

## CoLA (Southwark) Curriculum

|         |         |         |
|---------|---------|---------|
| Subject | Subject | Spanish |
| Group   |         | Year 7  |

|        |                    | Term   | Aut 1 | Unit | 1 | Term  | Aut 2 | Unit | 2 | Term   | Spr 1 | Unit | 3 |
|--------|--------------------|--|-------|------|---|---|-------|------|---|--|-------|------|---|
|        |                    | Curriculum/Syllabus Coverage   |       |      |   | Curriculum/Syllabus Coverage  |       |      |   | Curriculum/Syllabus Coverage   |       |      |   |
| Year 7 | Unit Title         | Introduction & Greetings   |       |      |   | Identity & relationships  |       |      |   | Education  |       |      |   |
|        | Knowledge / Skills | Knowledge: Phonics and pronunciation; cognates; greetings; alphabet; numbers 1-31; days; months – the date; age and birthday;<br><br>Skills: First person verb forms, understanding gender and number<br>Understanding classroom instructions and using classroom language |       |      |   | Knowledge: Colours; describing physical appearance; nationalities and languages; family members and pets; Christmas<br><br>Skills: Adjective agreement<br>Possessive adjectives: <i>mi</i> and <i>mis</i><br>Using <i>tener</i> and <i>ser</i><br>Negative structures (no + verb) |       |      |   | Knowledge: Stationery; classroom items; school subjects; describing timetable; telling the time; school facilities; extra-curricular activities;<br><br>Skills: Expressing positive and negative opinions<br>Conjugate -AR verbs present tense |       |      |   |
|        | Lit / Num          | Spelling and sound patterns<br>Oracy: pronunciation and intonation<br>Developing breadth of vocabulary<br>Counting, number sequences and calculating sums  |       |      |   | Sentence structure and word order<br>Using connectives and qualifiers<br>Counting in Spanish (higher numbers)   |       |      |   | Producing short paragraphs in Spanish<br>Justifying points of view<br>Telling the time   |       |      |   |
|        | Enrichment         | European Day of Languages<br>Spanish tongue twisters   |       |      |   | Learning about Spanish-speaking countries<br>Winter festivities   |       |      |   | International Mother Tongue Day<br>Easter activities in Spain  |       |      |   |
|        | British Vals       | Mutual respect, tolerance  |       |      |   | Mutual respect, tolerance   |       |      |   | Mutual respect, tolerance  |       |      |   |
|        | Character          | Vocabulary learning strategies for independence and to equip students to be self-led learners  |       |      |   | Resilience - learning from mistakes by redrafting of marked written work  |       |      |   | Perseverance - embracing new challenges  |       |      |   |
|        | Careers            | Importance of Languages around the world and their link to the world of work   |       |      |   | Skills for the future workplace: good oral and written communication skills   |       |      |   | Skills for the future workplace: becoming confident speakers and justifying points of view   |       |      |   |

|         |         |         |
|---------|---------|---------|
| Subject | Subject | Spanish |
| Group   |         | Year 8  |

Identity & relationships

Pets Personality & physical desc

Pets Personality & physical descriptions Free time activities Family & relationships Adject

|  | Term | Aut 1 | Unit | 1 | Term | Aut 2 | Unit | 2 | Term | Spr 1 | Unit | 3 |
|--|------|-------|------|---|------|-------|------|---|------|-------|------|---|
|--|------|-------|------|---|------|-------|------|---|------|-------|------|---|

|        |                    |   |  |   |
|--------|--------------------|---|--|---|
| Year 8 | Unit Title         | Curriculum/Syllabus Coverage<br>Travel and tourism  | Curriculum/Syllabus Coverage<br>Media and technology   | Curriculum/Syllabus Coverage<br>Healthy living & free time activities   |
|        | Knowledge / Skills | <p>Knowledge: Holiday destinations; transport; accommodation &amp; facilities; activities in the present and past; weather in the past</p> <p>Skills: Preterite tense: ir/ser<br/>Preterite tenses of regular -ar verbs<br/>Adverbs of frequency<br/>Use two time frames<br/>Imperfect tense: era</p> | <p><b>Knowledge:</b> technology and media you use and what you use it for &amp; why; compare different types of media/technology</p> <p>Skills: Comparatives<br/>Para/sin/se puede + INF<br/>Negatives<br/>De to indicate possession</p> | <p><b>Knowledge:</b> healthy diet; describe lifestyle; my daily routine; healthy habits now and in the past; to say what hurts; to revise free time activities</p> <p><b>Skills:</b> Hay que<br/>Tengo que<br/>Se puede</p> |
|        | Lit / Num          | Interrogative pronouns  |  |   |
|        | Enrichment         | European Day of Languages<br>Structured film project to explore language and culture of Hispanic countries  | Learning about festivals in Hispanic countries, focus on Mexico and Day of the Dead<br>Film project: Coco  | Learning about food in other countries  |
|        | British Vals       | Mutual respect and tolerance<br>Students will explore some of the cultural aspects of Spain and Latin America, including religious and non-religious festivals, and topics  |  |   |
|        | Character          | Throughout the year students are encouraged to share and learn from common mistakes, to build resilience and show perseverance and to be self-led learners. Students will also re-draft to make progress, especially around the use of three tenses.  |  |   |
|        | Careers            | Students will be made aware of the importance of languages around the world and their link to the world of work and various industries  |  |   |

