Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
<b>Topic</b> : Phonics (and Spelling Bee- this	Topic: Langlovision and Core vocabulary	Topic: Langlovision and me describo	Topic: El colegio	Topic: El Medio Ambiente	
runs throughout the year but should					
NOT take up whole lessons or we will					
lose our key principles won't we)					
Core knowledge: Students will be	Core knowledge: Students will continue to	Core knowledge: Students will be	Core knowledge: Students will learn	Core knowledge: Students will learn	
introduced to the basics of language	learn the phonics. Other aspects will	introduced on how to describe	through the Zipi and Zape I film. They will	about the importance of recycling and	
learning, in particular, phonics and this	include numbers; days of the week; school	themselves in how they look and their	also learn about school subjects; school	looking after their environment.	
will be done by song. Students will begin	equipment; months of the year and	characteristics. Other aspects will	facilities; opinions and reasoning;		
to participate in the spelling bee.	colours.	include pets, family	timetables; school rules; items of uniform;		
The state of the s		,	opinions on teachers		
Core skills: Students are exposed to all	Core skills: Students are exposed to all	Core skills: Students continue to be	Core skills: Students continue to be	Core skills: Students continue to be	
four skills; listening, reading, speaking	four skills; listening, reading, speaking and	exposed to all four skills and look at the	exposed to all four skills and look at the	exposed to all four skills and look at the	
and writing in the target language with a	writing in the target language with a	structure of the language. Students can	structure of the language. Students now	structure of the language.	
particular emphasis on phonics and	particular emphasis on phonics and	identify errors in translations but also	start to adapt language to describe		
speaking.	speaking.	can then create their own piece of	different people.	Reasoning: Students continue to be	
		writing using writing frames.		exposed to all four skills and look at the	
Reasoning: To create solid foundations	Reasoning: We aim to capture the love		Reasoning: Students can confidently	structure of the language. Students now	
for language learning.	for learning languages.	Reasoning: Students feel very early on	relate to this subject, which then builds	start to adapt language to talk about	
		that they are not as successful in	their confidence in the language.	the environment and how to become a	
		language learning. This topic allows		better citizen	
Grammar: Articles (el/la/los/la);	Grammar: Articles (el/la/los/la);	students to feel successful very early on.	Grammar: Implicit teaching of present		
hay/no hay; tengo/no tengo		Communication .	tense and infinitives. Opinion phrases,	Community Community	
Linking words w	Chumka of language I	Grammar: Adjective agreement,	time concepts.	Grammar: Explicit infinitive teaching,	
Linking words: y	Chunks of language learnt:	implicit and explicit learning of the	Linking would ware and touchtie	Suelo + inf, hay que, tengo que	
Chamber of learning learning		present tense, ser, estar <mark>and tener</mark>	Linking words: y, pero and también	Linkingde and sin	
Chunks of language learnt:		Linking words: y and pero		Linking words: y, pero, también and sin embargo	
Me llamo  Tanga añas		Linking words. y and pero	Chunks of language learnt:	empargo	
<ul> <li>Tengo años</li> <li>Mi cumpleaños es elde</li> </ul>		Chunks of language learnt:	En mi colegio estudio		
•		en mi familia hay/no hay	En mi colegio hay	Chunks of language learnt:	
		Mi se llama	Me gusta/mola/chifla	chanks of language learne.	
