

# Curriculum Map Year 7-13

	Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
Year 7	<p><b>Topic:</b> Phonics (and Spelling Bee- this runs throughout the year but should NOT take up whole lessons or we will lose our key principles won't we)</p> <p><b>Core knowledge:</b> Students will be introduced to the basics of language learning, in particular, phonics and this will be done by song. Students will begin to participate in the spelling bee.</p> <p><b>Core skills:</b> Students are exposed to all four skills; listening, reading, speaking and writing in the target language with a particular emphasis on phonics and speaking.</p> <p><b>Reasoning:</b> To create solid foundations for language learning.</p> <p><b>Grammar:</b> Articles (el/la/los/la); hay/no hay; tengo/no tengo</p> <p><b>Linking words:</b> y</p> <p><b>Chunks of language learnt:</b></p> <ul style="list-style-type: none"> <li>• Me llamo ...</li> <li>• Tengo ... años</li> <li>• Mi cumpleaños es el.....de.....</li> <li>• Estoy...porque estoy... (through emotional registers)</li> <li>• en mi mochila hay/no hay/tengo/no tengo</li> <li>• Estoy...porque estoy... (through emotional registers)</li> </ul> <p><b>Language end point:</b></p> <ol style="list-style-type: none"> <li>1. Describe and identify people including oneself;</li> </ol>	<p><b>Topic:</b> Langlovision and Core vocabulary</p> <p><b>Core knowledge:</b> Students will continue to learn the phonics. Other aspects will include numbers; days of the week; school equipment; months of the year and colours.</p> <p><b>Core skills:</b> Students are exposed to all four skills; listening, reading, speaking and writing in the target language with a particular emphasis on phonics and speaking.</p> <p><b>Reasoning:</b> We aim to capture the love for learning languages.</p> <p><b>Grammar:</b> Articles (el/la/los/la);</p> <p><b>Chunks of language learnt:</b></p> <p><b>Language end point:</b></p> <ol style="list-style-type: none"> <li>2. Describe places, objects and natural phenomena;</li> </ol>	<p><b>Topic:</b> Langlovision and me describo</p> <p><b>Core knowledge:</b> Students will be introduced on how to describe themselves in how they look and their characteristics. Other aspects will include pets, family</p> <p><b>Core skills:</b> Students continue to be exposed to all four skills and look at the structure of the language. Students can identify errors in translations but also can then create their own piece of writing using writing frames.</p> <p><b>Reasoning:</b> Students feel very early on that they are not as successful in language learning. This topic allows students to feel successful very early on.</p> <p><b>Grammar:</b> Adjective agreement, implicit and explicit learning of the present tense, ser, estar and tener</p> <p><b>Linking words:</b> y and pero</p> <p><b>Chunks of language learnt:</b></p> <ul style="list-style-type: none"> <li>• en mi familia hay/no hay</li> <li>• Mi ... se llama</li> <li>• En la foto hay...</li> <li>• Soy una persona...</li> <li>• tengo el pelo...</li> <li>• tengo los ojos...</li> </ul> <p><b>Language end point:</b></p> <ol style="list-style-type: none"> <li>1. Describe and identify people including oneself;</li> </ol>	<p><b>Topic:</b> El colegio</p> <p><b>Core knowledge:</b> Students will learn through the Zipi and Zape I film. They will also learn about school subjects; school facilities; opinions and reasoning; timetables; school rules; items of uniform; opinions on teachers</p> <p><b>Core skills:</b> Students continue to be exposed to all four skills and look at the structure of the language. Students now start to adapt language to describe different people.</p> <p><b>Reasoning:</b> Students can confidently relate to this subject, which then builds their confidence in the language.</p> <p><b>Grammar:</b> Implicit teaching of present tense and infinitives. Opinion phrases, time concepts.</p> <p><b>Linking words:</b> y, pero and también</p> <p><b>Chunks of language learnt:</b></p> <ul style="list-style-type: none"> <li>• En mi colegio estudio...