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|---------|---------|---------|
| Subject | Subject | Spanish |
| Group   |         | Year 9  |

|            |                                 |       |      |   |                              |       |      |   |  |       |      |   |
|------------|---------------------------------|-------|------|---|------------------------------|-------|------|---|--|-------|------|---|
|            | Term                            | Aut 1 | Unit | 1 | Term                         | Aut 2 | Unit | 2 | Term   | Spr 1 | Unit | 3 |
|            | Curriculum/Syllabus Coverage    |       |      |   | Curriculum/Syllabus Coverage |       |      |   | Curriculum/Syllabus Coverage                     |       |      |   |
| Unit Title | Environment & Where people live |       |      |   | Work                         |       |      |   | Local Area & film unit<br>(Context: El Salvador) |       |      |   |

|        |                    |  |  |   |
|--------|--------------------|--|--|---|
| Year 9 | Knowledge / Skills | <p>Knowledge: where you live, weather and climate; local environmental issues; what you do and will do to help protect the environment; what people should do to help protect the environment.</p> <p>Hay que<br/>Tengo que<br/>Tenemos que<br/>Hace falta<br/>Debería<br/>Me gustaría<br/>Quisiera</p> <p>Skills: give opinions about global environmental issues (climate change, environmental damage, etc).<br/>Conditional tense (1st, 2nd, 3rd person singular person singular, regular and irregular verbs)</p>                     | <p><b>Knowledge:</b> jobs people do; what job you will do in the future; ideal job; to give reasons why jobs are desirable or undesirable.</p> <p><b>Skills:</b> Present (regular and irregular verbs)<br/>Conditional tense (1st, 2nd, 3rd person singular regular verbs)<br/>Simple future tense (1st, 2nd, 3rd person singular regular verbs)<br/>Modal verbs (querer and poder in present tense)</p> | <p><b>Knowledge:</b> revise places around town; description of home; say what you can do where you live; geographical features and natural resources; film project</p> <p><b>Skills:</b> using <i>es</i> and <i>está</i><br/>Puedes + infinitive<br/>Se puede + infinitive<br/>Ir a + infinitive (going to + infinitive)<br/>Más de (+ num) (more than (+ num))<br/>Menos de (+ num) (fewer than (+ num))<br/>Comparatives<br/>Simple future tense (1st, 2nd, 3rd person singular person singular, regular and irregular verbs)</p> |
|        | Lit / Num          | <ul style="list-style-type: none"> <li>• Regular activities encouraging pupils to identify patterns, sentence structures and work out rules of language</li> <li>• Understanding key language terms (adjective, pronoun, verb, tense etc.)</li> <li>• Reading aloud to build confidence and knowledge of pronunciation and phonics</li> <li>• Developing key vocab and learning spellings with regular vocabulary tests</li> <li>• Regular assessment opportunities to embed writing timed tasks to develop independent writing</li> </ul> |  |   |
|        | Enrichment         |  |  | Country case study: El Salvador<br>Film project: <i>Voces inocentes</i>   |
|        | British Vals       | Mutual respect, tolerance  | Mutual respect, tolerance  | Mutual respect, tolerance   |
|        | Character          | Study habits   | Identifying personal qualities   | Developing sympathy by analysing problems of others   |
|        | Careers            | Skills for the workplace: communication, teamwork, independence, time-management   | Reference to the importance of languages in the business world as well as other sectors, and in applications to top universities<br>Specific lessons about the relevance and application of language skills in the world of work   | Skills for the workplace: communication, teamwork, independence, time-management  |

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| Subject | Subject | Spanish |
| Group   |         | Year 10 |

|            | Term                                   | Aut 1 | Unit | 1 | Term  | Aut 2 | Unit | 2 | Term                         | Spr 1 | Unit | 3 |
|------------|--|-------|------|---|---|-------|------|---|------------------------------|-------|------|---|
|            | Curriculum/Syllabus Coverage           |       |      |   | Curriculum/Syllabus Coverage                |       |      |   | Curriculum/Syllabus Coverage |       |      |   |
| Unit Title | Identity and relationships with others |       |      |   | Healthy living + Festivals and celebrations |       |      |   | Free time activities         |       |      |   |

**Knowledge:** nationality, gender and orientation, personal beliefs, equality, physical descriptions, character and personality;  
describe members of your family or friends in detail;  
activities you do with others;  
friendships, giving reasons for getting on/not getting on with people; qualities of a good friend and an ideal partner and give reasons why;  
different types of partnership with advantages and disadvantages.

**Developing core MFL skills of listening, reading, speaking and writing, and translating into and out of Spanish**

**Grammar:**

*Ser, tener* (present tense)  
Adjectival phrases (regular adjective agreement, position, uses of *ser* and *estar* and comparison)  
Demonstrative adjectives  
Possessive adjectives  
Adverbial phrases (phrases, position and comparative structures)  
Modal verbs (*poder* and *querer* + infinitive)  
Word order of direct object and indirect object pronouns  
Prepositions (personal *a*, possession *de*, *para* + infinitive, *sin* + infinitive)

**Knowledge:** to describe your level of fitness; your fitness and health routine. diet and preferences for food and drink/ good or bad diet;  
how to achieve good physical and mental well-being; reasons for staying healthy and consequences of not staying healthy;  
healthy and unhealthy habits (fast-food, cooking, smoking/vaping, drugs, alcohol, etc) including consequences.

-festivals in the UK and in the target language-speaking countries/communities and give your opinion about them.  
customs/ what you do on celebrations at home and elsewhere (eg birthdays, parties, weddings, etc).  
what food is consumed on special occasions and at celebrations.  
a special day in the past.

**Developing core MFL skills of listening, reading, speaking and writing, and translating into and out of Spanish**

**Grammar:**

Negatives (*no*, (*no*) *nada*, (*no*) *nunca*, (*no*) *nadie*, (*no*) *ninguno*)  
Imperfect tense (1st, 2nd and 3rd person singular and irregular verbs *ser*, *ir* and *ver*)  
Impersonal verbs (*se puede*, *se necesita*)  
Modal verbs (*deber* and *tener que* + infinitive)

Indirect object pronouns (*le doy*, *quiero darle*)  
Interrogative pronouns  
Multi-word complex fixed phrases (*quisiera* + infinitive, *me/te/le gustaría* + infinitive)

**Higher tier only**

Impersonal verbs (*falta*, *hace falta*, *vale la pena*)

Reflexive use of plural forms of pronouns (*nos*, *os*, *se*)

Negatives (*ya no*, (*no*) *tampoco*, (*no*) *ni*, (*no*) *ni*, *ni* )

**Knowledge:** free-time activities I like and dislike and why; opinions about types of sport, advantages and disadvantages watching/participating; sports equipment/venues/clothes;  
-what I did in the past and what my future intentions are; sporting events and favourite sports personalities/teams.  
-film and television; reviews and opinions, incl. favourite programmes and stars; where you watch these/ advantages and disadvantages of watching in that way.  
-reading habits.  
-music you like and how you like to listen to it; concerts, favourite artists and musical activities that you like to attend.  
-food and drink preferences, eg fast-food, eating with friends, eating in different places and when, eg special occasions.  
-shopping habits and preferences, including favourite shop/location.

