



## Spanish Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grids



Year 7	Term 1	Term 2	Term 3
<b>Unit(s)</b> – As outlined in 39 week plans	Phonics Meet & greet School subjects and teachers	My family Freetime activities	My home & town Inviting someone to an activity
<b>Key Retainable Knowledge &amp; Skills</b>	<p>Spanish phonics</p> <p>Greetings and personal ID, name, numbers and age, months and birthdays, where I live, alphabet, classroom instructions, days of the week, items for school, what there is in the classroom.</p> <p>School subjects, activities in lessons, talking about teachers, giving opinions and explaining them.</p> <p><b>Grammar:</b> question words (qué, cómo, cuándo), how to form plurals, introduce articles and conjunctions, AR present tense (full) and concept of infinitive, adj. and opinion agree, me gusta + inf., me gustaría/quiero + inf (recibir/ tener – for Christmas), (no) hay, teach set phrase for past “nací”.</p> <p><b>Building on the metalinguistic skills acquired in KS2:</b> Possessive pronouns, subject pronouns, subject, verb, adjectives, conjunctions, determiners, nouns</p> <p><b>Expected standard:</b> students are able to pronounce Spanish sounds accurately, understand and produce short sentences, express their opinions and explain them, and use the present tense, use some constructions with infinitive, and use some idiomatic structures.</p>	<p>Telling the time, free time/ hobbies and sport, saying what you like to do.</p> <p>Describing your family, talking about animals you have (colours and adjectives), appearance and characters, eyes and hair. Saying who you like/get on with.</p> <p><b>Grammar:</b> si fuera possible/si pudiera me gustaría + inf, quiero/quieres + infinitive, introduce TENER, SER and HACER (full), introduce cuando sea mayor, cuando era pequeño/a, solía tener, future tense (full), introduce comparatives, teach set phrase for past “era”.</p> <p><b>Building on the metalinguistic skills acquired in KS2:</b> Present and Future tenses, sequencers, conjunctions, clauses</p> <p><b>Expected standard:</b> students understand utterances and paragraphs, use conjunctions to make longer sentences, use the future tense, and start using complex constructions.</p>	<p>Countries and location of house, types of house and rooms of the house and describing your bedroom.</p> <p>What there is and there isn't in your town with your opinion on it, activities in town, asking about places and saying where you went.</p> <p>Making and responding to invitations, weather.</p> <p><b>Grammar:</b> Introduce ER and IR present tense, embed me gustaría/quiero + inf and introduce solíamos + inf, teach set phrases for past “fui, fuimos” and “visité”. Asking questions: ¿Quieres ir...? / ¿Te gustaría ir...?, cuando + weather + voy... / si + weather + future, tengo que +inf</p> <p><b>Building on the metalinguistic skills acquired in KS2:</b> time phrases, conjunctions, clauses</p> <p><b>Expected standard:</b> students understand and produce short texts, use two time frames, use some set phrases in the past tense, and use more complex constructions.</p>
