



Spanish Curriculum Map

<p>Why do we teach Modern Foreign Languages?</p> <p><i>Language is power and how we use it defines us.</i></p> <p>We believe that language learning is not only important for communication, but also for developing empathy and an understanding of different cultures. By fostering cultural competence and literacy, we know that we can help our students become responsible global citizens who are equipped to navigate the complexities of our everchanging world.</p>	<p>How do we teach Modern Foreign Languages? (Key concepts and skills)</p> <p>We provide students with the necessary skills to become successful, independent language learners that are able to communicate confidently and fluently in the classroom and beyond.</p> <p>We do this by:</p> <ul style="list-style-type: none">• Exploring how language works through grammar and phonology (the relationship with sounds and spelling)• Developing language learning skills (including memorisation and repair strategies)• Using a variety of evidence/research-based pedagogies in second language acquisition• Providing challenge and scaffolding• Creating a supportive environment where students are encouraged to take risks to develop their language skills to the best of their abilities and build resilience
<p>What do we teach in Modern Foreign Languages?</p> <p>The topics of study are carefully selected to reflect the interests of our learners and sequenced so that our students are provided with a curriculum that is balanced, meaningful and enjoyable.</p> <p>Students will:</p> <ul style="list-style-type: none">• Develop language awareness (how to manipulate and use language effectively and appropriately)• Learn how to engage in conversations and communicate with others• Develop skills in translating written texts and interpreting spoken language• Explore the culture, literature and history of the target language countries	<p>How is Modern Foreign Languages personalised for our learners?</p> <p>A wide variety of teaching approaches are used to maximise language learning and build confidence in speaking. Language lessons at FHS are tailored to the preferred learning styles of our students. We know our students enjoy learning language through dynamic and communicative activities such as role plays, games, music and debates for example. Our students are particularly interested in the culture and the history where the target languages are spoken.</p> <p>Many of our students are multilingual and their knowledge of another language provides all FHS students with opportunities to reflect on their own culture and a deeper appreciation for the cultural diversity within our school community. We endeavour to provide opportunities for students to use their language learning beyond the classroom through educational visits.</p>



Spanish Curriculum Map

Year 7 Spanish	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key content (Viva 1)	Topic: Viva 1, Modulo 1 (p8-18) ¿Cómo te llamas? (Introducing yourself)	Topic: V1, M2 (p32-42) Mi tiempo libre (My hobbies)	Topic: V1, M3 (p60-66) Mi insti (My school)	Topic: V1, M4 (p80-90) Mi familia y mis amigos (My family)	REVISION & EoY prep Topic: start V1, M5 (p104-114) Mi ciudad (My town)	Topic: finish V1, M5 (p104-114) Mi ciudad (My town)
Key concepts & skills	<ul style="list-style-type: none"> ➤ Age ➤ Personality ➤ Siblings, ➤ Birthday ➤ Pets <p>➤ <u>Grammar:</u></p> <ul style="list-style-type: none"> ➤ adjectives, “tener” and “ser”, ➤ Numbers 9 0-31) <p>➤ Alphabet-phonics</p> <p><u>Cultural option:</u> Black History Month</p>	<ul style="list-style-type: none"> ➤ Hobbies ➤ spare time activities ➤ weather ➤ sports <p><u>Grammar:</u></p> <ul style="list-style-type: none"> ➤ “ar” verbs, ➤ “me gusta”, ➤ “cuando”, “hacer & jugar” <p><u>Cultural option:</u> El día de los muertos- Day of the Dead; Christmas traditions</p>	<ul style="list-style-type: none"> ➤ Subjects ➤ Giving opinions and justification ➤ Describing teachers ➤ Break time activities ➤ Extracurricular activities <p><u>Grammar:</u></p> <ul style="list-style-type: none"> ➤ “ar” verbs, ➤ me gusta, ➤ articles 	<ul style="list-style-type: none"> ➤ Family members- different types of family structure ➤ Describing friends <p>➤ <u>Grammar:</u></p> <ul style="list-style-type: none"> ➤ “er/ir” verbs, ➤ Possessives, ➤ “ser/estar, “tener” <p><u>Grammar:</u></p> <ul style="list-style-type: none"> ➤ Cultural option: Ramadan (avoid food topics) 	<ul style="list-style-type: none"> ➤ Revise all topics ➤ Exam skills <p>➤ Describing my town</p> <p>➤ telling time</p> <p><u>Grammar:</u></p> <ul style="list-style-type: none"> ➤ “a/some/many” ➤ “ir” ➤ “querer” ➤ near future tense 	<ul style="list-style-type: none"> ➤ Ordering in a café ➤ weekend plans <p><u>Grammar:</u></p> <ul style="list-style-type: none"> ➤ “querer” ➤ near future tense <p><u>Cultural extra:</u> Los países hispanohablantes</p>
Summative Assessment	Baseline Assessment: Reading & Writing (GCSE style 40 word)	Assessment: Reading in HT2	Assessment: Listening in HT3	Assessment: Speaking HT4		Summative Assessment: End of Year: Writing (GCSE style 40 word) + Reading
Builds on	<i>(Any experience of language learning in primary school)</i>	<i>Numbers, opinions</i>	<i>Opinions, Activities</i>	<i>Personality, age</i>	<i>Numbers, opinions</i>	<i>Asking questions</i>
Builds towards	<i>Family</i>	<i>Hobbies, free time (Y8, Y9, GCSE)</i>	<i>School (GCSE)</i>	<i>Family (GCSE)</i>	<i>My area (Y9, GCSE)</i>	<i>Y8, Y9 and GCSE Spanish</i>