emotional registers)		En la foto hay	Me molesta/irita/fastidia	Hay que + infinitive	
en mi mochila hay/no hay/tanga/na tanga		Soy una persona	Antes de/después de	Suelo que + infinitive	
hay/tengo/no tengo		tengo el pelo	(No) se debe llevar	Tengo que + inifinitive	
Estoyporque estoy (through     motional registers)			Para mi uniforme llevo	En el futuro voy a + infinitive	
emotional registers)		tengo los ojos	Para mi uniforme lievo  (HA chunks) Le gusta/mola/chifla	Mañana voy a + infinitive	
			(HA Chunks) Le gusta/moia/china	Wanana voy a + ininitive	
	Laurana and materia				
Language end point:	Language end point:	Language end point:	Language end points:	Language end point:	
<ol> <li>Describe and identify</li> </ol>	Describe places, objects and	<ol> <li>Describe and identify</li> </ol>	<ol><li>Compare and contrast;</li></ol>	<ol><li>Describe places, objects</li></ol>	
people including oneself;	natural phenomena;	people including oneself;	7. Describe routine behaviour and	and natural phenomena;	
			events in the present;	6. Compare and contrast;	
			9. Making plans for the future;	9. Making plans for the future;	
Cara thama 1	Core theme 1	Core theme 1	Core theme 2	Core theme 3	
Core theme 1	on a marine a			Core theme 3	

V0	T-ut1	Tania Mitanbaia idaal	Tania Internaliasia	Toutes to contide d	V7 1 V0 t t i t-	
Year 8	Topic: Las vacaciones	Topic: Mi trabajo ideal	Topic: La tecnologia	Topic: La caridad	Y7 and Y8 revison topic, to include:	
	Core knowledge: Students will learn about fiestas that happen around the world and what to expect during a holiday.	Core knowledge: Students will learn how to conduct an interview for a job in the future.	Core knowledge: Students will learn through the Zipi and Zape II film. They will also learn about technology and its uses.	Core knowledge: Students will learn about homelessness and healthy living.  Core skills: Students continue to be	<ul> <li>3. Creating Questions</li> <li>5. Making arrangements</li> <li>Going out – ordering it</li> <li>Role plays</li> </ul>	
	Core skills: Students continue to be exposed to all four skills and look at the structure of the language.  Reasoning:  Grammar: Ordering tickets, Daily routine, Ordering food, fui, fue, fuimos, Implicit conditional tense.  Linking words: y, pero, también, sin embargo, ya que, además, aunque	Core skills: Students continue to be exposed to all four skills and look at the structure of the language.  Reasoning: Promoting a range of careers within the UK and the wider world, which provides students with aspirations.  Grammar: Present tense (implicitly,) perfect tense (implicitly,) Conditional tense (implicitly,) Usted  Linking words: y, pero, también, sin embargo, ya que, además	Core skills: Students continue to be exposed to all four skills and look at the structure of the language.  Reasoning: The film captures students' love for languages and gets them engaged in Spanish.  Grammar: Present tense (implicitly and explicitly,) prepositions, directions  Linking words: y, pero, también, sin embargo, ya que	exposed to all four skills and look at the structure of the language.  Reasoning: To create an awareness of social issues in the world around us. To promote students to be better citizens and looking after themselves.  Grammar: Present tense (implicitly,) Voy a, Opinions, infinitives, nini  Linking words: y, pero, también, sin embargo, ya que, además, aunque	<ul> <li>Food/Drink</li> <li>Directions</li> </ul>	
	Chunks of language learnt:  Prefiero ir de vacaciones a Suelo ir con En las vacaciones fui/fuimos a Si tuviera mucho dinero iría a Necesito un billete (ida, ida y vuelta) a Por la mañana/tarde/noche (me levanto/me ducho)	Chunks of language learnt:  Soy una persona  Me interesa trabajar en  En el pasado he trabajado en  En el futuro me gustaría trabajar en  Mi trabajo ideal sería	Chunks of language learnt:  Me gusta usar  Me encanta/flipa usar  Prefiero usar  Pienso que/creo que  En el pasado habia  Hace diez anos habia  Me gustaria	Chunks of language learnt:  Puede ser Imagino/Pienso que es Lo mejor/peor es que (No) se debe/puede Me duele (n)		
	Language end points: 6. Compare and contrast; 7. Describe routine behaviour and events in the present; 8. Describe routine behaviour in the past; 9. Making plans for the future; 10. Indicating agreement and disagreement;	Language end points:  1. Describe and identify people including oneself;  4. Express ones feelings;  8. Describe routine behaviour in the past;  9. Making plans for the future;	Language end points:  7. Describe routine behaviour and events in the present; 9. Making plans for the future; 10. Indicating agreement and disagreement;	Language end points:  4. Express ones feelings; 6. Compare and contrast; 7. Describe routine behaviour and events in the present; 11. Solving problems;		
	Core theme 3	Core theme 3	Core theme 2	Core theme 2		