</li> <li>• En mi colegio hay...</li> <li>• Me gusta/mola/chifla</li> <li>• Me molesta/irrita/fastidia...</li> <li>• Antes de/después de...</li> <li>• (No) se debe llevar...</li> <li>• Para mi uniforme llevo...</li> </ul> <p><b>(HA chunks)</b> Le gusta/mola/chifla</p> <p><b>Language end points:</b></p> <ol style="list-style-type: none"> <li>6. Compare and contrast;</li> <li>7. Describe routine behaviour and events in the present;</li> <li>9. Making plans for the future;</li> </ol>	<p><b>Topic:</b> El Medio Ambiente</p> <p><b>Core knowledge:</b> Students will learn about the importance of recycling and looking after their environment.</p> <p><b>Core skills:</b> Students continue to be exposed to all four skills and look at the structure of the language.</p> <p><b>Reasoning:</b> Students continue to be exposed to all four skills and look at the structure of the language. Students now start to adapt language to talk about the environment and how to become a better citizen</p> <p><b>Grammar:</b> Explicit infinitive teaching, Suelo + inf, hay que, tengo que</p> <p><b>Linking words:</b> y, pero, también and sin embargo</p> <p><b>Chunks of language learnt:</b></p> <ul style="list-style-type: none"> <li>• Hay que + infinitive</li> <li>• Suelo que + infinitive</li> <li>• Tengo que + infinitive</li> <li>• En el futuro voy a + infinitive</li> <li>• Mañana voy a + infinitive</li> </ul> <p><b>Language end point:</b></p> <ol style="list-style-type: none"> <li>2. Describe places, objects and natural phenomena;</li> <li>6. Compare and contrast;</li> <li>9. Making plans for the future;</li> </ol>	
Year 8	<b>Topic:</b> Las vacaciones	<b>Topic:</b> Mi trabajo ideal	<b>Topic:</b> La tecnología	<b>Topic:</b> La caridad	Y7 and Y8 revise topic, to include:	

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	<p><b>Core knowledge:</b> Students will learn about fiestas that happen around the world and what to expect during a holiday.</p> <p><b>Core skills:</b> Students continue to be exposed to all four skills and look at the structure of the language.</p> <p><b>Reasoning:</b></p> <p><b>Grammar: Ordering tickets, Daily routine, Ordering food, fui, fue, fuimos, Implicit conditional tense.</b></p> <p><b>Linking words: y, pero, también, sin embargo, ya que, además, aunque</b></p> <p><b>Chunks of language learnt:</b></p> <ul style="list-style-type: none"> <li>• Prefiero ir de vacaciones a...</li> <li>• Suelo ir con...</li> <li>• En las vacaciones fui/fuimos a...</li> <li>• Si tuviera mucho dinero iría a...</li> <li>• Necesito un billete (ida, ida y vuelta) a...</li> <li>• Por la mañana/tarde/noche (me levanto/me ducho) ...</li> </ul> <p><b>Language end points:</b></p> <ol style="list-style-type: none"> <li>6. Compare and contrast;</li> <li>7. Describe routine behaviour and events in the present;</li> <li>8. Describe routine behaviour in the past;</li> <li>9. Making plans for the future;</li> <li>10. Indicating agreement and disagreement;</li> </ol>	<p><b>Core knowledge:</b> Students will learn how to conduct an interview for a job in the future.</p> <p><b>Core skills:</b> Students continue to be exposed to all four skills and look at the structure of the language.</p> <p><b>Reasoning:</b> Promoting a range of careers within the UK and the wider world, which provides students with aspirations.</p> <p><b>Grammar: Present tense (implicitly,) perfect tense (implicitly,) Conditional tense (implicitly.) Usted</b></p> <p><b>Linking words: y, pero, también, sin embargo, ya que, además</b></p> <p><b>Chunks of language learnt:</b></p> <ul style="list-style-type: none"> <li>• Soy una persona...</li> <li>• Me interesa trabajar en...</li> <li>• En el pasado he trabajado en...</li> <li>• En el futuro me gustaría trabajar en...</li> <li>• Mi trabajo ideal sería...</li> </ul> <p><b>Language end points:</b></p> <ol style="list-style-type: none"> <li>1. Describe and identify people including oneself;</li> <li>4. Express ones feelings;</li> <li>8. Describe routine behaviour in the past;</li> <li>9. Making plans for the future;</li> </ol>	<p><b>Core knowledge:</b> Students will learn through the Zipi and Zape II film. They will also learn about technology and its uses.