**Grammar:** Stem changing irregular verbs  
Infinitive used as a noun  
Preterite tense (regular and irregular verbs *ir*, *ser* and *dar*, and modal verbs *deber* and *saber*)  
Irregular preterite stems (*tener*, *poder*, *hacer*, *venir*, *estar*, *poner*, *querer*, *decir* and *traer*)

**Higher tier only**

Preterite tense (verbs with spelling changes eg *leí* – *leyó*).

|         |              |  |  |  |
|---------|--------------|--|--|--|
| Year 10 | Lit / Num    | <ul style="list-style-type: none"> <li>Develop extended writing through timed tasks: 40/90 words</li> <li>Weekly tests on vocabulary and spelling</li> </ul>   | <ul style="list-style-type: none"> <li>Develop extended writing through timed tasks: 40/90/150 words</li> <li>Weekly tests on vocabulary and spelling</li> </ul> | <ul style="list-style-type: none"> <li>Develop extended writing through timed tasks: 40/90 words</li> <li>Weekly tests on vocabulary and spelling</li> </ul> |
|         | Enrichment   | <p>Opportunities to speak with the Spanish FLA</p> <p>Celebrating European Day of Languages in Sept and International Mother Language Day in Feb</p> <p>Exchange activities with students in partner schools in Spain and Colombia</p> <p>Residential trip to Barcelona in March</p> <p>Film project: Ocho apellidos vascos</p>  |  |  |
|         | British Vals | Mutual respect, tolerance  | Mutual respect, tolerance  | Mutual respect, tolerance  |
|         | Character    | <ul style="list-style-type: none"> <li>Resilience - Students happy to make mistakes with new verb conjugations and to persevere in the face of difficulty</li> <li>Resilience - Students will re-draft timed tasks to make progress, especially around use of three tenses</li> <li>Confidence - Students actively contribute to class discussion in agree/disagree giving opinions in TL</li> <li>Confidence - Grow in confidence by practising speaking skills with the Spanish Foreign Language Assistant</li> <li>Face challenges in learning new/different concepts</li> <li>Independence - Students can identify their own areas for development, revision and improvement using self-assessment</li> <li>Independence - Engage with CORNETTOS criteria and GCSE mark scheme in order to self assess</li> <li>Develop curiosity, understanding and respect for different cultures and traditions.</li> </ul> |  |  |
|         | Careers      | <ul style="list-style-type: none"> <li>Skills for the workplace: communication, teamwork, independence, time-management</li> <li>Travel and tourism</li> </ul>   |  |  |

|               |         |         |
|---------------|---------|---------|
| Subject Group | Subject | Spanish |
|               |         | Year 11 |

|  |                              |                    |      |   |                              |       |      |   |                              |       |      |   |
|--|------------------------------|--------------------|------|---|------------------------------|-------|------|---|------------------------------|-------|------|---|
|  | Term                         | Aut 1              | Unit | 1 | Term                         | Aut 2 | Unit | 2 | Term                         | Spr 1 | Unit | 3 |
|  | Curriculum/Syllabus Coverage |                    |      |   | Curriculum/Syllabus Coverage |       |      |   | Curriculum/Syllabus Coverage |       |      |   |
|  | Unit Title                   | Education and Work |      |   | Where people live            |       |      |   | Environment                  |       |      |   |

**Knowledge:** give and justify opinions about subjects, homework, school rules, uniform, teachers and exams; school life and daily routine, including school, clubs and sporting activities; issues at school; school facilities and how you get to school; ideal school; primary school. post-16 studies: options available, advantages and disadvantages, future intentions and plans.

what jobs people have/ advantages or disadvantages;  
what a job entails and places of work;  
personal qualities, qualifications and skills required for a job;  
work experience, unemployment;  
dream job and personal ambitions;  
opinions about working abroad/using language skills;

**Grammar:**

Subject pronouns  
Present tense (regular and irregular verbs like *encontrar, pensar, pedir, poner, conocer, estar, hacer, ir, ser* and *tener*)  
Reflexive verbs (1st, 2nd and 3rd person singular, in all required tenses)  
Simple future tense (1st, 2nd and 3rd person singular and irregular verbs *tener, hacer, poder, poner, haber, querer* and *saber*)  
Conditional tense (1st, 2nd and 3rd person singular and irregular verbs *tener, hacer, poder, poner, haber, querer* and *saber*)  
Word order of direct object pronouns  
Present continuous (regular and irregular verbs like *leer* and *pedir*)  
Periphrastic (near) future tense (*ir a + infinitive*)  
Imperfect tense (1st, 2nd and 3rd person singular)  
Imperfect continuous (1st, 2nd and 3rd person singular)

**Knowledge:** describe your local area and say what there is; what you can do and see in your area.  
opinions of local facilities/ advantages and disadvantages.  
ideal area; your home and your ideal home  
where you would like to live in the future and why.

*Quisiera/me gustaría + infinitive*  
*Voy a/vamos a + infinitive*

**Grammar:**

Near future tense

Higher tier only

Conditional tense (1st, 2nd and 3rd person singular and plural, and irregular verbs *saber, querer, venir, decir, salir*)  
Impersonal verbs (*parece, basta, falta, hace falta, vale la pena*)  
Multi-verb expressions (*acabar de + infinitive, seguir + present participle, llevar + time period + present participle*)  
Imperative (affirmative, 2nd person plural)  
Demonstrative adjectives (*aquel* with agreement for gender and number)  
Present tense with *desde hace*

**Knowledge:** local environmental issues; what you do/did/will do to help protect the environment.  
opinions about global environmental issues (climate change, environmental damage, etc).