Year 9 Topic: La familia y los amigos Topic: Mi tiempo libre Topic: Mi región Topic: Las fiestas y las costumbres Topic: El colegio Core knowledge: Students will be able Core knowledge: Students will be able to Core knowledge: Students will be able Core knowledge: Students will be able to Core knowledge: Students will be able to understand and express about family understand and express what they do in to understand and express about their understand and express what an to understand and express what a and friends. their free time and their aspirations for local, national and international area. international 'fiesta' may look like. school looks like in the international work. Students will also practise telling the Core skills: Students continue to be time and counting money. Core skills: Students continue to be Core skills: Students continue to be exposed to all four skills and look at the exposed to all four skills and look at the exposed to all four skills and look at the Core skills: Students continue to be structure of the language. structure of the language. structure of the language. Students learn exposed to all four skills and look at the to present information to their peers. structure of the language. Reasoning: This topic translates to any Core skills: Students continue to be Reasoning: A topic students can express student from any background. Students exposed to all four skills and look at the themselves with confidence as it is the Reasoning: This translates to any student Reasoning:. A topic students can can easily communicate with this topic, structure of the language. Students learn world they know as well as inspiring from any background. An inspiring topic, express themselves with confidently as they can express themselves with how to tell the time. Students are taught them to learn about the world around to teach them to learn about the world it is the world they know, as well as confidence as it is the world they know. how to tell the time and cultural around us. inspiring them to learn about the world awareness of money in other countries. around us. **Grammar: Possessive** adjectives(mio,tuyo, conmigo, contigo) Reasoning: A topic students can express **Grammar: Conditional tense** Grammar: Comparisons, implicit (implicitly,) Preterite tense (implicitly,) Grammar: Students implicitly re-enforce Asking questions (explicitly teaching themselves with confidently as it is the learning of the future tense, use of do/does will not need to be translated world they know. future tense (implicitly) the conditional tense. Students implicitly 'haber' in the past tense. in a qu.) learn the perfect tense. Comparisons. Grammar: Implicit and Explicit re-(HA curriculum to explicitly teach the Weather- present and preterit Chunks of language learnt: (HA curriculum to explicitly teach the enforcement of the present tense and conditional and future tense) immediate future. Re-enforcement that Chunks of language learnt: preterite tense) La diferencia entre... v .... Chunks of language learnt: En mi escuela primaria había... Chunks of language learnt: La fiesta que me gustaría visitar es... Las presiones de los alumnos En mi familia hav... Chunks of language learnt: Vivo en.... y es.... Para celebrar la fiesta de... la Mi...es... En mi casa/dormitorio/piso hay... gente... Si fuera director de mi colegio Mi(s) pasatiempo(s) es/son... Soy/es una persona La casa de mis sueños sería... El año que viene quisiera visitar... cambiaría... En mi tiempo libre... Me llevo bien/mal con el/ella... Lo bueno y lo malo de (mi En el pasado he ido/he estado... El alumno perfecto sería... Quiero... En casa... barrio/dormitorio/región) es... La diferencia entre... y .... Cuando sea mayor me gustaría... A la/las... Mi región en el pasado era... Quisiera... Una comida típica de... Tengo un trabajo Mi región en el futuro será... Me gustaría pedir... All chunks relate to friends and family parcial/completo...trabajo como... Ponme... Tengo un trabajo parcial/completo y gano Voy a comprar... Language end points: Describe and identify Make arrangements; 2. Describe places, objects 8. Describe routine behaviour in the 2. Describe places, objects Describe routine behaviour and natural phenomena; people including oneself; and natural phenomena; and events in the present: Express ones feelings; 6. Compare and contrast; 9. Making plans for the future; 6. Compare and contrast; 9. Making plans for the future. 9. Making plans for the future. 7. Describe routine behaviour and 7. Describe routine behaviour 10. Indicating agreement and events in the present; and events in the present; disagreement. 8. Describe routine behaviour in 9. Making plans for the future. the past; 9. Making plans for the future. Core theme 1 Core theme 2 Core theme 1 Core theme 1 Core theme 3

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Year 10	Topic: El Medio Ambiente	Topic: Los Necesitados	Topic: La Tecnología	Topic: Los Trabajos	Topic: El Amor y Las Relaciones	
				.,	Personales	
	Core knowledge: Students will be able	Core knowledge: Students will be able to	Core knowledge: Students will be able	Core knowledge: Students will be able to		
	to understand and express about the	understand and express about people with	to understand and express about the	talk about jobs and aspirations for the	Core knowledge: Students will be able	
	environment.	the greatest needs in the world.	use (and lack of use) of technology in	future.	to understand and express about	
			the world		different relationships.	