</p> <p><b>Core skills:</b> Students continue to be exposed to all four skills and look at the structure of the language.</p> <p><b>Reasoning:</b> The film captures students' love for languages and gets them engaged in Spanish.</p> <p><b>Grammar: Present tense (implicitly and explicitly,) prepositions, directions</b></p> <p><b>Linking words: y, pero, también, sin embargo, ya que</b></p> <p><b>Chunks of language learnt:</b></p> <ul style="list-style-type: none"> <li>• Me gusta usar</li> <li>• Me encanta/flipa usar</li> <li>• Prefiero usar</li> <li>• Pienso que/creo que</li> <li>• En el pasado había</li> <li>• Hace diez años había</li> <li>• Me gustaria</li> </ul> <p><b>Language end points:</b></p> <ol style="list-style-type: none"> <li>7. Describe routine behaviour and events in the present;</li> <li>9. Making plans for the future;</li> <li>10. Indicating agreement and disagreement;</li> </ol>	<p><b>Core knowledge:</b> Students will learn about homelessness and healthy living.</p> <p><b>Core skills:</b> Students continue to be exposed to all four skills and look at the structure of the language.</p> <p><b>Reasoning:</b> To create an awareness of social issues in the world around us. To promote students to be better citizens and looking after themselves.</p> <p><b>Grammar: Present tense (implicitly,) Voy a..., Opinions, infinitives, ni...ni</b></p> <p><b>Linking words: y, pero, también, sin embargo, ya que, además, aunque</b></p> <p><b>Chunks of language learnt:</b></p> <ul style="list-style-type: none"> <li>• Puede ser...</li> <li>• Imagino/Pienso que es...</li> <li>• Lo mejor/peor es que...</li> <li>• (No) se debe/puede...</li> <li>• Me duele (n)..</li> </ul> <p><b>Language end points:</b></p> <ol style="list-style-type: none"> <li>4. Express ones feelings;</li> <li>6. Compare and contrast;</li> <li>7. Describe routine behaviour and events in the present;</li> <li>11. Solving problems;</li> </ol>	<ol style="list-style-type: none"> <li>3. Creating Questions</li> <li>5. Making arrangements <ul style="list-style-type: none"> <li>• Going out – ordering it</li> <li>• Role plays</li> <li>• Food/Drink</li> <li>• Directions</li> </ul> </li> </ol>	
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<p>Year 9</p>	<p><b>Topic:</b> La familia y los amigos</p> <p><b>Core knowledge:</b> Students will be able to understand and express about family and friends.</p> <p><b>Core skills:</b> Students continue to be exposed to all four skills and look at the structure of the language.</p> <p><b>Reasoning:</b> This is one of the GCSE topics and translates to any student from any background. Students can easily communicate with this topic. A good introduction to a GCSE module and A topic students can express themselves with confidently as it is the world they know.</p> <p><b>Grammar: Possessive adjectives(mio,tuyo, conmigo, contigo) Asking questions (explicitly teaching do/does will not need to be translated in a qu.)</b></p> <p><b>(HA curriculum to explicitly teach the preterite tense)</b></p> <p><b>Chunks of language learnt:</b></p> <ul style="list-style-type: none"> <li>• En mi familia hay...</li> <li>• Mi...es...</li> <li>• Soy/es una persona</li> <li>• Me llevo bien/mal con el/ella...</li> <li>• Quiero...</li> <li>• Quisiera...</li> </ul> <p>All chunks relate to friends and family</p> <p><b>Language end points:</b></p> <ol style="list-style-type: none"> <li>1. Describe and identify people including oneself;</li> <li>4. Express ones feelings;</li> <li>9. Making plans for the future.</li> </ol>	<p><b>Topic:</b> Mi tiempo libre</p> <p><b>Core knowledge:</b> Students will be able to understand and express what they do in their free time and their aspirations for work. Students will also practise telling the time and counting money.</p> <p><b>Core skills:</b> Students continue to be exposed to all four skills and look at the structure of the language. Students learn how to tell the time and cultural awareness of money in other countries.