Spanish Curriculum Map

Year 8 Spanish	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key content (Viva 2)	Topic: Viva 2, Module 1 (p6-15) <i>Mis vacaciones</i> <i>My holidays</i>	Topic: V2, M2 (p28-37) <i>Todo sobre mi vida</i> <i>All about my life</i> <i>(hobbies/free time)</i>	Topic: V2, M3 (p52-63) <i>¡A comer!</i> <i>Eating & parties</i>	Topic: V2, M4 (p76-87) <i>¿Qué hacemos?</i> <i>Going out</i>	Revision of Y8 content & skills; Topic: start V2, M5 (p28-37) <i>Operación verano</i> <i>Summer holidays</i>	EoY Assessment; Topic: finish V2, M5 (p28-37) <i>Operación verano</i> <i>Summer holidays</i>
Key concepts & skills	<ul style="list-style-type: none"> ➤ past holiday ➤ activities you did ➤ opinions of holiday (past) Grammar: <ul style="list-style-type: none"> ➤ preterite “ir” ➤ preterite regular “-ar” verbs ➤ preterite of “ser” Cultural options: Black History Month; Día de los muertos	<ul style="list-style-type: none"> ➤ using a mobile ➤ music likes ➤ TV ➤ what you did yesterday Grammar: <ul style="list-style-type: none"> ➤ present tense ➤ range of opinions ➤ comparatives ➤ using present + preterite Cultural option: Christmas traditions	<ul style="list-style-type: none"> ➤ food likes ➤ mealtimes ➤ ordering meals ➤ shopping for parties ➤ describing parties Grammar: <ul style="list-style-type: none"> ➤ wider range of opinions ➤ negatives ➤ using formal “usted” ➤ near future (“ir + a” + INF) ➤ using three tenses 	<ul style="list-style-type: none"> ➤ making plans to go out ➤ making excuses ➤ getting ready to go out Grammar: <ul style="list-style-type: none"> ➤ “me gustaría” + INF ➤ “querer” + “poder” ➤ reflexive verbs Cultural option: Ramadan (avoid food topics)	<ul style="list-style-type: none"> ➤ describing holiday accommodation Grammar: <ul style="list-style-type: none"> ➤ more on comparatives 	<ul style="list-style-type: none"> ➤ holiday activities ➤ asking directions ➤ summer camps ➤ holiday destinations (118) Grammar: <ul style="list-style-type: none"> ➤ the superlative ➤ the imperative ➤ more on using three tenses Cultural option: create tourist brochure for an Hispanic country
Summative Assessment	Baseline Assessment: Reading & Writing (GCSE style 40 word)	Assessment: Reading	Assessment: Listening	Assessment: Speaking	Assessment: Reading	Summative Assessment: End of Year: Writing (GCSE style 40 word) + Reading
Builds on	<i>Y7 Spanish content & skills, Travel</i>	<i>Likes/dislikes</i>	<i>Food</i>	<i>Travel/holidays</i>	<i>My holidays</i>	<i>Summer holidays</i>
Builds towards	<i>Going out, Travel/Holidays (GCSE)</i>	<i>Going out, Free time, GCSE</i>	<i>Going out, Free time, GCSE</i>	<i>Going out, Holidays GCSE</i>	<i>Summer holidays, GCSE</i>	<i>Year 9 and GCSE Spanish</i>



