

## MFL Curriculum Map: Spanish 2023/24

| Year group                          | Au1  | Au2   | Sp1   | Sp2   | Su1  | Su2   |
|-------------------------------------|--|---|---|---|--|---|
| <b>7</b><br>(3 hours per fortnight) | <p><b>Introduction to Spanish and all about me (viva 1 module 1)</b><br/>Reading Strategies<br/>Spanish phonetics and alphabet<br/>Introductions: name, age, personality, numbers 1-30</p> <p style="text-align: center;">Tener and ser</p>  | <p><b>All about me (viva 1 module 1)</b></p> <p>Do you have siblings, my pets- adjectival agreements</p> <p><b>Assessment 1: Reading and dictation</b></p> <p>Cultural Input: Christmas Traditions in Spain</p>   | <p><b>What I like to do (viva 1 module 2)</b></p> <p>What I do in free time</p> <p style="text-align: center;">Opinions and justifications</p> <p>Infinitive constructions using 'me gusta + infinitive</p> <p>Present tense -ar verbs</p>  | <p><b>What I like to do (viva 1 module 2)</b></p> <p>Weather phrases<br/>Sports and activities</p> <p>Hago and juego a</p> <p><b>Assessment 2: Listening and writing (photo description)</b><br/>Cultural Input: Spanish sports personalities</p>                               | <p><b>My school (viva 1 module 3)</b></p> <p>Cultural input- school life in Spain</p> <p>School subjects<br/>What there is in school<br/>Recap of opinion phrases, add plural opinions + adjectival agreements<br/>Using 'hay'</p>   | <p><b>My school (viva 1 module 3)</b></p> <p>What I do at breaktimes<br/>Food and drink, describing teachers</p> <p>Longer writing piece on schools</p> <p><b>Assessment 3: Reading aloud and translation</b></p>   |
| <b>8</b><br>(3 hours per fortnight) | <p><b>My family and friends (Viva 1 module 4)</b></p> <p>Describing family – Who is in your family – recap of 'tener' in present tense</p> <p>Physical descriptions - hair and eye colour, physical characteristics – using 'ser' in the present tense - recapping adjectival agreements throughout your work</p> <p>Where do you and your family live? - introduction</p> | <p><b>My local area (viva 1 module 5)</b></p> <p>What is there in your town? - using 'hay' to describe what there is/isnt in your town, using some/lots of/a few</p> <p>Where do I go in town – Using 'ir' in the present tense to say where you go</p> <p>12-hour clock to make plans – How do I get there? - Directions to different parts of the city.</p> | <p><b>My local area (viva 1 module 5)</b></p> <p>What I am going to do in my town</p> <p>Usual plans and what I will do this weekend<br/>Longer writing piece on local area (triarama)</p> <p>Introduction to near future tense<br/>Using the present and near future tenses together</p> | <p><b>Holidays (Viva 2 module 1)</b><br/>Countries, mode of transport<br/>Holiday activities<br/>How was the holiday</p> <p>Introduction to 'ir' in preterite tense</p> <p>Regular preterite tense verbs (er, ir, ar)</p> <p>Using 'fue' to give opinions in the past tense</p> | <p><b>Holidays (Viva 2 module 1)</b></p> <p>My disastrous holidays - preterite tense. Giving description and making a complaint</p> <p>Next year I am going to go to...</p> <p>Recap of the near future tense – into to 'me gustaría'</p> <p>Trip advisor writing piece, using three tenses together</p> | <p><b>Assessment 3: Writing 40 words and translation)</b></p> <p><b>Pasaporte Fiesta project</b></p> <p>An introduction to festivals in Spanish speaking countries</p> <p>Tomatina<br/>Pamplona<br/>Feria de abril</p> <p>Students then research their own festival in Spanish speaking countries</p> |