	Core skills: Students continue to be	Core skills: Students continue to be	Core skills: Students continue to be			
	exposed to all four skills and look at the	exposed to all four skills and look at the	exposed to all four skills and look at the	Core skills: Students continue to be	Core skills: Students continue to be	
	structure of the language.	structure of the language.	structure of the language.	exposed to all four skills and look at the	exposed to all four skills and look at the	
				structure of the language.	structure of the language. Students will	
	Reasoning: This is one of the GCSE	Reasoning: This is one of the GCSE topics	Reasoning: This is one of the GCSE		be able to understand and appreciate	
	topics and translates to any student	and translates to any student from any	topics and translates to any student	Reasoning: This is one of the GCSE topics	different family structures.	
	from any background. A topic to	background. A topic to encourage	from any background. A topic students	and translates to any student from any		
	encourage students to learn about the	students to learn about the world around	can express themselves about	background. A topic to encourage	Reasoning: This is one of the GCSE	
	world around us.	us.	confidently as it is the world they know	students to learn about the world around	topics and translates to any student	
				us.	from any background. A topic to	
	Community to the contract of	Community to the control of the cont	Communication of the contract		encourage students to learn about the	
	Grammar: Implicit re-enforcement of	Grammar: Implicit re-enforcement of the	Grammar:. Perfect Tense focus,		world around us.	
	the perfect tense.	preterit tense, Implicit re-enforcement of	Comparatives and superlatives, por and	Grammar:. Usted		
	Church of language learns	the perfect tense.	para		Cramman Funlisit tasahing of the	
	Chunks of language learnt:	Churche of language learner			Grammar: Explicit teaching of the immediate future tense and reflexive	
	Los problemas con el medio	Chunks of language learnt:		Chunks of language learnt:	verbs.	
	ambiente son	La situación de los sin techo en	Chunks of language learnt:	Yo diría que el trabajo más	verbs.	
		nuestra sociedad es a causa de	fueado/ido	importante es	Chunks of language learnt:	
	Las soluciones para el medio ambiente son	Para ayudar a la gente de mi	Los jóvenes están obsesionados	Cuando sea mayor me interesa	Hoy en día es	
	Para mejorar el medio ambiente	región	con la tecnología hoy en día a	trabajar en (Francia) dado que	común/aceptable/importante	
	he ayudado con	A los sin techo les hacen falta	causa de	será	A mi juicio las relaciones de hoy	
	Para mejorar la situación global	Las soluciones para los sin techo	Las ventajas y desventajas del	Los aspectos positivos de encontrar	son	
	debemos	son	internet son	un trabajo a los dieciocho años	Mi pareja ideal sería	
	deserries	La situación de los sin techo	En el pasado he usado el internet	serán	Cuando sea mayor	
		anteriormente era	para	Quisiera buscar un trabajo en	Cuanta sea mayorm	
		Para los sin techo en el futuro	He usado para	Los riesgos de no tener un trabajo		
		espero que haya	En el pasado heado/ido	son		
	Language end points:	Para mejorar la situación de los sin	Acabo de usar el internet para		Language end points:	
	2. Describe places, objects	techo debemos			4. Express ones feelings;	
	and natural phenomena;	En el pasado he	Language end points:	Language end points:	7. Describe routine behaviour	
	7. Describe routine behaviour and	Los problemas de la gente del tercer	6. Compare and contrast;	6. Compare and contrast;	and events in the present;	
	events in the present;	mundo son	7. Describe routine behaviour and	7. Describe routine behaviour and	8. Describe routine behaviour in	
	9. Making plans for the future;	Para ayudar se debe	events in the present;	events in the present;	the past;	
	11. Solving problems;	Language end points:	8. Describe routine behaviour in	9. Making plans for the future;	9. Making plans for the future;	
	<b>3</b> P	<ol><li>Describe places, objects and</li></ol>	the past;		,	
		natural phenomena;				
		7. Describe routine behaviour and				
		events in the present;				
		9. Making plans for the future;				
		11. Solving problems;				
			Court House 4	Core thoma 3		
	Core theme 2	Core theme 2	Core theme 1	Core theme 3	Core theme 1	