<b>Key Technical Vocabulary</b>	<p><u>All vocab linked to the topics above together with:</u></p> <p>me llamo, mi cumpleaños es, nació, es, (no) hay, (no) tengo, necesito y, pero, también, porque, ya que, puesto que, sin embargo (no) me gusta, me encanta, odio, prefiero, en mi opinión, pienso que Infinitive (concept, endings, 3 verb groups) me gustaría/quiero + infinitive Idioms</p>	<p><u>All vocab linked to the topics above together with:</u></p> <p>creo que... además, así que, aunque, por eso, cuando sequencers: después, luego, entonces voy/vamos a + infinitive más...que / menos ...que / tan...como</p>	<p><u>All vocab linked to the topics above together with:</u></p> <p>solía/solíamos + infinitive cuando + weather + voy si + weather + voy a ir quieres + infinitive / quiero + infinitive te gustaría + infinitive / me gustaría + infinitive no quiero / no puedo tengo que + infinitive fui, fuimos, visité</p>
<b>Opportunities for Reading</b>	<p>Word, sentence and short paragraph level</p> <p>Longer texts for <i>Día de los Muertos</i>, <i>Navidad</i></p> <p>Lyrics of songs (<i>Día de los Muertos</i>) and charols (<i>Navidad</i>)</p>	<p>Word, sentence and paragraph level</p> <p>Translations for <i>Día de Reyes</i></p> <p>Longer texts for <i>Semana Santa</i></p>	<p>Word, sentence and text level</p> <p>Research on <i>La Tomatina</i></p>
<b>Developing Cultural Capital</b>	<p>Understanding that languages do not automatically translate</p> <p>Understanding of other cultures: Halloween vs Day of the Dead</p> <p>Oracy, teamwork, numeracy, resilience</p>	<p>Understanding of other cultures: 25 Dec v 6 Jan (exchange of presents), Easter vs Holy Week</p> <p>Working with others</p>	<p>Understanding of other cultures: awareness of different types of houses in the Hispanic world, and traditional festivals in other countries</p> <p>Oracy</p>
<b>Cross Curricular Links</b> (Authentic Connections)	<p>Geography, RS</p> <p><i>Día de los Muertos</i>, <i>Navidad</i></p>	<p>Maths, PE</p> <p><i>Día de Reyes</i>, <i>San Valentín</i>, <i>Semana Santa</i></p>	<p>Geography, RS</p> <p><i>La Tomatina</i></p>
<b>Key Assessment</b>	<p>Reading, Listening, Speaking and Translating assessment:</p> <p>basic introductions, school subjects</p>	<p>Reading, Listening, Speaking and Writing assessment:</p> <p>family</p>	<p>Reading, Listening, Speaking and Writing assessment:</p> <p>All Y7 topics and grammar</p>