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|                                     | to 'están en' for location, using the verb 'vivo'  | Cultural input on cities – Granada for directions<br><br><b>Assessment 1: reading</b>   |  | Cultural input on Spanish speaking holiday destinations<br><br><b>Assessment 2: Listening and speaking (dictation and reading aloud)</b>   | Using time phrases effectively<br>Recap of the near future tense   | and present to the group   |
| <b>9</b><br>(3 hours per fortnight) | <p style="text-align: center;"><b>A comer (Viva 2 module 3)</b></p> <p>What do you like to eat<br/>Recap of me gusta + infinitive – introduction of the verbs comer, desayunar, cenar.</p> <p>Cultural input on mealtimes and food across Spain and central/south America</p> <p>What do you eat normally and when<br/>Conjugation of comer, cenar and desayunar in singular, time phrases and adding opinions, what you ate in the past using the preterite</p> <p>En el restaurante, speaking practice, what will you order,</p> | <p style="text-align: center;"><b>Una vida sana (Viva 2 module 3, Viva 3 module 3)</b></p> <p>Do you think you have a healthy lifestyle? - Recap of vocab and time phrases from Au1 – introduction to direct object pronouns to avoid repetition (p56 Viva 3)</p> <p>Which sports do you play and prefer? - Radical change verbs 'jugar' and 'preferir'</p> <p>What will you do in the future to maintain a healthy lifestyle? - 'voy a + infinitive', 'me gustaría' and 'querría' to say what you would like to change</p> | <p style="text-align: center;"><b>My life and plans (Viva 3 module 3 pg 60-61, Viva 2 p 78-83)</b></p> <p>What is your daily routine like, introduction to reflexive verbs, recap of telling the time in Spanish, using time phrases to structure writing</p> <p>Inviting someone on a plan – making plans to meet – Use of 'te gustaría' - directions and prepositions</p> <p>Im sorry, I can't – Making excuses of why you can't go out. Using tengo que and poder/querer - building on radical change verbs</p> | <p style="text-align: center;"><b>El trabajo y el futuro (Viva 3 module 2)</b></p> <p>What does a fireman do? - what task do you have to do at work, Do you like it and why? - recap on tengo que, debo<br/>Opinions and justifications</p> <p>What would you like to be in the future – use of the conditional, recap of adjectives to describe yourself, reading skills – job advertisements</p> <p style="text-align: center;"><b>Assessment 2: Listening and writing (photo description)</b></p> | <p style="text-align: center;"><b>El trabajo y el futuro (Viva 3 module 2)</b></p> <p>What are your future plans? - recap of the near future,<br/>If I won the lottery what would you do? - Where would you travel?<br/>Use of the conditional</p> <p>Creating a letter to your future self, where will I be in 15 years time – Longer writing piece</p> | <p style="text-align: center;"><b>Una aventura a Madrid</b></p> <p>Describing a city, what is there in Madrid – landmarks, el palacio real, templo de Debod, plaza de Sol</p> <p>Inside the Prado – describing a painting – writing and speaking skills for adding detail, PALMW</p> <p>Recapping the preterite tense, what did you do in Madrid, where did you go?</p> <p style="text-align: center;"><b>Assessment 3: Reading and dictation, speaking, photocard description</b></p> |

