

Subject : SPA	ANISH Year 7 Curriculum Map					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
What am I learning?	At the start of the year, we will be learning how to talk about greetings/introduction Definite articles (el/la/los/las). We will also learn about adjectives ending in o/a and making negative sentences. We will also introduce the present tense of ser and tener and	We move on to likes, dislikes and free time activities. We will be giving opinions. We will also Introduce infinitive verbs and the present tense of some verbs.	We then progress to describing your school activities. Using the "we" form of ar verbs and me gusta, we will be giving opinions and using correct adjectival agreement. We will also use plural nouns and adjectives.	Our next topic is about describing your family and describing physical appearance. We will also describe where you live and use possessive adjectives. We will be reviewing irregular verbs such as tener and ser. We will introduce the verb estar.	In the summer term we start to look at describing your town. We will be using indefinite articles and muchos and muchas. We will learn the present tense of the verb ir. and the verb querer.	Revision and assessment Cross curricular/project work + film.
Why am I learning this?	These are the skills that you need over the time you study Spanish at Heron Hall – without these foundations we cannot build on them in future years.	This is the topic that will allow you to justify your answers with a different range of opinions in Spanish.	This topic will introduce you to the concept of adjectival agreement. You will be able to describe people and places.	This unit helps students use some of the most common irregular verbs in Spanish.	The introduction of the verb "ir" will allow our students to use the near future tense to say what people do and are going to do in the context of travel and holidays.	In this topic we will move on to study Spanish using authentic materials and learn about the culture of the different Spanish speaking countries.
How will I be supported?	Weekly Speaking Questions Use of scaffolded Sentences starters &Writing frames. Modelling of tasks Learning Journals with key vocabulary.	Weekly Speaking Questions Use of scaffolded Sentences starters &Writing frames. Modelling of tasks Learning Journals with key vocabulary.	Weekly Speaking Questions Use of scaffolded Sentences starters &Writing frames. Modelling of tasks Learning Journals with key vocabulary.	Weekly Speaking Questions Use of scaffolded Sentences starters &Writing frames. Modelling of tasks Learning Journals with key vocabulary.	Weekly Speaking Questions Use of scaffolded Sentences starters &Writing frames. Modelling of tasks Learning Journals with key vocabulary.	Weekly Speaking Questions Use of scaffolded Sentences starters & Writing frames. Modelling of tasks Learning Journals with key vocabulary.
How will I be challenged?	Higher Level thinking tasks in lesson. A bank of more challenging language in the Learning Journals. Different levels of difficulty in speaking tasks.	Higher Level thinking tasks in lesson. A bank of more challenging language in the Learning Journals. Different levels of difficulty in speaking tasks.	Higher Level thinking tasks in lesson. A bank of more challenging language in the Learning Journals. Different levels of difficulty in speaking tasks.	Higher Level thinking tasks in lesson. A bank of more challenging language in the Learning Journals. Different levels of difficulty in speaking tasks.	Higher Level thinking tasks in lesson. A bank of more challenging language in the Learning Journals. Different levels of difficulty in speaking tasks.	Higher Level thinking tasks in lesson. A bank of more challenging language in the Learning Journals. Different levels of difficulty in speaking tasks.



Subject : SPANISH Year 8 Curriculum Map							
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
What am I learning?	At the start of the year, we will be learning how to talk about holidays I will express liked and dislikes with basic personal opinions. Talking about a past holiday. Introduction to the preterite tense. Using the preterite tense of regular "ar" verbs. Using the preterite tense of regular "er" verbs. Using the preterite tense of irregular verbs "ver" and "ser" Distinguishing between the present and preterite verb forms.	We move on to the topic of my life and free time activities. We give more developed opinions with justifications, using the comparative. Saying what you use your phone for. Revising the present tense of "ar", "er" and "ir" verbs and stem changing verbs. Saying what types of music, you like. Using me gusta+the infinitive. Revising adjectival agreement. Using comparatives. Using the preterite of hacer.	We then progress to the topic of Food. We talk about foods we like. Using the present tense to say what food, you like/describing meal times/ordering meals/buying food/giving an account of a party. Using a wider range of opinions. Using negatives. Introduction to the use of uset/ustedes with verbs. Using the near future tense. Using three tenses together.	Our next topic is about what we would like to do, free time activities, going out and clothes we are going to wear. We develop our speaking skills through asking & responding to questions. We look at a cultural event in a Spanish Speaking country. Arranging to go out/making excuses/giving descriptions/talking about clothes and sporting events. Using me gustaria + infinitive Using querer and poder in the present tense. Introduction to reflexive verbs. Revision of adjectival agreement + the use of demonstrative adjectives. Using 3 tenses together	In Summer we start to look at holiday activities and discovering more about the comparative. We will describe a world trip. Describing holidays/asking and giving directions/talking about summer camps/describing a world trip + likes/dislikes. Using comparatives Using superlatives Using the imperative. Using 3 tenses together, the present, preterite and near future.	We end the year looking to reca all the topics covered and develo speaking skills – giving a range of different opinions on a range of different topics. We will use or Learning Journals to support our speaking skills. Revision and assessment Cross-curricular project + film.	
