

KS3 and 4 Curriculum Map – Spanish

	1a	1b	2a	2b	3a	3b
y7	<p>Context: ‘voy a presentarme’</p> <p>Outcome: Be able to introduce yourself & family.</p> <p>Key Language structures: SER and TENER Present tense 1st and 3rd person. Opinion verbs Possessive adjectives</p> <p>Topic vocab: Colours, Numbers, family, pets, appearance/personality adjectives.</p>	<p>Context: ‘voy a presentarme’</p> <p>Outcome: Talk about your family and relationships.</p> <p>Key Language structures: Vivir Hay / no hay Relationship reflexives Adjectives comparatives</p> <p>Topic vocab: adjectives, time phrases, countries</p>	<p>Context: ‘me gusta vivir aquí’</p> <p>Outcome: talk about where you live and what you like to do in your local area</p> <p>Key Language structures: LLEVAR, JUGAR, HACER, IR Me gusta + infinitive</p> <p>Topic vocab: clothes, activities, weather</p>	<p>Context: ‘me gusta vivir aquí’</p> <p>Outcome: talk about where you live and what you like to do in your local area</p> <p>Key Language structures: VIVIR, Hay/No hay, para + infinitive</p> <p>Topic vocab: L.Am countries, amenities, activities</p>	<p>Context: ‘De fiesta’</p> <p>Outcome: To talk about festivals in Spanish-speaking countries and compare with their own customs.</p> <p>Key Language structures: CELEBRAR, Me parece + ADJ, AR verbs full paradigm, COMER/BEBER, comparatives</p> <p>Topic vocab: dates, adjectives, festival food and drink</p>	<p>Context: ‘De fiesta’</p> <p>Outcome:: To talk about festivals in Spanish-speaking countries and compare with their own customs.</p> <p>Key Language structures: Superlatives, TENER QUE + infinitive, near future tense, invitations using te gustaría</p> <p>Topic vocab: festivals, adjectives,</p>
	<p>Formative Assessment: Speaking (AO2). Pupils will present themselves to the class and answer set questions.</p>	<p>Summative Assessment: Reading, Listening + Writing (AO1, AO3, AO4). One synoptic paper with exam style question.</p>	<p>Formative Assessment: 1 extended written homework BiWeekly grammar/vocab tests. (AO3,AO4)</p>	<p>Summative Assessment: Reading, Listening + Writing (AO1, AO3, AO4). One synoptic paper with exam style question.</p>	<p>Formative Assessment: Speaking (AO2). Picture description. BiWeekly grammar/vocab tests. (AO3,AO4)</p>	<p>Summative Assessment: Reading, Listening + Writing (AO1, AO3, AO4). One paper covering vocab and grammar from whole jungle topic.</p>
y8	<p>Context: ‘la comida’</p> <p>Outcome: To discuss which food you like/dislike and give reasons.</p> <p>Key Language structures: Opinion verbs, Present tense verbs regular & irregular: Soler + infinitive Time phrases (nunca, siempre) Negative structures</p> <p>Topic vocab: Food and drink, food adjectives, mealtime vocab, food from Spanish speaking countries</p>	<p>Context: ‘la comida’</p> <p>Outcome: To be able to buy food at a market, order in a restaurant, to follow a recipe</p> <p>Key Language structures: Imperatives Quantities</p> <p>Topic vocab: ingredients, quantities.sequencers</p>	<p>Context: ‘De vacaciones’</p> <p>Outcome: To talk about countries around the world. To describe a past trip abroad.</p> <p>Key Language structures: Hay / no hay Passive with SE The preterite tense – regular and irregular verbs Lo mejor/lo peor Sequencers Question words</p> <p>Topic vocab: Spanish speaking countries, nationalities, environment/landscapes, traditions, Holidays.</p>	<p>Context: ‘De vacaciones’</p> <p>Outcome:To talk about holidays in different tenses.</p> <p>Key Language structures: Using 3 tenses together Using a range of connectives Question words</p> <p>Topic vocab: transport, accommodation, weather.</p>	<p>Context: ‘El cine español’</p> <p>Outcome: to be able to critique a film in detail</p> <p>Key Language Structures: Predictions Describing what happened Film review Describing a picture</p> <p>Topic vocab: film types and opinions,</p>	<p>Context: ‘Me mola la música’</p> <p>Outcome: To look at music from Spanish speaking countries and give detailed opinions and reasons.</p> <p>Key Language Structures: comparatives Idiomatic structures Preterite tense</p> <p>Topic vocab: music genres, idiomatic structures for describing moods.</p>