*Hay que/tengo que/tenemos que + infinitive*

**Grammar:**

Use of the pronouns *alguno* and *ninguno*, including their inflected forms for gender  
Imperative (2nd singular only and irregular tú commands)  
Demonstrative adjectives (*este, esta, ese, esa*, and irregular plural forms (*estos, esos*) and regular plurals (*estas, esas*))  
Present perfect (regular and irregular)

|         |              |  |   |  |
|---------|--------------|--|---|--|
| Year 11 | Lit / Num    | Telling the time using 24 hour and analogue clocks   | Using numbers to describe earnings or pocket money  |  |
|         | Enrichment   | Discussing and comparing school life in partner school(s) and pen-pal exchange   | Film project: <i>Campeones</i>  | Understanding social issues in the Spanish speaking world                        |
|         | British Vals | Democracy, the rule of law, individual liberty, mutual respect, tolerance  | Democracy, the rule of law, individual liberty, mutual respect, tolerance   | Democracy, the rule of law, individual liberty, mutual respect, tolerance        |
|         | Character    | Intercultural understanding - appreciating cultural differences in school systems  | Citizenship and contributing effectively to society. Ambition and self-motivation   | Citizenship and being a responsible citizen                                      |
|         | Careers      | Importance of languages in the workplace<br>Skills for the workplace: communication, teamwork, independence, time-management | Explicit reference to jobs and career choices for the future<br>Writing application letters and understanding job adverts<br>Reference to the importance of languages in the business world as well as other sectors, and in applications to top universities<br>Specific lessons about the relevance and application of language skills in the world of work | Skills for the workplace: communication, teamwork, independence, time-management |

|               |         |         |
|---------------|---------|---------|
| Subject Group | Subject | Spanish |
|               |         | Year 12 |

|            | Term                         | Aut 1             | Unit                       | 1 | Term                         | Aut 2                          | Unit                         | 2 |
|------------|------------------------------|-------------------|----------------------------|---|------------------------------|--------------------------------|------------------------------|---|
|            | Curriculum/Syllabus Coverage |                   |                            |   | Curriculum/Syllabus Coverage |                                |                              |   |
| Unit Title | Influence of role models     | Cultural heritage | Regional identity in Spain |   | Cyberspace                   | Book: Como agua para chocolate | Film: El laberinto del fauno |   |

|         |                    |   |  |   |   |   |  |
|---------|--------------------|---|--|---|---|---|--|
| Year 12 | Knowledge / Skills | <p>Knowledge:</p> <ol style="list-style-type: none"> <li>1. Positive and negative influence of singers and musicians and TV stars</li> <li>2. Influence of models and fashion and young people</li> <li>3. Diversity of Hispanic music and dance</li> </ol> <p>Skills:</p> <p>Imperatives<br/>Direct and indirect object pronouns<br/>Passive voice</p> | <p>Knowledge</p> <ol style="list-style-type: none"> <li>1. Spain's cultural heritage; pre-Columbian heritage of Latin America</li> <li>2. Art and architecture</li> <li>3. Music</li> </ol> <p>Spotlight on Mexico as introduction to book</p> <p>Skills:</p> <p>Subjunctive after verbs of emotion, doubt<br/>Demonstrative and possessive adjectives</p> | <p>Knowledge:</p> <ol style="list-style-type: none"> <li>1. Spanish customs and traditions</li> <li>2. Similarities and differences in the regional gastronomy of Spain</li> <li>3. Languages spoken in Spain and the issues that surround them, including during Franco dictatorship</li> </ol> <p>Skills:</p> <p>Present subjunctive of regular verbs<br/>Perfect tense in the subjunctive<br/>Using numerals</p> | <p>Knowledge:</p> <ol style="list-style-type: none"> <li>1. The internet's influence</li> <li>2. Smartphones in our society</li> <li>2. Social networks - positive and negatives</li> </ol> <p>Skills:</p> <p>Present and present continuous tenses<br/>Comparatives and superlatives<br/>Ser and estar<br/>Future and conditional tenses</p> | <p>Knowledge:</p> <ul style="list-style-type: none"> <li>- Pre-Columbian societies in Mexico - Aztecs &amp; Incas</li> <li>- Mexican gastronomy</li> <li>- Socio-historical context of the book - the Mexican revolution</li> </ul> | <p>Knowledge:</p> <ul style="list-style-type: none"> <li>- Spanish cinema - explore all A-level set films</li> <li>- Guillermo del Toro - biography &amp; filmography</li> <li>- Socio-historical context of ELDF - post Spanish civil war</li> </ul> <p>Skills:</p> <p>Past perfect</p> |
|         | Lit / Num          | Translation skills En>Es, Es>En; summary writing skills. Oracy: developing extended answers   |  |   | Translation skills En>Es, Es>En; summary writing skills. Oracy: developing extended answers   |   |  |
|         | Enrichment         |   |  |   | British Film Institute Study Day to deepen knowledge of the historical context of <i>El laberinto del fauno</i>   |   |  |
|         | British Vals       | Mutual respect, tolerance   |  |   | Democracy, rule of law, mutual respect, tolerance   |   |  |
|         | Character          | Resilience, independence, curiosity   |  |   | Resilience, independence, curiosity   |   |  |
|         | Careers            | Improve career prospects by speaking languages; Build skills for the workplace: effective oral and written communication, teamwork, meeting deadlines   |  |   | Improve career prospects by speaking languages; Build skills for the workplace: effective oral and written communication, teamwork, meeting deadlines   |   |  |

|               |         |         |
|---------------|---------|---------|
| Subject Group | Subject | Spanish |
|               |         | Year 13 |

|                              |      |       |  |      |   |                              |       |  |      |   |
|------------------------------|------|-------|--|------|---|------------------------------|-------|--|------|---|
|                              | Term | Aut 1 |  | Unit | 1 | Term                         | Aut 2 |  | Unit | 2 |
| Curriculum/Syllabus Coverage |      |       |  |      |   | Curriculum/Syllabus Coverage |       |  |      |   |