</p> <p><b>Reasoning:</b> This is one of the GCSE topics and translates to any student from any background. A topic students can express themselves with confidently as it is the world they know.</p> <p><b>Grammar: Implicit and Explicit re-enforcement of the present tense and immediate future. Re-enforcement that es -&gt; son.</b></p> <p><b>Chunks of language learnt:</b></p> <ul style="list-style-type: none"> <li>• Mi(s) pasatiempo(s) es/son...</li> <li>• En mi tiempo libre...</li> <li>• En casa...</li> <li>• A la/las...</li> <li>• Tengo un trabajo parcial/completo...trabajo como...</li> <li>• Tengo un trabajo parcial/completo y gano</li> <li>• Voy a comprar...</li> </ul> <p><b>Language end points:</b></p> <ol style="list-style-type: none"> <li>5. Make arrangements;</li> <li>6. Describe routine behaviour and events in the present;</li> <li>9. Making plans for the future.</li> </ol>	<p><b>Topic:</b> Mi región</p> <p><b>Core knowledge:</b> Students will be able to understand and express about their local, national and international area.</p> <p><b>Core skills:</b> Students continue to be exposed to all four skills and look at the structure of the language.</p> <p><b>Reasoning:</b> This is one of the GCSE topics and translates to any student from any background. A topic students can express themselves with confidently as it is the world they know as well as inspiring them to learn about the world around us.</p> <p><b>Grammar: Conditional tense (implicitly,) Preterite tense (implicitly,) future tense (implicitly)</b></p> <p><b>(HA curriculum to explicitly teach the conditional and future tense)</b></p> <p><b>Chunks of language learnt:</b></p> <ul style="list-style-type: none"> <li>• Vivo en.... y es....</li> <li>• En mi casa/dormitorio/piso hay...</li> <li>• La casa de mis sueños sería...</li> <li>• Lo bueno y lo malo de (mi barrio/dormitorio/región) es...</li> <li>• Mi región en el pasado era...</li> <li>• Mi región en el futuro será...</li> </ul> <p><b>Language end points:</b></p> <ol style="list-style-type: none"> <li>2. Describe places, objects and natural phenomena;</li> <li>6. Compare and contrast;</li> <li>7. Describe routine behaviour and events in the present;</li> <li>8. Describe routine behaviour in the past;</li> <li>9. Making plans for the future.</li> </ol>	<p><b>Topic:</b> Las fiestas y las costumbres</p> <p><b>Core knowledge:</b> Students will be able to understand and express what an international 'fiesta' may look like.</p> <p><b>Core skills:</b> Students continue to be exposed to all four skills and look at the structure of the language. Students learn to present information to their peers.</p> <p><b>Reasoning:</b> This is one of the GCSE topics and translates to any student from any background. An inspiring topic, to teach them to learn about the world around us.</p> <p><b>Grammar: Students implicitly re-enforce the conditional tense. Students implicitly learn the perfect tense. Comparisons. Weather- present and preterit</b></p> <p><b>Chunks of language learnt:</b></p> <ul style="list-style-type: none"> <li>• La fiesta que me gustaría visitar es...</li> <li>• Para celebrar la fiesta de... la gente...</li> <li>• El año que viene quisiera visitar...</li> <li>• En el pasado he ido/he estado...</li> <li>• La diferencia entre... y ....</li> <li>• Una comida típica de...</li> <li>• Me gustaría pedir...</li> <li>• Ponme...</li> </ul> <p><b>Language end points:</b></p> <ol style="list-style-type: none"> <li>8. Describe routine behaviour in the past;</li> <li>9. Making plans for the future;</li> <li>10. Indicating agreement and disagreement.</li> </ol>	<p><b>Topic:</b> El colegio</p> <p><b>Core knowledge:</b> Students will be able to understand and express what a school looks like in the international world.</p> <p><b>Core skills:</b> Students continue to be exposed to all four skills and look at the structure of the language.