	<p>Formative Assessment: Extended written homeworks BiWeekly grammar/vocab tests. (AO3,AO4) Recipe presentations (AO2)</p>	<p>Summative Assessment: 2 papers: 1Reading + Listening (AO1, AO3), 1 Writing + translation paper. Covering material from 1a + 1b.</p>	<p>Formative Assessment: Extended written homeworks BiWeekly grammar/vocab tests.</p>	<p>Summative Assessment: 2 papers: 1Reading + Listening (AO1, AO3), 1 Writing + translation paper. Covering material from 2a + 2b.</p>	<p>Formative assessment: Extended written homeworks BiWeekly grammar/vocab tests.</p>	<p>Summative Assessment: 2 synoptic papers: 1Reading + Listening (AO1, AO3), 1 Writing + translation paper. Covering material from the year.</p>
y9	<p>Context: ‘la vida de las estrellas’</p> <p>Outcome: Describing others in more detail.</p> <p>Key Language structures: Present Tense:SER/ESTAR/TENER/TRABAJAR full Adjective agreement Comparative/Superlatives</p> <p>PRETERITE vs PRESENT Conditional tense (me gustaría) Question words (Cuándo, cuánto, a qué hora... Dónde...)</p> <p>Topic vocab: personality/appearance, hobbies, jobs, family relationships, fashion</p>	<p>Context: ‘la vida de las estrellas’;</p> <p>Outcome: Describing your lifestyle.</p> <p>Key Language structures: Para + INFINITIVE, Se debe/Soler + INFINITIVE Reflexives daily routine and relationships Reflexives in the past Si clause + future</p> <p>Topic vocab: daily routine, diet / eating habits / sport and exercise</p>	<p>Context: los objetivos de desarrollo sostenible</p> <p>Outcome: To look at the film voces inocentes in detail to use as a tool to discuss childrens’ rights</p> <p>Key Language structures: Imperfect tense Using imperfect and preterite tenses together PODER/TENER DERECHO A + infinitive</p> <p>Topic vocab: rights to go to school, positive and negative aspects of childhood, question words</p>	<p>Context: los objetivos de desarrollo sostenible</p> <p>Outcome: to look at sustainable development goals in more detail and give your opinion on human rights issues.</p> <p>Key Language structures: Se debería + INFINITIVE Subjunctive + conditional (Si fuera...)</p> <p>Topic vocab: conditional phrases for challenging inequality, fair tade, poverty</p>	<p>Context: ‘El medioambiente’</p> <p>Outcome: To look at environmental issues in depth and say what actions you should take.</p> <p>Key Language structures: Lo mejor/Lo peor Lo que me preocupa Imperfect vs present Se debería + infinitive</p> <p>Topic vocab: environment, social issues</p>	<p>Context: ‘la tecnología y mis pasatiempos’</p> <p>Outcome: to talk about what you do in your free time as well as the advantages and disadvantages of technology.</p> <p>Key Language structures: SOLER + infinitive, Usar + infinitive, lo malo/lo Bueno, using four tenses</p> <p>Topic vocab: technology, advantages and disadvantages.</p>
	<p>Formative Assessment: Extended written homeworks</p>	<p>Summative Assessment: 2 papers: 1Reading + Listening</p>	<p>Formative Assessment: Extended written homeworks BiWeekly grammar/vocab tests.</p>	<p>Summative Assessment: Reading + Listening (AO1, AO3),</p>	<p>Formative Assessment: Extended written homeworks BiWeekly grammar/vocab tests.</p>	<p>Summative Assessment: 2 Papers – Reading + Listening (AO1, AO3)</p>