|         |                    |  |  |   |   |  |  |
|---------|--------------------|--|--|---|---|--|--|
| Year 13 | Unit Title         | Immigration  | Como agua para chocolate + Popular movements   | El laberinto del fauno + Monarchies and dictatorships + IRP   | Racism  | Como agua para chocolate + Popular movements   | El laberinto del fauno + Monarchies and dictatorships + IRP  |
|         | Knowledge / Skills | <p>Knowledge:</p> <p>1. Positive and negative aspects of immigration</p> <p>2. Immigration in the Spanish-speaking world</p> <p>3. The problems illegal immigrants might face</p> <p>Skills:</p> <p>Present tense</p> <p>Imperfect and preterite tenses</p> <p>Compound tenses</p> | <p>Knowledge:</p> <p>1. Strikes, protests and their effectiveness</p> <p>Skills:</p> <p>If clauses with the imperfect and pluperfect subjunctive</p> | <p>Knowledge:</p> <p>1. Impact of the Spanish civil war and life under Franco's dictatorship</p> <p>Skills:</p> <p>Preterite tense</p> <p>Imperfect subjunctive</p> | <p>Knowledge:</p> <p>1. Racist and xenophobic attitudes</p> <p>2. Measures to combat racism and their effectiveness</p> <p>3. Legislation against racism and future legislation needs</p> <p>Skills:</p> <p>Conditional &amp; future tenses</p> | <p>Knowledge:</p> <p>2. Describe and discuss the role, power and influence of trade unions in Spanish-speaking countries</p> <p>3. Consider and discuss popular movements: 15-M in Spain, Mothers of the Plaza de Mayo in Argentina</p> <p>Skills: Using the passive voice</p> | <p>Knowledge:</p> <p>2. Changes from monarchy to dictatorship to democracy and the challenges involved</p> |
|         | Lit / Num          | Essay writing language, structure and skills; translation skills En>Es, Es>En; summary writing skills. Oracy: developing extended answers  |  |   | Essay writing language, structure and skills; translation skills En>Es, Es>En; summary writing skills. Oracy: developing extended answers   |  |  |
|         | Enrichment         |  |  |   |   |  |  |
|         | British Vals       | Democracy, rule of law, mutual respect, tolerance  |  |   | Democracy, rule of law, mutual respect, tolerance   |  |  |
|         | Character          | Resilience, independence, curiosity  |  |   | Resilience, independence, curiosity   |  |  |
|         | Careers            | Improve career prospects by speaking languages; Build skills for the workplace: effective oral and written communication, teamwork, meeting deadlines  |  |   | Improve career prospects by speaking languages; Build skills for the workplace: effective oral and written communication, teamwork, meeting deadlines   |  |  |

Map - Spanish

Curriculum Map

| Term  | Spr 2 | Unit | 4 | Term   | Sum 1 | Unit | 5 | Term  | Sum 2 | Unit | 6 |
|---|-------|------|---|--|-------|------|---|---|-------|------|---|
| Curriculum/Syllabus Coverage  |       |      |   | Curriculum/Syllabus Coverage   |       |      |   | Curriculum/Syllabus Coverage  |       |      |   |
| Free Time Activities  |       |      |   | Free Time & Where people live  |       |      |   | Where people live & Revision  |       |      |   |
| Knowledge: Free time and leisure activities; sports; places in town; talking about future plans<br>Skills: Near future tense; Complex opinions<br>Stem-changing verbs (jugar) + irregular verb HACER; conjugate -ER verbs present tense |       |      |   | Knowledge: Say where people live; describing your home; places around town;<br>Skills: Using <i>es</i> and <i>está</i> ; conjugate -IR verbs present tense |       |      |   | Describing what you can do where you live; directions; talking about future plans for the weekend<br>Skills: Present and future tenses together |       |      |   |
| Understanding Spanish conjugation and being able to apply specific verb endings   |       |      |   | Slogan writing (on a football shirt)<br>Tense: using future tense to write plans   |       |      |   | Tense: combining tenses   |       |      |   |
| Salsa workshop during drop down day   |       |      |   | Stadiums in Spain<br>Sporting events in Spanish-speaking countries   |       |      |   | Film project: <i>Encanto</i>  |       |      |   |
| Mutual respect, tolerance   |       |      |   | Mutual respect, tolerance  |       |      |   | Mutual respect, tolerance   |       |      |   |
| Resilience & perseverance   |       |      |   | Resilience - learning from the good example set by sports personalities  |       |      |   | Resilience & perseverance   |       |      |   |
| Skills for the future workplace: becoming confident linguists   |       |      |   | Sports personalities and the role that languages have played in their careers (e.g. British footballers in Spanish clubs)                                  |       |      |   | Tourist guide   |       |      |   |

ptions Free time activities Family & relationships Adjective agreement Present tense

Curriculum Map

ive agreement Present tense

| Term | Spr 2 | Unit | 4 | Term | Sum 1 | Unit | 5 | Term | Sum 2 | Unit | 6 |
|------|-------|------|---|------|-------|------|---|------|-------|------|---|
|------|-------|------|---|------|-------|------|---|------|-------|------|---|

| Curriculum/Syllabus Coverage   | Curriculum/Syllabus Coverage   | Curriculum/Syllabus Coverage   |
|--|--|--|
| Celebrations & Customs and festivals   | Identity and relationships with others   | Places of interest   |
| <p><b>Knowledge:</b> describe a past celebration, customs and festivals from Spanish-speaking countries; to understand and respond to questions that use interrogative pronouns.</p> <p><b>Skills:</b> use the regular preterite tense + irregular <i>ir</i> and <i>ser</i><br/>Interrogative pronouns</p> | <p>Revision of family and self + reflexive verbs to describe relationships<br/>Pre-assessment revision of topics covered so far</p> <p><b>Skills:</b> Reflexive verbs<br/>Adjective agreement<br/>Present tense<br/>Revision of - name, age, birthday, nationality, where you live</p> | <p><b>Knowledge:</b> To describe places of interest that can be found in Spanish-speaking countries; To use comparatives to compare these places.</p> <p><b>Skills:</b> Different uses of <i>ser</i> and <i>estar</i> with adjectives<br/>To review the use of adjectival agreement and comparatives</p> |
| Skills: _____  |  |  |
| Learning about festivals in Hispanic countries, focus on Mexico and Day of the Dead<br>Film project: Coco  |  | Structured film project to explore language and culture of Hispanic countries  |
| s such as indigenous communities where tolerance and diversity will be celebrated  |  |  |
| when faced with new challenges. Homework, especially vocabulary learning, is designed to build independence and equip students to  |  |  |
| s  |  |  |