## Spanish Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grids



Year 8	Term 1	Term 2	Term 3
<b>Unit(s)</b> – As outlined in 39 week plans	Holidays: current, future and past	Technology, music, cinema, tv Meals and food	Lifestyle Illnesses
<b>Key Retainable Knowledge &amp; Skills</b>	<p>Future holidays - where you are going to, who with, how, activities, opinions. Where you would like to go.</p> <p>Past holidays - where to, who with, how, activities, opinions.</p> <p><b>Grammar:</b> complex structures with infinitive - tengo que / quiero / después de / opinión / solía / me gustaría + infinitive; adverbs of sequence; introduce puedo + infinitive, introduce conditional and preterite (full).</p>	<p>Free time: music, cinema and TV. Hobbies: social media, mobile technology.</p> <p>Foods and drinks (snacks), describing food and describe a past and future meal; shopping for food (revise numbers and high numbers) and ordering food in a restaurant.</p> <p><b>Grammar:</b> revisit present, preterite, future, comparatives; introduce “he + past participle” as set phrase; introduce acabo de ver, revise adjective agreement; revisit me gustaría/quiero/solía + infinitive; introduce question words and Usted vs tu.</p>	<p>Healthy / unhealthy living (food/exercise).</p> <p>Illnesses and bad habits (smoking, drugs, alcohol).</p> <p><b>Grammar:</b> revisit quiero tomar/comer/beber; introduce (no) se debe / (no) se debería + infinitive; introduce lo bueno / malo es que; adverbs of frequency, revisit más/ menos que, revisit solía/ solíamos + infinitive and tengo/tenemos que + infinitive.</p>
	<b>Building on the metalinguistic skills acquired in KS2:</b> Adverbs, antonyms, synonyms Present, Future and Past tenses	<b>Building on the metalinguistic skills acquired in KS2:</b> Question words, adjectives	<b>Building on the metalinguistic skills acquired in KS2:</b> Adverbs, adjectives Conditional tense
	<b>Expected standard:</b> students understand and produce 40/90 words texts, use three time frames, use the preterite in the I/we form, use more complex constructions with infinitives, and use idiomatic structures.	<b>Expected standard:</b> students understand and produce 40/90 word texts, use three time frames, use the preterite in the he/she form, and use more complex constructions with infinitives.	<b>Expected standard:</b> students understand and produce 90 word texts, use three time frames, use the preterite tense in full, and use more complex constructions with infinitives.
<b>Key Technical Vocabulary</b>	<p><u>All vocab linked to the topics above together with:</u></p> <p>Viajar, ir, visitar. tengo que / quiero / solía / me gusta / me gustaría + infinitive después de / puedo + infinitive además Idioms</p>	<p><u>All vocab linked to the topics above together with:</u></p> <p>Quiero Tomar, comer, beber, merendar, desayunar, cenar. Qué, cuándo, cuánto, cuántos, cuántas más...que / menos ...que / tan...como he + past participle acabo de ver Usted vs tu</p>	<p><u>All vocab linked to the topics above together with:</u></p> <p>(no) se debe / (no) se debería + infinitive lo bueno / malo es que solía/ solíamos + infinitive tengo/tenemos que + infinitive</p>
<b>Opportunities for Reading</b>	Word, sentence and text level Longer texts about celebrities’ holidays Holiday leaflets	Word, sentence and text level Translations of film reviews Text messaging in Spanish Recipes: “Como agua para chocolate” “La oruga hambrienta”	Word, sentence and text level Translations of an awareness advert - “Desayuna” – advert for a healthy breakfast Understanding the food pyramid
<b>Developing Cultural Capital</b>	Understanding of other cultures: popular holiday destinations in the Hispanic world; Mexican mythical creatures <i>los Alebrijes</i> ; Day of the Dead character <i>La Catrina</i> . Oracy, teamwork	Understanding of other cultures: popular TV shows/films translated into Spanish; famous Hispanic actors/singers; text messaging in Spanish, Spanish/Mexican food; Spanish celebration <i>Feria de Abril</i> in Seville. Numeracy	Understanding of other cultures: Mediterranean diet, <i>Botellón</i> , Spanish celebration <i>San Fermín</i> in Pamplona.
<b>Cross Curricular Links</b> (Authentic Connections)	Geography Popular holiday destinations in the Hispanic world Art	Food technology, Maths, IT Spanish/Mexican food Quantities, prices	Science, PE, Life skills Mediterranean diet , “Las cinco raciones al día”, the food pyramid
<b>Key Assessment</b>	Reading, Listening, Speaking and Writing assessment: holidays	Reading, Listening, Speaking and Writing assessment: Technology, music, cinema, food	Reading, Listening, Speaking and Writing assessment: All Y8 topics and grammar