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|                                      | introduction to roleplay scenarios  | <b>Assessment 1 – 90 word writing</b>   | What are you going to wear? - Clothing, near future tense  |   |   |  |
| <b>10</b><br>(5 hours per fortnight) | <p><b>Interests and influences (Viva GCSE modules 3 and 4)</b></p> <p>New technology, what's trending, what do you tend to do, Reading, film, tv, sports<br/>(54-55,58-59,78,78, 82,83)</p> <p>Use of suelo<br/>Picking out tenses in a text</p> <p>Cultural input on film, music, sports personalities<br/>Recap of the near future tense</p> <p>150 word writing strategies and planning</p> <p>Assessment: 90-word question<br/>Listening and reading assessment</p> | <p><b>My Local area (Viva GCSE module 5)</b></p> <p>Talking about place in town and direction<br/>Features of a region</p> <p>Asking and responding to questions<br/>using 'se puede/n'</p> <p>Recap translation strategies</p> <p>Speaking (general conversation) describing town</p> <p>Assessment: Mock papers</p> | <p><b>My Local area (Viva GCSE module 5)</b></p> <p>Shopping for clothes and presents</p> <p>Speaking skills with role plays</p> <p>Pros and cons of your local area (using the conditional)</p> <p>Describing a visit in the past<br/>Using different tenses together<br/>Recognising and using idioms</p> <p>Listening and reading assessment<br/>Speaking: General conversation</p> | <p><b>Customs and Food (Viva GCSE module 6)</b></p> <p>Listening and reading assessment<br/>Speaking: Role play and photo card<br/>Assessment: 90-word and 150-word questions</p> | <p><b>Customs and Food (Viva GCSE module 6)</b></p> <p>Listening and reading assessment<br/>Speaking: Role play and photo card<br/>Assessment: 90-word and 150-word questions</p> | <p><b>Assessment 3: Year 10 summer exams, listening, reading, writing, speaking</b></p> <p>Speaking practice and focus</p> <p><b>Roleplay</b> – variety of themes, how to prepare, easy wins</p> <p><b>Photocard</b> – PALMA photo description, question and answer pairs, giving extra information in your answer</p> |

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| <b>11</b><br>(5 hours per fortnight) | <p><b>My Local Area (Viva GCSE module 5)</b></p> <p>Talking about place in town and direction<br/>         Features of a region using 'se puede/n'<br/>         Making plans<br/>         Recap of the simple future tense (full paradigm)<br/>         Shopping for clothes and presents – ties in with role plays<br/>         Pros and cons of your local area (using the conditional)<br/>         If clauses</p> | <p><b>Customs and traditions (Viva GCSE module 6)</b></p> <p>Describing mealtimes<br/>         Talking about daily routine<br/>         Reflexive verbs<br/>         Talking about typical foods<br/>         Comparing different festivals</p> <p>Using and avoiding passive mood</p> <p>Describing a special day<br/>         Ordering in a restaurant</p> <p>Spotting words which indicate an increase / decrease</p> | <p><b>Jobs and future plans (Viva GCSE module 7)</b></p> <p>What would you like to be in the future?<br/>         Gap year and further education<br/>         Future</p> <p>Conditional tense to discuss job preferences</p> <p>Using the Superlative</p> <p>Understanding the subjunctive</p> <p>Direct object pronouns</p> <p>Future tense</p> | <p><b>Module 8</b></p> <p>Environmental problems</p> <p>Modal verbs</p> <p>Community problems and solutions, what can we do to change the world?</p> <p>Social action</p> <p>Subjunctive<br/>         Modal verbs in the conditional</p> <p>'si' clauses</p> | <p><b>Official speaking exams late April: Date TBC</b></p> <p><b>Exam Skills</b></p> <p>Key vocabulary for exams- words that show agreement, contradiction, false friends</p> <p>Reading paper: Part B – questions and answers in Spanish</p> <p>Recap of writing paper</p> <p><b>GCSE SKILLS REVIEW</b></p> <ol style="list-style-type: none"> <li>1) Distillation of key verbs into tense patterns</li> <li>2) 90 word writing task – 16 mark crossover question</li> <li>3) Translations to Spanish</li> <li>4) 40 word foundation</li> </ol> | <p><b>Roleplay</b> – variety of themes, how to prepare, easy wins</p> <p><b>Photocard</b> – PALMA photo description, question and answer pairs, giving extra information in your answer</p> |
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|  |  |  |  |  | question 16-<br>marks/ higher<br>150 marks<br><br>5) Walk through of<br>listening exam |  |
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- In year 11, lessons are run with a fortnightly speaking session with a language assistant present, as well as an exam skills and strategy focus once a fortnight.