none"> - Promote San Sebastian International Film festival through covered courtyard with Spanish film quiz. 		<ul style="list-style-type: none"> - Raise awareness of La tomatina tomato summer festival in Spain. - San Fermin bull run summer festival.
Home learning opportunities	<ul style="list-style-type: none"> - Promote World Languages Day website to parents. https://edl.ecml.at/ 		<ul style="list-style-type: none"> - Students can bring home Spanish Christmas cards they have created in class and give them to parents. 		<ul style="list-style-type: none"> - Students can take away ideas for Shrove Tuesday recipes in Spain and try to make them at home with parents. 		<ul style="list-style-type: none"> - Student can research characters from Spanish books for World Book day. - Shrove Tuesday recipes can be attempted again. 		<ul style="list-style-type: none"> - In relationship to the San Sebastian film Festival students to be given the opportunity to watch a Spanish film at home with parents. 		<ul style="list-style-type: none"> - Students to be given the opportunity to listen to some Spanish songs at home with parents and research Spanish artists.