	BiWeekly grammar/vocab tests. (AO3,AO4) Speaking: picture description (AO2)	(AO1, AO3), 1 Writing + translation paper.(AO4) Covering material from 1a + 1b.		Speaking: role play and conversations Qs.		Writing (AO4)
Y10	<p>Context: 'Desconectate'</p> <p>Outcome: Discussing holidays in different tenses</p> <p>Key Language structures: Present Soler + infinitives Infinitive structures 'me hace sentir etc' Preterite tense (regular and irregular) Using preterite and imperfect tenses together Transactional language to book accommodation Near future tenses Lo mejor/lo peor to give opinions</p> <p>Topic vocab: Countries, holiday activities, accommodation, holiday disasters, types of room and facilities.</p>	<p>Context: 'Mi vida en el insti'</p> <p>Outcome: Describing your school life</p> <p>Key Language structures: Present and imperfect tenses Giving opinions using lo que más/menos me gusta Using puede + infinitive Conditional Hay/hace falta Infinitive structures with se debe/no se debe/no se permite/no se puede</p> <p>Topic vocab: School subjects, uniform, school facilities and extra-curricular activities, school rules</p>	<p>Context: 'Mi gente'</p> <p>Outcome: Describing family and relationships</p> <p>Key Language structures: Present tense of SER/TENER/PARECER/ESTAR Subjunctive structures 'ojála que fuera/tuviera' Reflecive verbs in the present and imperfect tenses Conditional vs future</p> <p>Topic vocab: Personality and appearance, relationships, views on marriage</p>	<p>Context: Intereses e influencias</p> <p>Outcome: Describing what you like watching on TV, reading and using technology for</p> <p>Key Language structures: Forming questions Present vs imperfect Desde hace + present tense Infinitives Frequency words Soler + infinitive Direct object pronouns Lo qué más/menos me gusta</p> <p>Topic vocab: TV programmes, types of reading material, describing a role model, technology</p>	<p>Context: Ciudades</p> <p>Outcome: talking about where you live and your local area</p> <p>Key Language structures: Present tense regular and irregular Se puede/se pueden + infinitives Conditional Lo mejor/lo peor</p> <p>Topic vocab: Places in town, local facilities, the features of a region, problems in town</p>	<p>Context: Ciudades</p> <p>Outcome: Asking for tourist information</p> <p>Key Language structures: Imperative Asking questions Using present, preterite and future together</p> <p>Topic vocab: Directions, describing a visit in the past</p>
	<p>Summative assessment: Closed book writing assessment</p> <p>Formative Assessment: Biweekly vocab tests</p>	<p>Summative assessment: Speaking, reading and listening assessment</p> <p>Formative assessment: Biweekly vocab tests</p>	<p>Summative assessment: Speaking, reading and listening assessment</p> <p>Formative assessment: Biweekly vocab tests</p>	<p>Summative assessment: reading and translation assessment</p> <p>Formative assessment: Biweekly vocab tests</p>	<p>Summative assessment: Writing, listening reading and translation assessment</p> <p>Formative assessment: Biweekly vocab tests</p>	<p>Summative assessment: Mock exams</p>
Y11	<p>Context: hacia un mundo mejor</p> <p>Outcome: being able to talk about social and global issues</p> <p>Key Language structures: Present subjunctive Subjunctive in commands Using preterite, imperfect and future tenses together Pluperfect tense Imperfect continuous</p> <p>Topic vocab: Environment, healthy eating and lifestyles, local actions, global issues, international sports events, natural disasters</p>	<p>Context: a currar</p> <p>Outcome: Jobs, career choices and ambitions</p> <p>Key Language structures: Soler in the imperfect tense Preterite vs imperfect Present and present continuous Conditional Simple future Subjunctive with cuando</p> <p>Topic vocab: Part time jobs, work experience, importance of learning languages, gap years, future plans</p>	<p>Context: De costumbre</p> <p>Outcome: being able to discuss customs and festivals in Spanish-speaking countries</p> <p>Key Language structures: Passive voice Using the reflexive pronoun se Reflexive verbs in the preterite Superlatives Infinitive expressions</p> <p>Topic vocab: Typical foods in Spain/Latin America, festivals, describing a special day,ordering food, describing a music festival</p>	<p>Context: REVISION</p> <p>Outcome:</p> <p>Key Language structures:</p> <p>Topic vocab:</p>	<p>Context: REVISION AND EXAMS</p> <p>Outcome:</p> <p>Key Language structures:</p> <p>Topic vocab:</p>	
	<p>Summative assessment: Closed book writing assessment</p> <p>Formative Assessment: Biweekly vocab tests</p>	<p>Summative assessment: Speaking, reading and listening assessment</p> <p>Formative assessment: Biweekly vocab tests</p>	<p>Summative assessment: Speaking, reading and listening assessment</p> <p>Formative assessment: Biweekly vocab tests</p>	<p>Speaking final exam</p>	<p>Writing, listening and reading final exams</p>	

THRESHOLD CONCEPTS IN MFL

- A. Communicating in a language is interactive and happens across the four skills
- B. Using language is spontaneous and involves students being prepared to take risks
- C. Language is about using a framework structure, not just having a broad vocabulary
- D. Gleaning the gist of a language is part of a wider understanding
- E. Accuracy is important but effective communication can occur without perfection

These concepts are met throughout the above courses at both key stages as an integral part of language learning.