Why am I learning this?	These are the skills that you need over the time you study Spanish at Heron Hall and these foundations will give you the skills you will need later on in the academic year and through KS3 and KS4.	This topic will help the students to get a better understanding of the three main Spanish verb categories which will set the foundation of this pilar of Spanish grammar. This unit will also familiarise the students with elements that are relevant to them.	This unit helps students to understand the aspects of local gastronomy, to get to know more about it and to understand the cultural differences between places.	This unit will help familiarise the students with elements that are relevant to them related to everyday life activities which they will continue working on in the future. The grammar topics learnt will consolidate the ability of the students to use and understand the differences between verb tenses.	This module helps the students to understand the local culture of Spanish speaking countries. This is the topic furthest from our previous holiday module. This means it sets the foundations of what we have studied and will give us the knowledge to progress onto new skills related to this topic in the future.	This unit will help the students to consolidate everything learnt during the academic year and th will be able to put in practice the new knowledge that have acquir They will also have the opportun to take part in immersive cultura activities.	
How will I be supported?	Sentence starters Scaffolding Modelling of tasks Interactive tasks. Weekly Speaking Questions Use of scaffolded Sentences starters &Writing frames. Modelling of tasks Learning Journals with key vocabulary.	Sentence starters Scaffolding Modelling of tasks Picture Sources. Weekly Speaking Questions Use of scaffolded Sentences starters &Writing frames. Modelling of tasks Learning Journals with key vocabulary.	Sentence starters Scaffolding Modelling of tasks Picture Sources. Weekly Speaking Questions Use of scaffolded Sentences starters &Writing frames. Modelling of tasks Learning Journals with key vocabulary.	Sentence starters Scaffolding Modelling of tasks Picture Sources. Weekly Speaking Questions Use of scaffolded Sentences starters &Writing frames. Modelling of tasks Learning Journals with key vocabulary.	Sentence starters Scaffolding Modelling of tasks Picture Sources. Weekly Speaking Questions Use of scaffolded Sentences starters &Writing frames. Modelling of tasks Learning Journals with key vocabulary.	Sentence starters Scaffolding Modelling of tasks Picture Sources. Weekly Speaking Questions Us scaffolded Sentences starters &Writing frames. Modelling of tasks Learning Journals with key vocabulary.	
How will I be challenged?	Wider reading Higher level thinking (e.g. evaluation tasks). Higher level thinking tasks in lessons. A bank of more challenging language in the Learning Journals. Different levels of difficulty in the speaking tasks.	Wider reading Higher level thinking (e.g. evaluation tasks). Higher level thinking tasks in lessons. A bank of more challenging language in the Learning Journals. Different levels of difficulty in the speaking tasks.	Wider reading Higher level thinking (e.g. evaluation tasks). Higher level thinking tasks in lessons. A bank of more challenging language in the Learning Journals. Different levels of difficulty in the speaking tasks.	Wider reading Higher level thinking (e.g. evaluation tasks). Higher level thinking tasks in lessons. A bank of more challenging language in the Learning Journals. Different levels of difficulty in the speaking tasks.	Wider reading Higher level thinking (e.g. evaluation tasks). Higher level thinking tasks in lessons. A bank of more challenging language in the Learning Journals. Different levels of difficulty in the speaking tasks.	Wider reading Higher level thinking (e.g. evaluation tasks). Higher level thinking tasks in lessons. A bank more challenging language in th Learning Journals. Different leve of difficulty in the speaking tasks	



Subject :	ct : SPANISH Year 9 Curriculum Map							
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
What am I learning?	At the start of the year, we will continue learning how to talk about holidays and the weather I will express holiday preferences and more complex opinions to refer to other people. Discussing holiday activities and the weather Revising the present tense Using opinion verbs. Using new connectives. Understanding percentages. Using stem changing verbs. Revising the preterite tense. Using the imperfect	We continue with the holiday topic but we move onto the past tense to describe where we stayed, give negative opinions and using the conditional to book accommodation and dealing with problems. Discussing holiday activities using the imperfect tense, working out the meaning of new words. Using verbs with usted, using questions to form answers. Using three tenses together and being able to use a variety of opinions.	We move on to the topic of school. We give more developed opinions with justifications about school rules, teachers, describing school facilities. Talking about school subjects/rules and problems using the present tense. Using comparatives and superlatives. Giving reasons. Comparing now and then.	During this term we continue with the school topic, talking about school rules and problems, harder listening exercises,=/+ making plans about a school exchange and about activities and achievements. Using desde hace+present tense. Introduction to direct object pronouns. Talking about socialising and family. Using possessive adjectives. Using expressions of frequency. Qualifying descriptions. Using the near future. Forming questions.	In Summer we start to look at socialising and family, talking about social networks, friends and family, making arrangements and talking about reading preferences. Understanding more detailed descriptions. Understanding the difference between ser and estar. Using more complex negatives and reflexive verbs. Using para with infinitives, improvising dialogues.	We end the year looking to recap all the topics covered and develop speaking skills- giving a range of different opinions on a range of different topics. Revision and assessment of modules 1, 2 and 3 End of year 9 test.		