## Curriculum Map Year 7-13

Year 11  Topic: Revision  Core knowledge: Revisiting of all skills before the synoptics through revision lessons. All topics will be covered through at least one skill.  After synoptics thorough feedback is given from the papers.  Speaking Practise continual  After synoptics thorough revision lessons. All topics will be covered through a feedback is given from the papers.  Speaking Practise continual  After synoptics thorough feedback is given from the papers.  After synoptics thorough feedback is given from the papers.  After synoptics thorough feedback is given from the papers.  After synoptics thorough feedback is given from the papers.  After synoptics thorough feedback is given from the papers.  After synoptics thorough feedback is given from the papers.  After synoptics thorough feedback is given from the papers.  After synoptics through revision lessons. All topics will be covered through a tileato not skill.  After synoptics through revision lessons. All topics will be covered through a tileato not skill.  After synoptics through revision lessons. All topics will be covered through a tileaton one skill.  After synoptics through revision lessons. All topics will be covered through a tileaton one skill.  After synoptics through revision lessons. All topics will be covered through a tileaton one skill.  After synoptics through revision lessons. All topics will be covered through a tileaton one skill.  After synoptics through revision lessons. All topics will be covered through a tileaton one skill.  After synoptics through revision lessons. All topics will be covered through a tileaton one skill.  After synoptics through revision lessons. All topics will be covered through a tileaton one skill.  After synoptics through revision lessons. All topics will be covered through a tileaton one skill.  After synoptics through revision lessons. All topics will be covered through a tileaton one skill.  After synoptics through revision lessons. All topics will be covered through a tileaton one skill.  After synoptics					
Core knowledge: Revisiting of all skills before the synoptics through revision lessons. All topics will be covered through at least one skill.  After synoptics thorough feedback is given from the papers.  Speaking Practise continual  After synoptics thorough and least one skill.  After synoptics thorough feedback is given from the papers.  Speaking Practise continual  Core knowledge: Revisiting of all skills before the synoptics through revision lessons. All topics will be covered through at least one skill.  1. Family and friends (theme 1) 2. Customs and Festivals (Theme 1) 4. Holidays (Theme 2) 5. Jobs and Careers (Theme 3) 6. School (Theme 3) 7. Home and Local Area (Theme 2) 9. Free time (Theme 2) 9. Free time (Theme 2) Mock Speaking Exams  Core knowledge: Revisiting of all skills before the synoptics through revision lessons. All topics will be covered through at least one skill.  After synoptics through revision lessons. All topics will be covered through at least one skill.  After synoptics through revision lessons. All topics will be covered through at least one skill.  After synoptics through revision lessons. All topics will be covered through at least one skill.  After synoptics through revision lessons. All topics will be covered through at least one skill.  After synoptics through revision lessons. All topics will be covered through at least one skill.  After synoptics through revision lessons. All topics will be covered through at least one skill.  After synoptics through revision lessons. All topics will be covered through at least one skill.  After synoptics through revision lessons. All topics will be covered through at least one skill.  After synoptics through revision lessons. All topics will be covered through at least one skill.  After synoptics through revision lessons. All topics will be covered through at less one skill.  After synoptics through revision lessons. All topics will be covered through at less one skill.  After synoptics through revision lessons. All topics will be covered thr					
Core knowledge: Revisiting of all skills before the synoptics through revision lessons. All topics will be covered through at least one skill.  After synoptics thorough feedback is given from the papers.  Speaking Practise continual  After synoptics thorough and least one skill.  After synoptics thorough feedback is given from the papers.  Speaking Practise continual  Core knowledge: Revisiting of all skills before the synoptics through revision lessons. All topics will be covered through at least one skill.  1. Family and friends (theme 1) 2. Customs and Festivals (Theme 1) 4. Holidays (Theme 2) 5. Jobs and Careers (Theme 3) 6. School (Theme 3) 7. Home and Local Area (Theme 2) 9. Free time (Theme 2) 9. Free time (Theme 2) Mock Speaking Exams  Core knowledge: Revisiting of all skills before the synoptics through revision lessons. All topics will be covered through at least one skill.  After synoptics through revision lessons. All topics will be covered through at least one skill.  After synoptics through revision lessons. All topics will be covered through at least one skill.  After synoptics through revision lessons. All topics will be covered through at least one skill.  