



Key Stage 4 Spanish Curriculum Map

Department: MFL



An ambitious curriculum that supports the learning of all

| Year 10 | Autumn Term 1 | | Autumn Term 2 | Spring Term 1 | Spring Term 2 | Summer Term 1 | Summer Term 1 | |
|---------------------------|--|--|---|--|--|---|--|---|
| Unit Title | Key Stage 3 revision Me, My Family and Friends | | Technology | Free Time (activities and food) | Free Time (sports) Customs and Traditions | Home, Town, Neighbourhood and Region | Social Issues (Voluntary work and healthy living) | |
| Skills | Listening: Understand and respond to spoken language <ul style="list-style-type: none">• demonstrate general and specific understanding of different types of spoken language• follow and understand clear standard speech using familiar language across a range of specified contexts• identify the overall message, key points, details and opinions in a variety of short and longer spoken passages, involving some more complex language, recognising the relationship between past, present and future events• deduce meaning from a variety of short and longer spoken texts, involving some complex language and more abstract material, including short narratives and authentic material addressing a wide range of contemporary and cultural themes• recognise and respond to key information, important themes and ideas in more extended spoken text, including authentic sources, adapted and abridged, as appropriate, by being able to answer questions, extract information, evaluate and draw conclusions. | | Speaking: communicate and interact in speech <ul style="list-style-type: none">• communicate and interact effectively in speech for a variety of purposes across a range of specified contexts• take part in a short conversation, asking and answering questions, and exchanging opinions• convey information and narrate events coherently and confidently, using and adapting language for new purposes• speak spontaneously, responding to unexpected questions, points of view or situations, sustaining communication by using rephrasing or repair strategies, as appropriate• initiate and develop conversations and discussion, producing extended sequences of speech• make appropriate and accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, with reference to past, present and future events• make creative and more complex use of the language, as appropriate, to express and justify their own thoughts and points of view• use accurate pronunciation and intonation to be understood by a native speaker. | | Reading: understand and respond to written language <ul style="list-style-type: none">• understand and respond to different types of written language• understand general and specific details within texts using high frequency familiar language across a range of contexts• identify the overall message, key points, details and opinions in a variety of short and longer written passages, involving some more complex language, recognising the relationship between past, present and future events• deduce meaning from a variety of short and longer written texts from a range of specified contexts, including authentic sources involving some complex language and unfamiliar material, as well as short narratives and authentic material addressing a wide range of relevant contemporary and cultural themes• recognise and respond to key information, important themes and ideas in more extended written text and authentic sources, including some extracts from relevant abridged or adapted literary texts• demonstrate understanding by being able to scan for particular information, organise and present relevant details, draw inferences in context and recognise implicit meaning where appropriate• translate a short passage from Spanish into English. | | Writing: communicate in writing <ul style="list-style-type: none">• communicate effectively in writing for a variety of purposes across a range of