Spanish Curriculum Map

Year 9 Spanish	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key content (Viva 3 Rojo)	Topic: V3, M1 (p8-18) Somos así (My hobbies)	Topic: V3, M2 (p32-42) ¡Oriéntate! (The world of work)	Topic: V3, M3 (p56-66) En forma (Healthy living)	Topic: V3, M4 (p80-90) Jóvenes en acción (Youth in action)	REVISION; Topic: V3, M5 (p104-112) Una Aventura en Madrid (An adventure in Madrid)	Topic: V3, M5 (p104-112) Una Aventura en Madrid (An adventure in Madrid)
Key concepts & skills	<ul style="list-style-type: none"> ➤ Hobbies ➤ my week ➤ Films ➤ Birthdays ➤ Celebrities Grammar: <ul style="list-style-type: none"> ➤ Tenses (all 3) 	<ul style="list-style-type: none"> ➤ At work ➤ Dream jobs ➤ Describing jobs Grammar: <ul style="list-style-type: none"> ➤ “tener que”, ➤ Adjectival agreement, ➤ Importance of Languages (GCSE options) 	<ul style="list-style-type: none"> ➤ Healthy diet ➤ Being active ➤ Daily routine ➤ Getting fit, ➤ Ailments and illness Grammar: <ul style="list-style-type: none"> ➤ pronouns, ➤ irregular verbs, ➤ reflexive verbs, “se debe”, “me duele” 	<ul style="list-style-type: none"> ➤ Children’s rights ➤ The environment ➤ Fair trade Grammar: <ul style="list-style-type: none"> ➤ “poder”, “se debería”, ➤ Imperfect tense ➤ Debating skills 	<ul style="list-style-type: none"> ➤ REVISION: reading and writing (exam technique/revisión of key topic vocabulary and grammatical structures) ➤ Meeting people ➤ Future plans Grammar: <ul style="list-style-type: none"> ➤ “tener”, ➤ Superlative, ➤ Comparative 	<ul style="list-style-type: none"> ➤ Future plans ➤ Buying souvenirs Cultural projects: <ul style="list-style-type: none"> ➤ Las fiestas en el mundo hispanohablante (festivals in spanish speaking countries) ➤ Música (music) Grammar: <ul style="list-style-type: none"> ➤ Simple future tense, ➤ Reading longer texts
Summative Assessment	Baseline Writing – GCSE style 40 word	Reading	Listening	Speaking	Practice for EoY: in-class Writing	End of Year: Writing (GCSE style 90 word) + Reading
Builds on	<i>(Year 8 Knowledge)</i>	<i>School</i>	<i>Food</i>	<i>Childhood/family</i>	<i>Going out</i>	<i>Festivals (Christmas)</i>
Builds towards	<i>Future plans</i>	<i>Future plans, Daily routine, GCSE</i>	<i>Health, GCSE</i>	<i>Social problems GCSE</i>	<i>Future plans, GCSE</i>	<i>Starting GCSE Spanish</i>



Spanish Curriculum Map

Year 10 Spanish	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key content (Viva GCSE Higher/Foundation)	Topic: ¡Desconéctate! (Holidays), Module 1	Topic: Mi vida en el insti (My life at school), Module 2	Topic: Mi gente (Relationships), Module 3	Topic: Intereses y influencias (Free time), Module 4	REVISION + EXAM SKILLS; Topic: Ciudades (My area) Module 5	REVISION + EXAM SKILLS; Topic: Ciudades (My area) Module 5
Key concepts & skills	<ul style="list-style-type: none"> ➤ Orientation + reminder of KS3 basics ➤ Describing holidays: summer activities, accommodation, booking, problems, last holiday <u>Grammar:</u> ➤ three tenses ➤ opinion verbs ➤ preterite tense ➤ “usted” <u>Cultural option:</u> Black History Month 	<ul style="list-style-type: none"> ➤ School: subjects, facilities, uniform and daily routine, rules + problems, school exchanges, achievements <u>Grammar:</u> ➤ comparatives + superlatives ➤ justifying opinions ➤ negatives ➤ near future <u>Cultural option:</u> Christmas traditions 	<ul style="list-style-type: none"> ➤ Relationships: family, social networks, making plans, reading preferences, people descriptions, friends + family <u>Grammar:</u> ➤ adjectival agreement ➤ “para” + infinitives ➤ present continuous ➤ range of connectives ➤ “ser” / “estar” 	<ul style="list-style-type: none"> ➤ Hobbies + entertainment: free time, TV + film, sports, trending topics, types of entertainment, role models <u>Grammar:</u> ➤ “soler” + infinitive ➤ imperfect tense ➤ perfect tense ➤ using varied articles <u>Cultural option:</u> Ramadan (avoid food topics) 	<ul style="list-style-type: none"> ➤ REVISION OF CONTENT & SKILLS SO FAR; ➤ Places in town, directions ➤ Shopping, features of a region, local area, making plans, <u>Grammar:</u> ➤ “se puede/n” ➤ future tense 	<ul style="list-style-type: none"> ➤ Exam skills: GCSE assessment preparation for Reading, Listening and Writing full GCSE set ➤ Topic 5: clothes + presents, problems in a town, describing past visits <u>Grammar:</u> ➤ demonstrative adjectives ➤ conditional tense ➤ mixing tenses
Summative Assessment	Baseline Assessment: Reading & Listening (topics 1 & 2)	Assessment: Writing (topics 1 & 2)	Assessment: Reading & Listening (topics 3 & 4)	Assessment: Speaking	Summative Assessment: GCSE Papers 1 – 4 (all skills)	
Builds on	KS3 Spanish	School (KS3)	Family (KS3)	Free time (KS3)	My area (KS3)	My area (KS3)
Builds towards	My area	Daily routine (Y11)	Festivals and traditions (Y11)	Festivals and traditions (Y11)	Environment and local problems (Y11)	Year 11 GCSE and KS5 Spanish