After synoptics through revision lessons. All topics will be covered through at least one skill.  After synoptics through revision lessons. All topics will be covered through at least one skill.  After synoptics through revision lessons. All topics will be covered through at least one skill.  After synoptics through revision lessons. All topics will be covered through at least one skill.  After synoptics through revision lessons. All topics will be covered through at least one skill.  After synoptics through revision lessons. All topics will be covered through at least one skill.  After synoptics through revision lessons. All topics will be covered through at less one skill.  After synoptics through revision lessons. All topics will be covered through at less one skill.  After synoptics through revision lessons. All topics will be covered thr					
Core knowledge: Revisiting of all skills before the synoptics through revision lessons. All topics will be covered through at least one skill.  After synoptics thorough feedback is given from the papers.  Speaking Practise continual  After synoptics thorough and least one skill.  After synoptics thorough feedback is given from the papers.  Speaking Practise continual  Core knowledge: Revisiting of all skills before the synoptics through revision lessons. All topics will be covered through at least one skill.  1. Family and friends (theme 1) 2. Customs and Festivals (Theme 1) 4. Holidays (Theme 2) 5. Jobs and Careers (Theme 3) 6. School (Theme 3) 7. Home and Local Area (Theme 2) 9. Free time (Theme 2) 9. Free time (Theme 2) Mock Speaking Exams  Core knowledge: Revisiting of all skills before the synoptics through revision lessons. All topics will be covered through at least one skill.  After synoptics through revision lessons. All topics will be covered through at least one skill.  After synoptics through revision lessons. All topics will be covered through at least one skill.  After synoptics through revision lessons. All topics will be covered through at least one skill.  After synoptics through revision lessons. All topics will be covered through at least one skill.  After synoptics through revision lessons. All topics will be covered through at least one skill.  After synoptics through revision lessons. All topics will be covered through at least one skill.  After synoptics through revision lessons. All topics will be covered through at least one skill.  After synoptics through revision lessons. All topics will be covered through at least one skill.  After synoptics through revision lessons. All topics will be covered through at least one skill.  After synoptics through revision lessons. All topics will be covered through at less one skill.  After synoptics through revision lessons. All topics will be covered through at less one skill.  After synoptics through revision lessons. All topics will be covered thr					
before the synoptics through revision lessons. All topics will be covered through at least one skill.  After synoptics thorough feedback is given from the papers.  Speaking Practise continual  After synoptics through at least one skill.  After synoptics through feedback is given from the papers.  Speaking Practise continual  Mock Speaking Exams  GCSE topics, revisiting previously learnt vocabularly and practising of skills through at least one skill.  After synoptics through feedback is given from the papers.  Jobs and Greers (Theme 3)  G. School (Theme 3)  Free time (Theme 2)  Mock Speaking Exams  GCSE topics, revisiting previously learnt vocabularly and practising of skills through at least one skill.  After synoptics through feedback is given from the papers.  Speaking Practise  Speaking Practise  Mock Speaking Exams  GCSE topics, revisiting previously learnt vocabularly and practising of skills through at least one skill.  After synoptics through feedback is given from the papers.  Speaking Practise  Speaking Practise  Mock Speaking Exams	Year 11	Topic: Revision	Topic: Revision	Topic: Revision	
8. Global and Social Issues (Theme 2) 9. Free time (Theme 2)  Mock Speaking Exams  Year 12		before the synoptics through revision lessons. All topics will be covered through at least one skill. After synoptics thorough feedback is given from the papers.	GCSE topics, revisiting previously learnt vocabulary and practising of skills  1. Family and friends (theme 1) 2. Customs and Festivals (Theme 1) 3. Technology (Theme 1) 4. Holidays (Theme 2) 5. Jobs and Careers (Theme 3) 6. School (Theme 3)	before the synoptics through revision lessons. All topics will be covered through at least one skill. After synoptics thorough feedback is given from the papers.	
Mock Speaking Exams  Year 12			8. Global and Social Issues (Theme 2)		
/ear 12			9. Free time (Theme 2)		
			Mock Speaking Exams		
Year 13	'ear 12				
Year 13					
ear 13					
Pear 13					
Year 13					
	Year 13				