specified contexts• write short texts, using simple sentences and familiar language accurately to convey meaning and exchange information• produce clear and coherent text of extended length to present facts and express ideas and opinions appropriately for different purposes and in different settings• make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events• manipulate the language, using and adapting a variety of structures and vocabulary with increasing accuracy and fluency for new purposes, including using appropriate style and register• make independent, creative and more complex use of the language, as appropriate, to note down key points, express and justify individual thoughts and points of view, in order to interest, inform or convince• translate sentences and short texts from English into Spanish to convey key messages accurately and to apply grammatical knowledge of language and structures in context. | |
| | Iterative Links | | | | | | | KS3 Spanish – building on key grammar (present, past and future tense), family members (Year 7), food (Year 7), free time activities (Year 7 and 8), home (Year 7) and healthy living (Year 9). |
| Knowledge & Understanding | Key Stage 3 revision Unit 1.1 ¿Cómo es tu familia? – talking about family members and descriptions Unit 1.1 F Hablando de los amigos – talking about friends Unit 1.1 H Relaciones con la familia – describing family relationships Unit 1.2 G Hablando de parejas – talking about partners Unit 1.2 F Planes para el futuro – talking about future plans Unit 1.2 H Las relaciones de hoy en día – talking about relationships nowadays | | Unit 2.1. G Comunicarse por internet – saying how you keep in touch via the internet Unit 2.1. F ¿Cómo prefieres mantenerte en contacto? – giving opinions about online messaging Unit 2.1. H Las redes sociales: ¿buenas o malas? – talking about the good and the bad of social media Unit 2.2 G ¡El móvil para todo! – talking about using a mobile Unit 2.2 F La tecnología portátil – giving opinions about mobile technology Unit 2.2 H ¿Podrías vivir sin el móvil y la tableta? - talking about mobile technology and overuse | Unit 3.1 G ¿Qué te gusta hacer? – describing what you like and don’t like doing Unit 3.1 F ¿Qué haces en tu tiempo libre? – talking about your free time Unit 3.1 H Hablando del tiempo libre y de los planes – talking about your free time and plans for the weekend Unit 3.2 G Comer y beber – buying food and drink Unit 3.2 F Vamos a comer fuera – talking about eating out Unit 3.2 H Una cena especial – talking about special occasion meals | Unit 3.3 G ¿Haces deporte? – talking about sport Unit 3.3 F ¿Qué deporte harás? – extending what you can say about sport Unit 3.3 H El deporte en el mundo – talking about sport in the world Unit 4.1 G La vida en familia – learning about Spanish life and routines Unit 4.1. F Algunas costumbres regionales – learning about local customs Unit 4.1. H ¿Cambian las costumbres? – learning about Spanish customs Unit 4.2 G Las fiestas de España - la Tomatina – talking about a Spanish festival | Unit 5.1 G Mi casa – describing the house and the rooms in it Unit 5.1 F ¿Cómo es tu casa? – saying what your house is like Unit 5.1 H Mi casa y mi barrio – describing your house and where it is Unit 5.2 G ¿Qué se puede hacer donde vives? Unit 5.2 F Mi ciudad – talking about the amenities in your area Unit 5.2 H La ciudad y el campo – discussing the advantages and disadvantages of living | Unit 6.2 G ¿Comes bien? – talking about healthy eating Unit 6.2 F ¿Llevas una vida sana? – talking about healthy and unhealthy lifestyles Unit 6.2 H ¿Qué opinas? – discussing opinions related to healthy living Unit 6.1 G ¿Quieres ser voluntario/a? – talking about different ways of volunteering Unit 6.1 F Me gustaría ayudar – talking about charities and voluntary work Unit 6.1 H La importancia de hacer obras benéficas – learning more about charities and volunteering | |