Spanish Curriculum Map

Year 11 Spanish	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
Key content (Viva GCSE Higher/Foundation)	Recap Topic: Ciudades (My area), Module 5	Topics: De costumbre, (Daily life and festivals) Module 6; ¡A currar! (World of work), Module 7	Topic: Hacia un mundo mejor (The wider world), Module 8	Recap modules 7 & 8 REVISION + EXAM SKILLS (EXAM SEASON)	REVISION + EXAM SKILLS (EXAM SEASON)
Key concepts & skills	<ul style="list-style-type: none"> ➤ Orientation & recap Y10 key grammar ➤ Recap topic Ciudades (My area) ➤ <u>Cultural extra: Black History Month (October)</u> Start Topic: De costumbre (Daily life and festivals), Module 6 <ul style="list-style-type: none"> ➤ Mealtimes, ➤ daily routine, ➤ illness + injuries <u>Grammar:</u> <ul style="list-style-type: none"> ➤ passive voice ➤ reflexive verbs in preterite ➤ absolute superlatives <u>Cultural extra: Black History Month (October)</u>	<ul style="list-style-type: none"> ➤ typical foods, ➤ ordering in restaurants, ➤ special days, ➤ music festivals Start topic: ¡A currar!, Module 7 <ul style="list-style-type: none"> ➤ World of work: ➤ jobs, ➤ career choices, ➤ earning money, ➤ work experience <u>Grammar:</u> <ul style="list-style-type: none"> ➤ expressions with infinitives ➤ imperfect tense ➤ preterite ➤ “saber” + “conocer” 	<ul style="list-style-type: none"> ➤ Types of houses, environment, ➤ diet-related problems, ➤ global problems, ➤ local action, ➤ healthy lifestyle, ➤ sporting events, ➤ natural disasters <u>Grammar:</u> <ul style="list-style-type: none"> ➤ present subjunctive ➤ mixed tenses ➤ pluperfect tense ➤ imperfect continuous 	<ul style="list-style-type: none"> ➤ Speaking skills for exam ➤ Fill any content gaps REVISION OF CONTENT & SKILLS SO FAR	REVISION OF CONTENT & SKILLS SO FAR
Summative Assessment	Mock GCSE Paper 2 (SPEAKING)	Mock GCSE Papers 1 (LISTENING), 3 (READING), 4 (WRITING)	GCSE Paper 2 (SPEAKING)	Mock GCSE Papers 1 (LISTENING), 3 (READING), 4 (WRITING)	GCSE Papers 1 (LISTENING), 3 (READING), 4 (WRITING)
Builds on	KS3 and Y10; My area (Y10 and KS3)	Food and Festivals (KS3)	Sports (KS3) Hobbies (Y10)	all KS3 and GCSE	all KS3 and GCSE
Builds towards	KS5	Festivals (KS5)	KS5	KS5	KS5