## Curriculum Map

| Term                         | Spr 2 | Unit | 4 | Term                         | Sum 1 | Unit | 5 | Term                         | Sum 2 | Unit | 6 |
|------------------------------|-------|------|---|------------------------------|-------|------|---|------------------------------|-------|------|---|
| Curriculum/Syllabus Coverage |       |      |   | Curriculum/Syllabus Coverage |       |      |   | Curriculum/Syllabus Coverage |       |      |   |
| Celebrity Culture            |       |      |   | Education                    |       |      |   | Healthy Living & revisions   |       |      |   |

|  |   |   |
|--|---|---|
| <p><b>Knowledge:</b> to revise physical and character descriptions; to describe the celebrities that I admire; to compare them to other celebrities; to express what other people think about them.</p> <p><b>Skills:</b> 3rd person singular present tense<br/>Comparatives<br/>Other people's opinions</p> <p>Revision: media and technology</p> | <p><b>Knowledge:</b> revise the topic of education and telling the time; embed previously taught topics</p> <p><b>Skills:</b> Use of sequencers<br/>modal verbs</p> | <p><b>Knowledge:</b> revise how to describe healthy diet; to describe my lifestyle;</p> <p><b>Skills:</b> Reflexive verbs (daily routine)<br/>Imperfect tense<br/>Me duele(n)</p> |
|--|---|---|

|  |  |  |
|--|--|--|
| Trip to British Film Institute   | South American food tasting  | Country case study: Mexico   |
| Mutual respect, tolerance  | Mutual respect, tolerance  | Mutual respect, tolerance  |
| Self-awareness and individual role in environmental protection                   | Healthy habits   | Healthy habits   |
| Skills for the workplace: communication, teamwork, independence, time-management | Skills for the workplace: communication, teamwork, independence, time-management | Skills for the workplace: communication, teamwork, independence, time-management |

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## Curriculum Map

| Term                                  | Spr 2 | Unit | 4 | Term   | Sum 1 | Unit | 5 | Term                           | Sum 2 | Unit | 6 |
|---------------------------------------|-------|------|---|--|-------|------|---|--------------------------------|-------|------|---|
| Curriculum/Syllabus Coverage          |       |      |   | Curriculum/Syllabus Coverage                     |       |      |   | Curriculum/Syllabus Coverage   |       |      |   |
| Media, Technology & Celebrity culture |       |      |   | Travel and tourism, including places of interest |       |      |   | Travel and tourism & Revisions |       |      |   |

**Knowledge:** how you use the internet, how often, your preferences/ advantages and disadvantages.

-social media apps or platforms you use, how often/ advantages and disadvantages.

- mobile phone technology you use (computers, phones, tablets and other devices), why/ advantages and disadvantages.

-opinions about the importance of technology to young people and society.

-describe celebrities/famous people that you know; why they are famous, their achievements and lifestyle.

-celebrity magazines/articles/reviews, podcasts, social media, reality TV involving famous people and influencers, and give your opinions about it.

-their influence on young people and wider society.

-describe events involving famous people eg sport, music, film, TV, fashion, culture and technology.

**Grammar:** Para + infinitive

Position of adverbs of time, manner and place

Comparative structures (regular forms más...que/de, menos...que/de, tan...como and irregular forms mejor and peor)

Use of the relative pronoun que in subject relative clauses

Modal verbs (saber + infinitive)

**Higher tier only**

Multi-verb expressions (seguir + present participle and llevar + time period + present participle)

**Knowledge:** travel: means of transport, descriptions and preferences/ advantages and disadvantages.

- weather.

- holiday time activities (while away on holiday or at home) and give opinions.

- holiday destinations in the present, past and future.

- say whether holidays are important and why; an ideal holiday.

**Grammar:** Preterite tense (regular and irregular)

Imperfect tense (1st, 2nd and 3rd person singular and irregular verbs ser, ir and ver)

Imperfect continuous (1st, 2nd and 3rd person singular)

Impersonal (hace + noun)

**Higher tier only**

Imperfect tense (1st, 2nd and 3rd person singular and plural, and irregular verbs ser, ir and ver)

Imperfect continuous (1st, 2nd and 3rd person singular and plural)

Subjunctive mood (present singular of five irregular verbs hacer, ser, ir, venir and tener)

**Knowledge:** describe places of interest, locally and elsewhere and give opinions about them.

Continuation of grammar from previous term

|  |  |  |
|--|--|--|
| <ul style="list-style-type: none"> <li>• Develop extended writing through timed tasks: 40/90/150 words</li> <li>• Weekly tests on vocabulary and spelling</li> </ul> | <ul style="list-style-type: none"> <li>• Develop extended writing through timed tasks: 40/90 words</li> <li>• Weekly tests on vocabulary and spelling</li> </ul> | <ul style="list-style-type: none"> <li>• Develop extended writing through timed tasks: 40/90/150 words</li> <li>• Weekly tests on vocabulary and spelling</li> </ul> |
|--|--|--|

|                           |                           |                           |
|---------------------------|---------------------------|---------------------------|
| Mutual respect, tolerance | Mutual respect, tolerance | Mutual respect, tolerance |
|---------------------------|---------------------------|---------------------------|

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## Curriculum Map

| Term  | Spr 2 | Unit | 4 | Term                              | Sum 1 | Unit | 5 | Term                         | Sum 2 | Unit |  |
|---|-------|------|---|-----------------------------------|-------|------|---|------------------------------|-------|------|--|
| Curriculum/Syllabus Coverage                    |       |      |   | Curriculum/Syllabus Coverage      |       |      |   | Curriculum/Syllabus Coverage |       |      |  |
| <i>Revision &amp; Speaking Exam Preparation</i> |       |      |   | <i>Exam Skills &amp; Revision</i> |       |      |   |                              |       |      |  |

Revision of content and grammar for each GCSE topic; practising role play, photo card and conversation skills for speaking exam

**Developing core MFL skills of listening, reading, speaking and writing, and translating into and out of Spanish**

Revision of content and grammar for each GCSE topic; building exam skills for listening and reading; refining extended writing skills.