## Spanish Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grids



Year 9	Term 1	Term 2	Term 3
<b>Unit(s)</b> – As outlined in 39 week plans	Local festivals Fashion	Free time Daily routine	Me, family and friends Relationships
<b>Key Retainable Knowledge &amp; Skills</b>	<p>Local customs and festivals, life in a different country: regions – <i>Las Fallas, San Isidro, La Tomatina, San Fermín, Castellars, Feria de Abril, Fiesta Nacional de España, Moros y Cristianos.</i></p> <p>Talking about clothes you wear (patterns and colours), are going to wear and wore on holidays.</p> <p><b>Grammar:</b> introduce perfect tense; revisit comparatives and superlatives, past expressions of time, ser and ir, hay, estar + present continuous</p> <p><b>Building on the metalinguistic skills acquired in KS2:</b> Verb, tenses, clauses, adjectives Complex structures with infinitive Adverbs of frequency</p> <p><b>Expected standard:</b> students are able to describe different Spanish festivals, understand and produce 90/150 words texts, use three time frames, use the perfect tense, describe what people are doing, use more complex constructions with infinitives, and use idiomatic structures.</p>	<p>Free time/hobbies: shopping.</p> <p>Daily routine and house chores; telling the time.</p> <p><b>Grammar:</b> revisit present, pret, perfect, future and conditional; adverbs of frequency; introduce reflexive verbs</p> <p><b>Building on the metalinguistic skills acquired in KS2:</b> Verb, tenses, clauses Complex structures with infinitive Adverbs of frequency Adverbs of sequence</p> <p><b>Expected standard:</b> students are able to understand and produce 90/150 words texts, use different tenses within the three time frames, use reflexive verbs, and use more complex constructions with infinitives.</p>	<p>Revisit family language, relationships, family &amp; friends, marriage/ partnership.</p> <p>Opinions, adjectives to describe people.</p> <p><b>Grammar:</b> revisit 3 tenses; introduce imperfect; introduce si + present + future, ser vs estar (full), learn some subjunctive sentences (si fuera posible, si pudiera + conditional</p> <p><b>Building on the metalinguistic skills acquired in KS2:</b> Verb, tenses, clauses Complex structures with infinitive Structures with subjunctive</p> <p><b>Expected standard:</b> students understand and produce 90/150 words texts, use three time frames, use preterite vs imperfect, use more complex constructions with infinitives, and use structures with subjunctive accurately.</p>
<b>Key Technical Vocabulary</b>	Llevar Perfect tense solía/ solíamos + infinitive tengo/tenemos que + infinitive comparatives and superlatives ser and ir (no) hay estar + present continuous puedo ver Idioms	A la / a las después de + infinitive antes de + infinitive tengo que + infinitive	Preterite, present and future tenses Imperfect tense si + present + future ser vs estar (full). si fuera posible, si pudiera + conditional
<b>Opportunities for Reading</b>	Word, sentence and text level Research Spanish festivals Spanish online magazines/catalogues	Word, sentence and text level Spanish online catalogues	Word, sentence and text level Online magazines: agony aunt
<b>Developing Cultural Capital</b>	Understanding of other cultures: festivals as part of an identity; the film <i>Coco</i> : a Mexican tradition; Christmas in Mexico; Spanish fashion brands ( <i>Zara, Mango, Desigual</i> , etc)	Understanding of other cultures: <i>Día de Reyes; Los Costaleros</i> and <i>Nazarenos</i> during the <i>Semana Santa</i> in Spain	Understanding of other cultures: the Spanish Royal Family, <i>La Quinceañera</i> (a girl's coming of age in Latin America)
<b>Cross Curricular Links</b> (Authentic Connections)	Life skills, Geography, History, RS festivals as part of an identity	Life skills, Geography, RS religion as part of an identity	Life skills marriage/partnership
<b>Key Assessment</b>	Reading, Listening, Speaking and Writing assessment: local festivals, fashion	Reading, Listening, Speaking and Writing assessment: free time, daily routine	Reading, Listening, Speaking and Writing assessment: All Y9 topics and grammar