Why am I learning this?	These are the skills that you need over the time you study Spanish at Heron Hall and these foundations will give you the skills you will need later on in the academic year and through KS3 and KS4	This topic will help the students to get a better understanding of the three main Spanish verb categories which will set the foundation of this pilar of Spanish grammar.	This unit helps students to improve their use of the present tense making comparisons and using a wider range of opinions that they will continue using in the next half term. This unit will also familiarise the students with elements that are relevant to them.	This unit will help familiarise the students with elements that are relevant to them related to everyday school activities and topics related their current life in the school. The grammar topics learnt will consolidate the ability of the students to use and understand the differences between verb tenses.	This module helps the students to use the target language focusing on the social aspect of it We will recap some concepts learnt in previous years. This means it sets the foundations of what have studied already and will give us the knowledge to progress onto new skills related to this topic in the future.	This unit will help the students to consolidate everything learnt during the academic year and they will be able to put in practice the new knowledge that have acquired. They will also have the opportunity to take part immersive cultural activities		
How will I be supported?	Sentence starters Scaffolding Modelling of tasks Interactive tasks. Weekly Speaking Questions Use of scaffolded Sentences starters &Writing frames. Modelling of tasks. Learning Journals with key vocabulary.	Sentence starters Scaffolding Modelling of tasks Picture Sources. Weekly Speaking Questions Use of scaffolded Sentences starters &Writing frames. Modelling of tasks Learning Journals with key vocabulary.	Sentence starters Scaffolding Modelling of tasks Picture Sources. Weekly Speaking Questions Use of scaffolded Sentences starters & Writing frames. Modelling of tasks Learning Journals with key vocabulary.	Sentence starters Scaffolding Modelling of tasks Picture Sources. Weekly Speaking Questions Use of scaffolded Sentences starters &Writing frames. Modelling of tasks Learning Journals with key vocabulary.	Sentence starters Scaffolding Modelling of tasks Picture Sources. Weekly Speaking Questions Use of scaffolded Sentences starters &Writing frames. Modelling of tasks Learning Journals with key vocabulary.	Sentence starters Scaffolding Modelling of tasks Picture Sources. Weekly Speaking Questions Use of scaffolded Sentences starters &Writing frames. Modelling of tasks Learning Journals with key vocabulary.		
How will I be challenged?	Wider reading Higher level thinking (e.g. evaluation tasks). Higher level thinking tasks in lessons. A bank of more challenging language in the Learning Journals. Different levels of difficulty in the speaking tasks.	Wider reading Higher level thinking (e.g. evaluation tasks). Higher level thinking tasks in lessons. A bank of more challenging language in the Learning Journals. Different levels of difficulty in the speaking tasks.	Wider reading Higher level thinking (e.g. evaluation tasks). Higher level thinking tasks in lessons. A bank of more challenging language in the Learning Journals. Different levels of difficulty in the speaking tasks.	Wider reading Higher level thinking (e.g. evaluation tasks). Higher level thinking tasks in lessons. A bank of more challenging language in the Learning Journals. Different levels of difficulty in the speaking tasks.	Wider reading Higher level thinking (e.g. evaluation tasks). Higher level thinking tasks in lessons. A bank of more challenging language in the Learning Journals. Different levels of difficulty in the speaking tasks.	Wider reading Higher level thinking (e.g. evaluation tasks). Higher lev thinking tasks in lessons. A bank of more challenging language in the Learning Journals. Different levels of difficulty in the speaking tasks.		