**Developing core MFL skills of listening, reading, speaking and writing, and translating into and out of Spanish**



|   |   |  |
|---|---|--|
| Understanding and using larger numbers;<br>Producing high quality GCSE exam texts;<br>Translation skills En>Es, Es>En | Understanding and using larger numbers;<br>Producing high quality GCSE exam texts;<br>Translation skills En>Es, Es>En |  |
|   |   |  |
| Democracy, the rule of law, individual liberty,<br>mutual respect, tolerance  | Democracy, the rule of law, individual<br>liberty, mutual respect, tolerance  |  |
| Resilience - strengthening and using exam<br>skills   | Resilience - strengthening and using exam<br>skills   |  |
| Skills for the workplace: communication,<br>teamwork, independence, time-management                                   | Skills for the workplace: communication,<br>teamwork, independence,<br>time-management                                |  |

| Term                           | Spr 1                             | Unit                            | 3 | Term                         | Spr 2                             | Unit                            | 4 | Term             |
|--------------------------------|-----------------------------------|---------------------------------|---|------------------------------|-----------------------------------|---------------------------------|---|------------------|
| Curriculum/Syllabus Coverage   |                                   |                                 |   | Curriculum/Syllabus Coverage |                                   |                                 |   |                  |
| Traditional & modern<br>values | Book: Como agua<br>para chocolate | Film: El laberinto del<br>fauno |   | Gender equality              | Book: Como agua<br>para chocolate | Film: El laberinto del<br>fauno |   | Year 1 M<br>Revi |

|   |   |   |   |   |  |   |
|---|---|---|---|---|--|---|
| <p>Knowledge:<br/>1. How family structures have changed over time<br/>2. Attitudes towards marriage and divorce<br/>3. The role of the church in contemporary society</p> <p>Skills:<br/>Imperfect and imperfect continuous tenses<br/>Preterite tense<br/>Using the imperfect and preterite together</p> | <p>Knowledge:<br/>- Magical realism - characteristics of the literary genre<br/>- Chapter by chapter comprehension and analysis</p> | <p>Knowledge:<br/>- Section by section comprehension and analysis<br/>- Cinematographic techniques</p> <p>Skills: Present subjunctive - regular &amp; irregular</p> | <p>Knowledge:<br/>1. Women in the world of work<br/>2. Male chauvinism: machismo &amp; feminism<br/>3. Changes to LGBT rights</p> <p>Skills:<br/>Indefinite adjectives and pronouns<br/>Perfect tense<br/>Pluperfect tense<br/>Future perfect tense<br/>Conditional perfect tense</p> | <p>Knowledge:<br/>- Chapter by chapter comprehension and analysis</p> <p>Skills: Essay writing vocab and structures</p> | <p>Knowledge:<br/>- Analysis of main characters: Ofelia, Mercedes, Vidal<br/>- Representation of women<br/>- Use of violence</p> <p>Skills: Essay writing vocab and structures</p> | <p>Knowledge<br/>- Consolidate content<br/>- Strengthen writing skill: summaries translations</p> <p>Skills:<br/>Improve grammar application translations extended work</p> |
| <p>Essay writing language, structure and skills; translation skills En&gt;Es, Es&gt;En; summary writing skills. Oracy: developing extended answers</p>  |   |   | <p>Essay writing language, structure and skills; translation skills En&gt;Es, Es&gt;En; summary writing skills. Oracy: developing extended answers</p>  |   | <p>Essay writing language, structure and skills; translation skills En&gt;Es, Es&gt;En; summary writing skills. Oracy: developing extended answers</p>                             |   |
|   |   |   | <p>Visit to the Tate Modern to view important works by Spanish artists &amp; deepen students' understanding and appreciation of Spanish art</p>   |   |  |   |
| <p>Democracy, rule of law, mutual respect, tolerance</p>  |   |   | <p>Mutual respect, tolerance</p>  |   | <p>Mutual respect, tolerance</p>   |   |
| <p>Resilience, independence, curiosity</p>  |   |   | <p>Resilience, independence, curiosity</p>  |   | <p>Resilience, independence, curiosity</p>   |   |
| <p>Improve career prospects by speaking languages; Build skills for the workplace: effective oral and written communication, teamwork, meeting deadlines</p>  |   |   | <p>Improve career prospects by speaking languages; Build skills for the workplace: effective oral and written communication, teamwork, meeting deadlines</p>  |   | <p>Improve career prospects by speaking languages; Build skills for the workplace: effective oral and written communication, teamwork, meeting deadlines</p>                       |   |

|                              |       |  |      |   |                              |       |  |      |   |      |
|------------------------------|-------|--|------|---|------------------------------|-------|--|------|---|------|
| Term                         | Spr 1 |  | Unit | 3 | Term                         | Spr 2 |  | Unit | 4 | Term |
| Curriculum/Syllabus Coverage |       |  |      |   | Curriculum/Syllabus Coverage |       |  |      |   |      |