## Spanish Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grids



Year 10	Term 1	Term 2	Term 3
<b>Unit(s)</b> – As outlined in 39 week plans	My home, region and environment	Poverty, homelessness and volunteer work Travel, tourism and weather	My studies and life at school Post 16 education
<b>Key Retainable Knowledge &amp; Skills</b>	<p>Countries, town, neighbourhood &amp; region, home The environment</p> <p><b>Grammar:</b> revisit present, pret, future; revisit imperfect saying what your town used to be like, what there used to be (era, había); revisit prepositions, hay, ser and estar; revisit se debe/se puede + infinitive; introduce si tuviera la oportunidad, quisiera + infinitive; introduce me preocupa.</p> <p><b>Building on the metalinguistic skills acquired in KS2&amp;3:</b> Verb, tenses, clauses, prepositions, infinitive</p> <p><b>Expected standard:</b> students are able to respond appropriately to spoken and written language (including more extended passages), to develop conversations expressing opinions and responding appropriately to unpredictable questions, to use generally accurate pronunciation and intonation, and to write clearly for different purposes, expressing ideas and opinions (90/150 words).</p>	<p>Global issues: poverty &amp; homelessness, alcoholism, drugs, volunteer work. Travel &amp; tourism, transactional language: role plays. The weather.</p> <p><b>Grammar:</b> revisit present, pret vs imperf, future; revisit se debe/se puede + infinitive; si tuviera la oportunidad, quisiera + infinitive; me preocupa; revisit expressions of frequency; introduce después de haber + past participle, me hubiera gustado + infinitive.</p> <p><b>Building on the metalinguistic skills acquired in KS2&amp;3:</b> Verb, tenses, clauses, infinitive</p> <p><b>Expected standard:</b> students are able to respond appropriately to spoken and written language (including more extended passages), to develop conversations expressing opinions and responding appropriately to unpredictable questions, to more accurate pronunciation and intonation, and to write clearly for different purposes, expressing ideas and opinions (90/150 words).</p>	<p>My studies/ life at school/ college. Bullying, revisit school language (uniform, rules, facilities) and learn new.</p> <p><b>Grammar:</b> revisit (no) se debe/debería/tengo que + infinitive; introduce hay que/está permitido/está prohibido/ puedo/se puede + infinitive; revisit comparatives, present, future, quisiera + infinitive; revisit si + present + future</p> <p><b>Building on the metalinguistic skills acquired in KS2&amp;3:</b> Verb, tenses, clauses, infinitive comparatives</p> <p><b>Expected standard:</b> students are able to respond appropriately to spoken and written language (including more extended passages), to develop conversations expressing opinions and responding appropriately to unpredictable questions, to use accurate pronunciation and intonation, and to write clearly for different purposes, expressing ideas and opinions (90/150 words).</p>
<b>Key Technical Vocabulary</b>	era, había hay me gustaría que hubiera ser and estar se debe/se puede + infinitive si tuviera la oportunidad, quisiera + infinitive me preocupa	se debe/se puede + infinitive si tuviera la oportunidad, quisiera + infinitive preterite vs imperfect, future; expressions of frequency después de haber + past participle, me hubiera gustado + infinitive	(no) se debe/debería/tengo que + infinitive present, future quisiera + infinitive si + present + future comparatives hay que/está permitido/está prohibido/ puedo/se puede + infinitive
<b>Opportunities for Reading</b>	Word, sentence and text level Maps, estate agents websites Environmental campaigns' adverts/videos' lyrics ("Deposito")	Word, sentence and text level Street newspaper: "La calle" - Colombia Holiday leaflets	Word, sentence and text level School prospectus/website/timetable
<b>Developing Cultural Capital</b>	Understanding of other cultures: "Recicla, reutiliza, reduce" – environmental campaign	Understanding of other cultures: <i>las chabolas</i> – shantytown in Colombia popular holiday destinations in the Hispanic world: <i>Macchu Pichu</i>	Understanding of other cultures: high rate of unemployment in Spain <u>ActivaTuPoder</u> (para evitar el acoso escolar) – video raising awareness about bullying in schools - <a href="https://www.youtube.com/watch?v=0Ai8_SR8Ncw">https://www.youtube.com/watch?v=0Ai8_SR8Ncw</a>
<b>Cross Curricular Links (Authentic Connections)</b>	Geography, Life skills Environmental issues	Life skills, Geography Global issues	Life skills The world of work and education
<b>Key Assessment</b>	Speaking assessment – short conversation about home and region Writing assessment - Foundation: 90 word task Higher: 150 word task	Translations into Spanish and from Spanish into English Listening and reading assessment – theme 2	Trial Exams – Listening and Reading past papers