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| | | | Unit 4.2 F Las fiestas del mundo hispano – learning about Latin American culture Unit 4.2 H Las fiestas de España – las fallas – learning about Spanish culture Talking about a past and future birthday/Christmas | in the town and the country | |
| Grammar | Nouns Articles Regular verbs in the present tense Using <i>ser, estar</i> and <i>tener</i> Numbers, ages and times Days, months and dates Using <i>tener</i> and <i>ser</i> in the present tense Present tense of regular verbs Learning agreement and position of adjectives Reflexive verbs (present tense) The uses of <i>que</i> to extend sentences Using possessive adjectives Subject pronouns Using the immediate future tense Direct and indirect object pronouns Using irregular adjectives and adjectives of nationality Using direct and indirect object pronouns together Making comparisons using <i>más que</i> and <i>menos que</i> Question words Using the perfect tense of regular verbs <i>Había</i> and <i>era</i> Using verbs with prepositions Using the perfect tense of irregular verbs Using <i>por</i> and <i>para</i> Statements of possibility, eg. <i>permitir / es posible</i> + infinitive Using <i>estar</i> and the present continuous tense Formulating questions Using <i>cuyo</i> (whose) Further uses of <i>por</i> and <i>para</i> | Using <i>gustar</i> and <i>encantar</i> <i>Gustar</i> + plural nouns Revising the regular present tense Some common irregular verbs in the present tense Using two verbs together Radical changing verbs Learning about radical changing verbs (<i>e-ie</i>) Pronouns after <i>con</i> Forming regular adverbs Using pronouns after <i>para</i> and <i>con</i> Revising the immediate future Extending range of two verbs together Using <i>hacer</i> and <i>jugar</i> in the present Further uses of <i>gustar</i> Using the future tense <i>Hacer, haber, salir</i> and <i>tener</i> in the future Recognising irregular verbs in the future <i>Y</i> becoming <i>e, o</i> becoming <i>u</i> | Using <i>hay, ser</i> and <i>estar</i> Expressions of quantity Using prepositions to say where things are Further prepositions of place Formulating more complex questions Using <i>en qué, con quién, a quién</i> in questions Using <i>puedo</i> and <i>se puede</i> Use <i>estar</i> to say where things are Using demonstrative adjectives and pronouns Revising <i>ir</i> and <i>hacer</i> in present and preterite tenses Using possessive pronouns Using <i>el que, la que, los que, las que</i> + a verb Learning about verbs that are followed by the infinitive Revising the present tense Using <i>me gustaría</i> Recognising different tenses Using the conditional tense The formation and use of the gerund Using expressions with <i>tener</i> Expressions <i>mejor que</i> and <i>peor que</i> Using negative words Using <i>deber, tener que</i> and <i>hay que</i> Learning about the present subjunctive Revising the imperfect tense | | |
| Cross Curricular Links | SMSC: Learning how to express yourself and respect other people’s views/culture PSHE: Understanding different family models, healthy relationships and pros and cons of marriage/divorce, pros and cons of the internet/social media and their dangers Sociology: Family models | SMSC: Learning how to express yourself and respect other people’s views/culture PSHE: Understanding that food/cuisine/recreational activities/routines can differ across countries. Food technology: Learning about Hispanic cuisine/regional and national dishes | SMSC: Learning how to express yourself and respect other people’s views/culture PSHE: The importance of charity and voluntary work, understanding what constitutes a healthy lifestyle Food technology/Biology/PE: Healthy food choices and fitness | | |
| Literacy | Developing reading skills, speaking, listening, critical thinking, extended writing, spelling (including key words). Use of grammatical terms when teaching and explaining grammar in relation to the English equivalents. Use of cognates and etymology to build knowledge of English Knowledge organisers/sentence builders improve awareness of sentence formation. Pupils will have access to authentic texts in the target language. | Developing reading skills, speaking, listening, critical thinking, extended writing, spelling (including key words). Use of grammatical terms when teaching and explaining grammar in relation to the English equivalents. Use of cognates and etymology to build knowledge of English Knowledge organisers/sentence builders improve awareness of sentence formation. Pupils will have access to authentic texts in the target language. | Developing reading skills, speaking, listening, critical thinking, extended writing, spelling (including key words). Use of grammatical terms when teaching and explaining grammar in relation to the English equivalents. Use of cognates and etymology to build knowledge of English Knowledge organisers/sentence builders improve awareness of sentence formation. Pupils will have access to authentic texts in the target language. | | |
| Numeracy | Numbers, money, dates and times, frequency | Numbers, money, dates and times, frequency | Numbers, money, dates and times, frequency | | |
| Assessment | Please refer to Assessment Map | | | | |