</p> <p><b>Reasoning:</b> This is one of the GCSE topics and translates to any student from any background. A topic students can express themselves with confidently as it is the world they know, as well as inspiring them to learn about the world around us.</p> <p><b>Grammar: Comparisons, implicit learning of the future tense, use of 'haber' in the past tense.</b></p> <p><b>Chunks of language learnt:</b></p> <ul style="list-style-type: none"> <li>• La diferencia entre... y ....</li> <li>• En mi escuela primaria había...</li> <li>• Las presiones de los alumnos son...</li> <li>• Si fuera director de mi colegio cambiaría...</li> <li>• El alumno perfecto sería...</li> <li>• Cuando sea mayor me gustaría...</li> </ul> <p><b>Language end points:</b></p> <ol style="list-style-type: none"> <li>2. Describe places, objects and natural phenomena;</li> <li>6. Compare and contrast;</li> <li>7. Describe routine behaviour and events in the present;</li> <li>9. Making plans for the future.</li> </ol>	
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<p>Year 10</p>	<p><b>Topic:</b> El Medio Ambiente</p> <p><b>Core knowledge:</b> Students will be able to understand and express about the environment.</p> <p><b>Core skills:</b> Students continue to be exposed to all four skills and look at the structure of the language.</p> <p><b>Reasoning:</b> This is one of the GCSE topics and translates to any student from any background. A topic to encourage students to learn about the world around us.</p> <p><b>Grammar: Implicit re-enforcement of the perfect tense.</b></p> <p><b>Chunks of language learnt:</b></p> <ul style="list-style-type: none"> <li>Los problemas con el medio ambiente son...</li> <li>Las soluciones para el medio ambiente son...</li> <li>Para mejorar el medio ambiente he ayudado con...</li> <li>Para mejorar la situación global debemos...</li> </ul> <p><b>Language end points:</b></p> <ol style="list-style-type: none"> <li>Describe places, objects and natural phenomena;</li> <li>Describe routine behaviour and events in the present;</li> <li>Making plans for the future;</li> <li>Solving problems;</li> </ol>	<p><b>Topic:</b> Los Necesitados</p> <p><b>Core knowledge:</b> Students will be able to understand and express about people with the greatest needs in the world.</p> <p><b>Core skills:</b> Students continue to be exposed to all four skills and look at the structure of the language.</p> <p><b>Reasoning:</b> This is one of the GCSE topics and translates to any student from any background. A topic to encourage students to learn about the world around us.</p> <p><b>Grammar: Implicit re-enforcement of the preterit tense, Implicit re-enforcement of the perfect tense.</b></p> <p><b>Chunks of language learnt:</b></p> <ul style="list-style-type: none"> <li>La situación de los sin techo en nuestra sociedad es a causa de...</li> <li>Para ayudar a la gente de mi región...</li> <li>A los sin techo les hacen falta...</li> <li>Las soluciones para los sin techo son...</li> <li>La situación de los sin techo anteriormente era...</li> <li>Para los sin techo en el futuro espero que haya...</li> <li>Para mejorar la situación de los sin techo debemos...</li> <li>En el pasado he...</li> <li>Los problemas de la gente del tercer mundo son...</li> <li>Para ayudar se debe...</li> </ul> <p><b>Language end points:</b></p> <ol style="list-style-type: none"> <li>Describe places, objects and natural phenomena;</li> <li>Describe routine behaviour and events in the present;</li> <li>Making plans for the future;</li> <li>Solving problems;</li> </ol>	<p><b>Topic:</b> La Tecnología</p> <p><b>Core knowledge:</b> Students will be able to understand and express about the use (and lack of use) of technology in the world..</p> <p><b>Core skills:</b> Students continue to be exposed to all four skills and look at the structure of the language.</p> <p><b>Reasoning:</b> This is one of the GCSE topics and translates to any student from any background. A topic students can express themselves about confidently as it is the world they know</p> <p><b>Grammar: Perfect Tense focus, Comparatives and superlatives, por and para</b></p> <p><b>Chunks of language learnt:</b></p> <ul style="list-style-type: none"> <li>...fue ...ado/ido</li> <li>Los jóvenes están obsesionados con la tecnología hoy en día a causa de...