## Spanish Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grids



Year 11	Term 1	Term 2	Term 3
Unit(s) – As outlined in 39 week plans	Jobs, career choices and ambitions Listening, Reading, Writing skills	Speaking skills Translation skills	Listening, Reading, Writing skills
Key Retainable Knowledge & Skills	<p><b>Grammar:</b> revisit comparatives, present, future, quisiera + infinitive; revisit si + present + future</p> <p><b>Listening and Reading skills:</b> P/N/P+N, multiple choice, gap fill, answer in English/Spanish</p> <p><b>Writing skills:</b> photo description, writing 40 words short text, writing 90/150 words essays</p>	<p><b>Speaking Skills:</b> photo card, role-play, conversation, asking a question</p> <p><b>Translation into English skills:</b> 3 tenses, opinions + expl, time phrases, sequencers, complex language, negatives, quantifiers</p> <p><b>Translation into Spanish skills:</b> 3 tenses, opinions + expl, time phrases, sequencers, complex language, negatives, quantifiers; attention to detail</p>	<p><b>Listening and Reading skills:</b> P/N/P+N, multiple choice, gap fill, answer in English/Spanish</p> <p><b>Writing skills:</b> photo description, writing 40 words short text, writing 90/150 words essays</p>
	<p><b>Building on the metalinguistic skills acquired in KS2, 3 &amp; 4:</b></p> <p>high frequency words, intensifiers, negatives, numbers, months, time phrases, sequencers, 3 tenses, complex structures, false friends, synonyms, antonyms</p>	<p><b>Building on the metalinguistic skills acquired in KS2, 3 &amp; 4:</b></p> <p>high frequency words, intensifiers, negatives, numbers, months, time phrases, sequencers, 3 tenses, complex structures, false friends, synonyms, antonyms</p>	<p><b>Building on the metalinguistic skills acquired in KS2, 3 &amp; 4:</b></p> <p>high frequency words, intensifiers, negatives, numbers, months, time phrases, sequencers, 3 tenses, complex structures, false friends, synonyms, antonyms</p>
	<p><b>Expected standard:</b> students are able to respond appropriately to spoken and written language (including more extended passages), to develop conversations expressing opinions and responding appropriately to unpredictable questions, to use accurate pronunciation and intonation, and to write clearly for different purposes, expressing ideas and opinions (90/150 words).</p>	<p><b>Expected standard:</b> students are able to respond appropriately to spoken and written language (including more extended passages), to develop conversations expressing opinions and responding appropriately to unpredictable questions, to use accurate pronunciation and intonation, and to write clearly for different purposes, expressing ideas and opinions (90/150 words).</p>	<p><b>Expected standard:</b> students are able to respond appropriately to spoken and written language (including more extended passages), to develop conversations expressing opinions and responding appropriately to unpredictable questions, to use accurate pronunciation and intonation, and to write clearly for different purposes, expressing ideas and opinions (90/150 words).</p>
Key Technical Vocabulary	<p><u>All prior knowledge together with the rubrics:</u></p> <p>Lee, Escribe la letra correcta, Escribe 40 palabras, Describe, Explica, Da una razón, Da dos detalles, Escucha, Habla, Traduce, Completa, Rellena, Contesta, Empareja, Escoge, Indica, Menciona, Responde, Selecciona, ¿Quién...?, No es necesario responder con frases completas, Responde a todos los aspectos de la pregunta, Lo que hiciste, Tus planes, Lo que vas a hacer, Tu opinión sobre, Lo que opinas</p>	<p><u>All prior knowledge together with the rubrics:</u></p> <p>Lee, Escribe la letra correcta, Escribe 40 palabras, Describe, Explica, Da una razón, Da dos detalles, Escucha, Habla, Traduce, Completa, Rellena, Contesta, Empareja, Escoge, Indica, Menciona, Responde, Selecciona, ¿Quién...?, No es necesario responder con frases completas, Responde a todos los aspectos de la pregunta, Lo que hiciste, Tus planes, Lo que vas a hacer, Tu opinión sobre, Lo que opinas</p> <p>Puedo ver, hay, está(n) + present continuous</p>	<p><u>All prior knowledge together with the rubrics:</u></p> <p>Lee, Escribe la letra correcta, Escribe 40 palabras, Describe, Explica, Da una razón, Da dos detalles, Escucha, Habla, Traduce, Completa, Rellena, Contesta, Empareja, Escoge, Indica, Menciona, Responde, Selecciona, ¿Quién...?, No es necesario responder con frases completas, Responde a todos los aspectos de la pregunta, Lo que hiciste, Tus planes, Lo que vas a hacer, Tu opinión sobre, Lo que opinas</p> <p>Puedo ver, hay, está(n) + present continuous</p>
Opportunities for Reading	Newspaper: jobs section – “ <i>milanuncios</i> ” Text books Revision guides Past papers	Text books Revision guides Past papers	Text books Revision guides Past papers
Developing Cultural Capital	Organisational skills, revision skills, learning to learn	Organisational skills, revision skills, learning to learn Oracy	Organisational skills, revision skills, learning to learn
Cross Curricular Links (Authentic Connections)	Life skills, IT, Geography, History, Life skills, PE, Food Technology, Maths	Drama, Life skills, IT, Geography, History, Life skills, PE, Food Technology, Maths	Life skills, IT, Geography, History, Life skills, PE, Food Technology, Maths
Key Assessment	Writing assessment - Foundation: 90 word task Higher: 150 word task Listening and reading assessment – all themes	Trial exams – Listening, Reading, Writing Trial exams – Speaking	Speaking Exam Past paper practise - Exampro