| Multiculturalism + Young people in society   | Como agua para chocolate + Young people in society  | El laberinto del fauno + Monarchies and dictatorships + IRP  | Topic revision - speaking focus  | Como agua para chocolate + Popular movements | El laberinto del fauno + Monarchies and dictatorships + IRP | Topic re listening & focus                              |
|--|---|--|--|--|---|---|
| <p>Knowledge:</p> <ol style="list-style-type: none"> <li>1. Cultural integration</li> <li>2. Education</li> <li>3. Coexistence of religions</li> <li>4.3 Ideal societies</li> </ol> <p>Skills: Form and use prepositions, pronouns and adverbs<br/>Present subjunctive<br/>Perfect subjunctive<br/>Imperatives</p> | <p>Knowledge:</p> <ol style="list-style-type: none"> <li>1. Importance of politics in young people's lives; why attitudes are changing</li> <li>2. Unemployment amongst young people and its impact on their attitudes</li> </ol> | <p>Knowledge:</p> <ol style="list-style-type: none"> <li>3. Dictatorships in Latin America: Chile, Panama and Argentina</li> </ol> |  |  |   |   |
| <p>Essay writing language, structure and skills; translation skills<br/>En&gt;Es, Es&gt;En; summary writing skills. Oracy: developing extended answers</p>   |   |  | <p>Essay writing language, structure and skills; translation skills<br/>En&gt;Es, Es&gt;En; summary writing skills. Oracy: developing extended answers</p>   |  |   | <p>Essay writin<br/>En&gt;Es, Es&gt;<br/>extended a</p> |
| <p>Democracy, rule of law, mutual respect, tolerance</p>   |   |  | <p>Democracy, rule of law, mutual respect, tolerance</p>   |  |   | <p>Democracy</p>  |
| <p>Resilience, independence, curiosity</p>   |   |  | <p>Resilience, independence, curiosity</p>   |  |   | <p>Resilience,</p>                                      |
| <p>Improve career prospects by speaking languages; Build skills for the workplace: effective oral and written communication, teamwork, meeting deadlines</p>   |   |  | <p>Improve career prospects by speaking languages; Build skills for the workplace: effective oral and written communication, teamwork, meeting deadlines</p> |  |   | <p>Improve ca<br/>the workpla<br/>teamwork,</p>         |

**Knowledge:** To describe your local area and say what there is. To say what you can do and see in your area. To g















## Curriculum Map

| Sum 1                        | Unit                           | 5                            | Term                         | Sum 2                          | Unit                         | 6 |
|------------------------------|--------------------------------|------------------------------|------------------------------|--------------------------------|------------------------------|---|
| Curriculum/Syllabus Coverage |                                |                              | Curriculum/Syllabus Coverage |                                |                              |   |
| Modules                      | Book: Como agua para chocolate | Film: El laberinto del fauno | IRP                          | Book: Como agua para chocolate | Film: El laberinto del fauno |   |

|   |  |  |  |   |  |
|---|--|--|--|---|--|
| <p>ite topic</p> <p>n exam</p> <p>s -</p> <p>,</p> <p>;</p> <p>ammar</p> <p>to</p> <p>; &amp;</p> <p>riting</p>                       | <p>Knowledge:</p> <ul style="list-style-type: none"> <li>- Analysis of main characters: Tita, Mamá Elena, Gertrudis, Rosaura,</li> <li>- Analysis of relationships between characters: Pedro vs John Brown</li> <li>- Main themes: traditions vs revolution</li> </ul> | <p>Knowledge:</p> <ul style="list-style-type: none"> <li>- Analysis of main characters: Carmen, fauno</li> <li>- Fantasy versus reality</li> <li>- Myths and religion</li> </ul> | <p>Knowledge:</p> <ul style="list-style-type: none"> <li>- Exploring potential topics &amp;</li> <li>- Selecting topic for independent research project</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>Building research skills; selecting reliable and appropriate sources; defining manageable independent research project scope</li> </ul> | <p>Knowledge:</p> <ul style="list-style-type: none"> <li>- Analysis of main characters: Pedro, John Brown, Nacha</li> <li>- Analysis of relationships between characters: Pedro vs John Brown</li> <li>- Main themes: traditions vs revolution</li> </ul> | <p>Knowledge:</p> <ul style="list-style-type: none"> <li>- Obedience and disobedience</li> </ul> |
| <p>ng language, structure and skills; translation skills</p> <p>&gt;En; summary writing skills. Oracy: developing answers</p>         |  |  | <p>Essay writing language, structure and skills; translation skills</p> <p>En&gt;Es, Es&gt;En; summary writing skills. Oracy: developing extended answers</p>  |   |  |
|   |  |  | <p>Pastel Chabela - baking cake recipe from Chapter 2 of CAPC</p>  |   |  |
| <p>ject, tolerance</p>  |  |  | <p>Mutual respect, tolerance</p>   |   |  |
| <p>independence, curiosity</p>  |  |  | <p>Resilience, independence, curiosity</p>   |   |  |
| <p>reer prospects by speaking languages; Build skills for</p> <p>ice: effective oral and written communication, meeting deadlines</p> |  |  | <p>Improve career prospects by speaking languages; Build skills for the workplace: effective oral and written communication, teamwork, meeting deadlines</p>   |   |  |

## Curriculum Map

|                              |  |      |   |                              |       |  |      |  |
|------------------------------|--|------|---|------------------------------|-------|--|------|--|
| Sum 1                        |  | Unit | 5 | Term                         | Sum 2 |  | Unit |  |
| Curriculum/Syllabus Coverage |  |      |   | Curriculum/Syllabus Coverage |       |  |      |  |

|   |  |  |  |  |  |
|---|--|--|--|--|--|
| vision -<br>& reading<br>us   | Como agua para<br>chocolate + Popular<br>movements | El laberinto del<br>fauno + Monarchies<br>and dictatorships +<br>IRP |  |  |  |
|   |  |  |  |  |  |
| ing language, structure and skills; translation skills<br>>En; summary writing skills. Oracy: developing<br>answers           |  |  |  |  |  |
|   |  |  |  |  |  |
| ; rule of law, mutual respect, tolerance  |  |  |  |  |  |
| independence, curiosity   |  |  |  |  |  |
| reer prospects by speaking languages; Build skills for<br>ice: effective oral and written communication,<br>meeting deadlines |  |  |  |  |  |

ive opinions of local facilities and to list advantages and disadvantages. To describe your ideal area. To describe your home .