Subject : Spa	panish Year 10 Curriculum Map						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
What am I learning?	At the start of the year we will be talking about free- time activities using the present tense and some stem changing verbs. We will also use adjectives of nationality and the definite plural adjective. Soler+infinitive. Revising direct object pronouns/the preterite tense and the imperfect tense.	We move on to the use of the perfect tense with ya and todavia. We will be using the expression acabar+infinitive. We will also talk about who inspires you using the present tense.	We then progress to describing a feature of your region using the present tense. We will learn how to go shopping in Spanish using se puede + infinitive, demonstrative adjectives and the conditional tense.	Our next topic is about using the present tense to describe meal times and talking about daily routines and illnesses. We will be revising reflexive verbs and the 12- hour clock.	This term we will be using the present tense to talk about typical foods and different festivals giving opinion and using the passive voice, the preterit tense of reflexive verbs and the absolute superlatives.	Revision/assessment End of year 10 test	
Why am I learning this?	This is the topic that will allow you to use some of the most common irregular verbs and the expression "soler+ infitive". You will also be using different past tenses that will allow you to achieve a high grade in Spanish.	This is the topic that will allow you to describe a wide range of free time activities. You will also be able to talk about different global issues and inspirational people.	In this topic we will learn about key vocabulary to use when shopping in a Spanish speaking country. We will also use the conditional tense to express wishes.	This unit helps students use some of the most common reflexive verbs in Spanish.	The teaching of the use of key grammatical structures like the passive voice and the superlatives will give students the chance to achieve the highest possible grade in Spanish in writing and listening tests.	Lastly we will revise and consolidate all the knowledge acquired throughout the year.	
How will I be supported?	Weekly Speaking Questions Use of scaffolded Sentences starters &Writing frames. Modelling of tasks. Learning Journals with key vocabulary.	Weekly Speaking Questions Use of scaffolded Sentences starters &Writing frames. Modelling of tasks. Learning Journals with key vocabulary.	Weekly Speaking Questions Use of scaffolded Sentences starters &Writing frames. Modelling of tasks. Learning Journals with key vocabulary.	Weekly Speaking Questions Use of scaffolded Sentences starters &Writing frames. Modelling of tasks. Learning Journals with key vocabulary.	Weekly Speaking Questions Use of scaffolded Sentences starters &Writing frames. Modelling of tasks. Learning Journals with key vocabulary.	Weekly Speaking Questions Use of scaffolded Sentences starters &Writing frames. Modelling of tasks. Learning Journals with key vocabulary.	
How will I be challenged?	Higher Level thinking tasks in lesson. A bank of more challenging language in the Learning Journals. Different levels of difficulty in speaking tasks.	Higher Level thinking tasks in lesson. A bank of more challenging language in the Learning Journals. Different levels of difficulty in speaking tasks.	Higher Level thinking tasks in lesson. A bank of more challenging language in the Learning Journals. Different levels of difficulty in speaking tasks.	Higher Level thinking tasks in lesson. A bank of more challenging language in the Learning Journals. Different levels of difficulty in speaking tasks.	Higher Level thinking tasks in lesson. A bank of more challenging language in the Learning Journals. Different levels of difficulty in speaking tasks.	Higher Level thinking tasks in lesson. A bank of more challenging language in the Learning Journals. Different levels of difficulty in speaking tasks.	



Subject : SPA	: SPANISH Year 11 Curriculum Map						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
What am I learning?	At the start of the year we recap past topics and allocate weeks to developing specific Exam Skill in anticipation for the October Mock Exams in the first two weeks of Autumn 2. Students will work through Reading, Writing & Listening Exam based talks under the guidance of the class teacher. We will look at past papers and examine the mark scheme to focus students on how to succeed.	Mock Exams will take place the first two week of the term. Then we will move on to the topic of Jobs and Future Plans looking at the use of different future tenses and some structures in the subjunctive. Also, we will be using the conditional tense and the word "quisiera" to express hope in Spanish.	We then progress to looking at the topic of the Environment looking at what makes you tick & discussing problems facing the world. Also, examining connections between word types. Talking about protecting the environment. Using the modal verb <i>deber</i> in the conditional tense.	Preparation for Speaking exams.			
Why am I learning this?	We want to model what success looks like to year 11 students and prepare them for their Mock Exams. This is an opportunity to identify gaps in knowledge and focus on weaker skills.	This topic draws on a range of prior knowledge such as using more complex tenses conditional and the future tense.	This topic will allow students to use some new technical vocabulary to talk about global problems.				
How will I be supported?	Modelling of Exam Skills Revision Booklet with practice questions Resources uploaded to Google Classroom (e.g. audio files) Monday Intervention	Modelling of Exam Skills Revision Booklet with practice questions Resources uploaded to Google Classroom (e.g. audio files) Monday Intervention	Modelling of Exam Skills Revision Booklet with practice questions Resources uploaded to Google Classroom (e.g. audio files) Monday Intervention				
How will I be challenged?	Feedback from teacher on next steps (e.g. in Writing & Speaking tasks) Using Language Passport to identify and apply more complex Grammar structures	Feedback from teacher on next steps (e.g. in Writing & Speaking tasks) Using Language Passport to identify and apply more complex Grammar structures	Feedback from teacher on next steps (e.g. in Writing & Speaking tasks) Using Language Passport to identify and apply more complex Grammar structures				