</li> <li>Las ventajas y desventajas del internet son....</li> <li>En el pasado he usado el internet para....</li> <li>He usado .... para....</li> <li>En el pasado he ....ado/ido</li> <li>Acabo de usar el internet para...</li> </ul> <p><b>Language end points:</b></p> <ol style="list-style-type: none"> <li>Compare and contrast;</li> <li>Describe routine behaviour and events in the present;</li> <li>Describe routine behaviour in the past;</li> </ol>	<p><b>Topic:</b> Los Trabajos</p> <p><b>Core knowledge:</b> Students will be able to talk about jobs and aspirations for the future.</p> <p><b>Core skills:</b> Students continue to be exposed to all four skills and look at the structure of the language.</p> <p><b>Reasoning:</b> This is one of the GCSE topics and translates to any student from any background. A topic to encourage students to learn about the world around us.</p> <p><b>Grammar: Usted</b></p> <p><b>Chunks of language learnt:</b></p> <ul style="list-style-type: none"> <li>Yo diría que el trabajo más importante es..</li> <li>Cuando sea mayor me interesa trabajar en (Francia) dado que será...</li> <li>Los aspectos positivos de encontrar un trabajo a los dieciocho años serán...</li> <li>Quisiera buscar un trabajo en....</li> <li>Los riesgos de no tener un trabajo son....</li> </ul> <p><b>Language end points:</b></p> <ol style="list-style-type: none"> <li>Compare and contrast;</li> <li>Describe routine behaviour and events in the present;</li> <li>Making plans for the future;</li> </ol>	<p><b>Topic:</b> El Amor y Las Relaciones Personales</p> <p><b>Core knowledge:</b> Students will be able to understand and express about different relationships.</p> <p><b>Core skills:</b> Students continue to be exposed to all four skills and look at the structure of the language. Students will be able to understand and appreciate different family structures.</p> <p><b>Reasoning:</b> This is one of the GCSE topics and translates to any student from any background. A topic to encourage students to learn about the world around us.</p> <p><b>Grammar: Explicit teaching of the immediate future tense and reflexive verbs.</b></p> <p><b>Chunks of language learnt:</b></p> <ul style="list-style-type: none"> <li>Hoy en día es común/aceptable/importante...</li> <li>A mi juicio las relaciones de hoy son...</li> <li>Mi pareja ideal sería...</li> <li>Cuando sea mayor...</li> </ul> <p><b>Language end points:</b></p> <ol style="list-style-type: none"> <li>Express ones feelings;</li> <li>Describe routine behaviour and events in the present;</li> <li>Describe routine behaviour in the past;</li> <li>Making plans for the future;</li> </ol>	
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Year 11	<p><b>Topic:</b> Revision</p> <p><b>Core knowledge:</b> Revisiting of all skills before the synoptics through revision lessons. All topics will be covered through at least one skill.</p> <p>After synoptics thorough feedback is given from the papers.</p> <p>Speaking Practise continual</p>	<p><b>Topic:</b> Revision</p> <p><b>Core knowledge:</b> Booklets covering the GCSE topics, revisiting previously learnt vocabulary and practising of skills</p> <ol style="list-style-type: none"> <li>1. Family and friends (theme 1)</li> <li>2. Customs and Festivals (Theme 1)</li> <li>3. Technology (Theme 1)</li> <li>4. Holidays (Theme 2)</li> <li>5. Jobs and Careers (Theme 3)</li> <li>6. School (Theme 3)</li> <li>7. Home and Local Area (Theme 2)</li> <li>8. Global and Social Issues (Theme 2)</li> <li>9. Free time (Theme 2)</li> </ol> <p><b>Mock Speaking Exams</b></p>	<p><b>Topic:</b> Revision</p> <p><b>Core knowledge:</b> Revisiting of all skills before the synoptics through revision lessons. All topics will be covered through at least one skill.</p> <p>After synoptics thorough feedback is given from the papers.</p> <p>Speaking Practise</p>			