## Spanish Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grids



Year 12	Term 1	Term 2	Term 3
<b>Unit(s)</b> – As outlined in 39 week plans	Aspects of Hispanic society Modern and traditional values Equal rights Cyberspace Study of film – biography of the director, historical context	Artistic culture in the Hispanic world Modern day idols Spanish regional identity Study of film – scenes, characters and themes	Artistic culture in the Hispanic world Cultural heritage Independent Research Project - introduction Study of film – structure and style; criticality
<b>Key Retainable Knowledge &amp; Skills</b>	Write a summary from reading/listening. Recognise the changes in the family. Discuss views towards marriage and divorce. Discuss the influence of the Catholic Church. Review the role of women in the world of work. Describe machismo and feminism. Understand the rights of gay people and transsexuals. Discuss the influence of the internet. Identify the advantages and dangers of social networks. Recognise the importance of smartphones in today's society.  <b>Expected standard:</b> students are able to understand and respond in speech and in writing to spoken and written language, to use a range of lexis and structure, to understand and respond critically and analytically to different aspects of the culture and society of the Hispanic countries/communities, and to engage critically with a film in Spanish.	Identify and discuss the influence of singers, musicians, TV and film stars, and models. Describe regional traditions and costumes. Identify different languages/dialects. Discuss tourist sites and pre-Hispanic civilizations (Machu Picchu, la Alhambra). Discuss art and architecture. Understand the cultural heritage and its diversity.  <b>Expected standard:</b> students are able to understand and respond in speech and in writing to spoken and written language, to use a range of lexis and structure, to understand and respond critically and analytically to different aspects of the culture and society of the Hispanic countries/communities, and to engage critically with a film in Spanish.	Appreciate the concepts and issues covered in the themes. Understand assessment criteria. Distinguish between different question styles. Put emphasis on relevance, sound knowledge, description and analysis. Use appropriate, accurate and effective language. Identify a subject of interest to study. Research information in Spanish. Share the outcomes. Plan for speaking assessment.  <b>Expected standard:</b> students are able to understand and respond in speech and in writing to spoken and written language, to use a range of lexis and structure, to understand and respond critically and analytically to different aspects of the culture and society of the Hispanic countries/communities, and to engage critically with a film in Spanish.
<b>Key Technical Vocabulary</b>	<u>All vocab linked to the study of a film together with:</u>  Nouns, Definite and Indefinite articles Adjectives (agreements, position, comparative, superlative, demonstrative, possessive) - position and agreement Pronouns, Adverbs, Prepositions, Personal 'a' Tenses (regular and most common irregular forms) – present, preterite, imperfect, perfect, future, conditional, gerund Stem-changing, reflexive verbs, Verbs like <i>gustar</i> , <i>SER</i> and <i>ESTAR</i> Interrogatives, Direct and Indirect object pronouns, idioms	<u>All vocab linked to the study of a film together with:</u>  Different uses of the Infinitive Negative constructions Present Subjunctive Imperative Relative pronouns POR and PARA Active and Passive Voice (impersonal se) Numerals	<u>All vocab linked to the study of a film together with:</u>  Embedding all grammar points studied so far
<b>Opportunities for Reading</b>	Spanish newspapers, magazines, websites Read and summarise articles in Spanish, translation into English Film blurb, reviews	Spanish newspapers, magazines, websites Read and summarise articles in Spanish, translation into English Maps, recipes, anti-bullfight campaign adverts/articles	Spanish newspapers, magazines, websites Read and summarise articles in Spanish, translation into English Song lyrics
<b>Developing Cultural Capital</b>	Understanding of other cultures: marriage in Spain, women's rights in Spain, LGBT community in Latin America, the use of modern technology in the Hispanic world; the North / South divide in Spain	Understanding of other cultures: hispanic idols, mapping of the hispanic world, languages spoken in Spain, Spanish food, bullfighting (art or cruelty, for or against - debate)	Understanding of other cultures: hispanic music, dance, architecture and art (videos, songs, pictures, paintings); the pre-Hispanic civilisations
<b>Cross Curricular Links</b> (Authentic Connections)	Geography, History, Life skills, RS LGBT, pros and cons of modern technology	Geography, History, Life skills, Food technology Responsibilities of the famous, Mediterranean diet	Geography, History, Life skills, Art World heritage, identity
<b>Key Assessment</b>	Reading and Translation assessment: summary and translation Speaking assessment: one card about Modern and traditional values / Equal rights	Trial exams: paper 1 (Listening, Reading, Translating), paper 3 (Speaking) Assessment: paper 2 (Writing, Translating)	Trial exams: paper 2 (Writing, Translating), paper 3 (Speaking)