Spanish Curriculum Map

Year 12 Spanish	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key content (A Level Spanish Book 1)	Aspects of Hispanic society: current trends	Aspects of Hispanic society: current trends; Film analysis	Aspects of Hispanic society: current trends; Artistic culture in the Hispanic world; Film analysis	Artistic culture in the Hispanic world; Film analysis; Independent Research Project (IRP)	Artistic culture in the Hispanic world; Film analysis; Independent Research Project (IRP)	REVISION of Year 12 topics; Start Y13 topics (book 2): Immigration, Racism
Key concepts & skills	<ul style="list-style-type: none"> ➤ Traditional and modern values ➤ Social media and technology <p><u>Cultural option:</u> Black History Month</p>	<ul style="list-style-type: none"> ➤ Traditional and modern values ➤ Social media and technology ➤ Film analysis “Volver” <p>Start:</p> <ul style="list-style-type: none"> ➤ Gender equality ➤ Celebrity influence on youth 	<ul style="list-style-type: none"> ➤ Gender equality ➤ Celebrity influence on youth ➤ Film analysis “Volver” 	<ul style="list-style-type: none"> ➤ Gender equality ➤ Celebrity influence on youth ➤ Film analysis “Volver” <p>Start:</p> <ul style="list-style-type: none"> ➤ Regional traditions vs. modern Spain ➤ Cultural heritage and influence of Latin America 	<ul style="list-style-type: none"> ➤ Regional traditions vs. modern Spain ➤ Cultural heritage and influence of Latin America ➤ IRP ➤ Speaking exam practice ➤ Film studied – revision and essay practice 	<ul style="list-style-type: none"> ➤ Revision of all content (topics 1-6 AS + 1-6 A Level) and skills ➤ IRP <p>Start Y13 topics (book 2):</p> <ul style="list-style-type: none"> ➤ Immigration, ➤ Racism ➤ Literary analysis: “Como agua para chocolate”
Summative Assessment	Mock Paper 1 (modules 1-2 only)		Mock Paper 1 (modules 1-4 only); Mock Paper 2 (film only); Mock Paper 3 (stimulus card only)		Paper 1, 2, 3 (all Y12 topics)	
Builds on	<i>Technology and social media; Family (KS3 and GCSE)</i>	<i>Technology and social media; Family (KS3 and GCSE)</i>	<i>Celebrities and role models (KS3)</i>	<i>Celebrities and role models; The Hispanic world (KS3)</i>	<i>The Hispanic world (KS3)</i>	<i>All Year 12 topics and skills</i>
Builds towards	<i>Gender equality; Celebrity influence (online)</i>	<i>Regional traditions</i>	<i>Regional traditions and Cultural heritage</i>	<i>Regional traditions and Cultural heritage</i>	<i>Racism and Immigration</i>	<i>A Level Spanish year 2; University degrees (skills)</i>



Spanish Curriculum Map

Year 13 Spanish	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key content (A Level Spanish Book 2)	Multiculturalism in Hispanic society; Literary text; Independent Research Project (IRP)	Multiculturalism in Hispanic society; Political life in Hispanic society; Literary text; IRP	Political life in Hispanic society; Literary text; IRP	REVISION	(EXAM SEASON)	(EXAM SEASON)
Key concepts & skills	<ul style="list-style-type: none"> ➤ Immigration ➤ Racism ➤ Literary analysis: “Como agua para chocolate” ➤ Independent Research Project (IRP) <p><u>Cultural option:</u> Black History Month</p>	<ul style="list-style-type: none"> ➤ Integration ➤ Youth engagement in politics ➤ Literary analysis: “Como agua para chocolate” ➤ Independent Research Project (IRP) 	<ul style="list-style-type: none"> ➤ Monarchies and dictatorships ➤ Political protest ➤ Literary analysis: “Como agua para chocolate” ➤ Independent Research Project (IRP) 	<ul style="list-style-type: none"> ➤ Revision of all content (topics 1-6 AS + 1-6 A Level) and skills ➤ Independent Research Project ➤ Speaking exam practice ➤ Film & Literary text studied – revision and essay practice 	<ul style="list-style-type: none"> ➤ Revision of all content (topics 1-6 AS + 1-6 A Level) and skills ➤ Independent Research Project ➤ Speaking exam practice ➤ Film & Literary text studied – revision and essay practice 	N/A
Summative Assessment	Mock Paper 1 , 2, 3		Mock Paper 1, 2, 3		Paper 1, 2, 3 (all A Level)	
Builds on	<i>Film studied in year 12;</i> <i>Social problems (GCSE)</i>	<i>Social problems (GCSE)</i>	<i>Politics and youth</i>	<i>All A Level Spanish</i>	<i>All A Level Spanish</i>	<i>N/A</i>
Builds towards	<i>Integration; Politics</i>	<i>Political protest</i>	<i>A LEVEL EXAMS</i>	<i>A LEVEL EXAMS</i>	<i>University Languages degrees or all degrees (research and essay writing skills)</i>	