## Spanish Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grids



Year 13	Term 1	Term 2	Term 3
<b>Unit(s)</b> – As outlined in 39 week plans	Multiculturalism in Hispanic society Immigration, racism and integration Independent Research Project Study of novel – biography of the director, historical context; chapters	Aspects of political life in the Hispanic world Today's youth, citizens of tomorrow Monarchies and dictatorships Independent Research Project Study of novel – characters, themes, structure, style, imagery, rhetorical devices, narrative point of view	Aspects of political life in the Hispanic world Popular movements Independent Research Project – outcomes
<b>Key Retainable Knowledge &amp; Skills</b>	Review the advantages and disadvantages of immigration. Describe immigration in the Hispanic world. Discuss problems arisen from illegal immigration. Debate racist and xenophobe views. Review actions and legislation against racism. Discuss integration of different cultures – education and religion.	Understand today's youth and their views towards politics: activism or apathy. Discuss the unemployment amongst young people. Describe the ideal society of youth today. Describe Franco's dictatorship. Understand the evolution of the Spanish monarchy. Recognise and discuss Latin-American dictators. Review the effectiveness of demonstrations and strikes, and the power of unions. Discuss examples of social protests (El 15-M, las madres de la Plaza de Mayo).	Embedding all grammar points studied so far. Appreciate the concepts and issues covered in the themes. Understand assessment criteria. Distinguish between different question styles. Put emphasis on relevance, sound knowledge, description and analysis. Use appropriate, accurate and effective language.
	<b>Expected standard:</b> students are able to understand and respond in speech and in writing to spoken and written language, to use a range of lexis and structure, to understand and respond critically and analytically to different aspects of the culture and society of the Hispanic countries/communities, to engage critically with a book in Spanish, and to develop as independent researchers through Spanish.	<b>Expected standard:</b> students are able to understand and respond in speech and in writing to spoken and written language, to use a range of lexis and structure, to understand and respond critically and analytically to different aspects of the culture and society of the Hispanic countries/communities, to engage critically with a book in Spanish, to develop as independent researchers through Spanish, to deliver a presentation, and to show knowledge and understanding of the area of study are evident in the presentation.	<b>Expected standard:</b> students are able to understand and respond in speech and in writing to spoken and written language, to use a range of lexis and structure, to understand and respond critically and analytically to different aspects of the culture and society of the Hispanic countries/communities, to engage critically with a book in Spanish, to develop as independent researchers through Spanish, to deliver a presentation fluently, and to show thorough knowledge and understanding of the area of study are evident in the presentation.
<b>Key Technical Vocabulary</b>	<u>All vocab linked to the study of a novel/play together with:</u> Conditional tense Gerunds Relative pronouns Past Participles Pluperfect Subjunctive + Conditional Perfect Idioms	<u>All vocab linked to the study of a novel/play together with:</u> Compound tenses Adverbs Impersonal verbs Subjunctive across a range of tenses Subjunctive in main clauses Comparative and Superlative constructions Subordinating conjunctions	<u>All vocab linked to the study of a novel/play together with:</u> Embedding all grammar points studied so far
<b>Opportunities for Reading</b>	Spanish newspapers, magazines, websites, song lyrics Read and summarise articles in Spanish, translation into English Novel	Spanish newspapers, magazines, websites, propaganda posters Read and summarise articles in Spanish, translation into English Novel	Spanish newspapers, magazines, websites Read and summarise articles in Spanish, translation into English Novel
<b>Developing Cultural Capital</b>	Understanding of other cultures: immigration in the Hispanic world, Trump's wall, <i>las pateras</i> , films (" <i>Biutiful</i> "; " <i>Un franco, catorce pesetas</i> "), song (" <i>Clandestino</i> ") General Franco and life under the dictatorship in Spain Research and presentation skills	Understanding of other cultures: the Spanish youth and its interest in politics, the Spanish royal family, dictatorships in Spain and Latin America Research and presentation skills	Understanding of other cultures: high unemployment in Spain, unions and protests in Spain – too violent? - debate Research and presentation skills
<b>Cross Curricular Links</b> (Authentic Connections)	Geography, History, Life skills, Literature Immigration	Geography, History, Life skills, Literature Politics, royal family, dictatorship	Geography, History, Life skills, Literature Youth's ideal society, getting involved
<b>Key Assessment</b>	Trial exams: paper 1 (Listening, Reading, Translating), paper 2 (Writing, Translating), paper 3 (Speaking) Writing assessment: paper 2 (essay on film)	Trial exams: paper 1 (Listening, Reading, Translating), paper 2 (Writing, Translating), paper 3 (Speaking)	Writing assessment: paper 2 (essay on novel/play) Speaking exam (at TRC)



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