| Year 11 | | | | | | |
|------------------------------|--|---|--|--|---------------------------------------|---------------------------------------|
| Year 11 | Autumn Term 1 | Autumn Term 2 | Spring Term 1 | Spring Term 2 | Summer Term 1 | Summer Term 1 |
| Unit Title | Global Issues | Travel and Tourism | My Studies Life at School and College | Education Post-16 Jobs, Career Choices and Ambitions | Revision and preparation for the exam | Revision and preparation for the exam |
| Curricular Objectives/Skills | Listening: Understand and respond to spoken language <ul style="list-style-type: none">• demonstrate general and specific understanding of different types of spoken language• follow and understand clear standard speech using familiar language across a range of specified contexts• identify the overall message, key points, details and opinions in a variety of short and longer spoken passages, involving some more complex language, recognising the relationship between past, present and future events• deduce meaning from a variety of short and longer spoken texts, involving some complex language and more abstract material, including short narratives and authentic material addressing a wide range of contemporary and cultural themes• recognise and respond to key information, important themes and ideas in more extended spoken text, including authentic sources, adapted and abridged, as appropriate, by being able to answer questions, extract information, evaluate and draw conclusions. | Speaking: communicate and interact in speech <ul style="list-style-type: none">• communicate and interact effectively in speech for a variety of purposes across a range of specified contexts• take part in a short conversation, asking and answering questions, and exchanging opinions• convey information and narrate events coherently and confidently, using and adapting language for new purposes• speak spontaneously, responding to unexpected questions, points of view or situations, sustaining communication by using rephrasing or repair strategies, as appropriate• initiate and develop conversations and discussion, producing extended sequences of speech• make appropriate and accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, with reference to past, present and future events• make creative and more complex use of the language, as appropriate, to express and justify their own thoughts and points of view• use accurate pronunciation and intonation to be understood by a native speaker. | Reading: understand and respond to written language <ul style="list-style-type: none">• understand and respond to different types of written language• understand general and specific details within texts using high frequency familiar language across a range of contexts• identify the overall message, key points, details and opinions in a variety of short and longer written passages, involving some more complex language, recognising the relationship between past, present and future events• deduce meaning from a variety of short and longer written texts from a range of specified contexts, including authentic sources involving some complex language and unfamiliar material, as well as short narratives and authentic material addressing a wide range of relevant contemporary and cultural themes• recognise and respond to key information, important themes and ideas in more extended written text and authentic sources, including some extracts from relevant abridged or adapted literary texts• demonstrate understanding by being able to scan for particular information, organise and present relevant details, draw inferences in context and recognise implicit meaning where appropriate• translate a short passage from Spanish into English. | Writing: communicate in writing <ul style="list-style-type: none">• communicate effectively in writing for a variety of purposes across a range of specified contexts• write short texts, using simple sentences and familiar language accurately to convey meaning and exchange information• produce clear and coherent text of extended length to present facts and express ideas and opinions appropriately for different purposes and in different settings• make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events• manipulate the language, using and adapting a variety of structures and vocabulary with increasing accuracy and fluency for new purposes, including using appropriate style and register• make independent, creative and more complex use of the language, as appropriate, to note down key points, express and justify individual thoughts and points of view, in order to interest, inform or convince• translate sentences and short texts from English into Spanish to convey key messages accurately and to apply grammatical knowledge of language and structures in context. | | |
| Iterative Links | KS3 Spanish – building on key grammar (present, past and future tense), Holidays (Year 8), School (Year 8), Jobs and future plans (Year 9). | | | | | |
| Knowledge & Understanding | Unit 7.2 G - Los necesitados – talking about poverty Unit 7.2 F - Los “sin techo” – talking about homelessness Unit 7.2 H - Es importante ayudar a los demás – talking about helping the homeless and the needy Unit 7.1 G - Reutilizar, reducir, reciclar – talking about reusing things, reducing waste and recycling Unit 7.1 F - Protegiendo el medio ambiente – talking about ways of protecting the environment Unit 7.1 H - Problemas ecológicos – understanding and discussing environmental problems | Unit 8.1 G - ¡Me voy de vacaciones! – talking about travelling to holiday destinations Unit 8.1 F - ¿Dónde te alojas? – talking about holiday accommodation Unit 8.1 H - ¿Qué hiciste y qué te gustaría hacer durante las vacaciones? – talking about holiday options Unit 8.2 G - ¿En qué región vives? – talking about the regions of Spain Unit 8.2 F - Un folleto turístico – understanding tourist leaflets and websites Unit 8.2 H - Describiendo tu region – describing a region | Unit 9.1 G - El instituto y las asignaturas – giving your opinions about different subjects Unit 9.1 F - ¿Cómo ser un buen estudiante? – talking about your studies Unit 9.1 H - ¿Qué tal el instituto? – talking about your school Unit 10.1 G - Un día en el instituto – talking about your school and daily routine Unit 10.1 F - Las reglas y el uniforme – talking about school rules and uniform Unit 10.1 H Lo bueno y lo malo del i-nstituto – talking about the good and bad aspects of school | Unit 11.1 G - ¿Qué voy a hacer? – talking about options at 16 Unit 11.1 F - ¿Trabajar o estudiar? – discussing choices at 18: work or university? – talking about the benefits of higher education Unit 11.1 H - ¿Vale la pena ir a la universidad? Unit 12.1 G - Los trabajos – talking about different jobs Unit 12.1 F - Buscar trabajo – looking for an applying for jobs Unit 12.1 H - El trabajo ideal – talking about the ideal job | All covered so far | |
| Grammar | Using the words <i>algo</i> and <i>alguien</i> Third person singular common verbs Using reflexive constructions such as <i>se debe</i> , <i>se puede</i> + infinitive | | Revising comparatives and superlatives Use of <i>tú</i> and <i>usted</i> Using the imperative | | All covered so far | |

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| | <p>Negative expressions Using <i>me encanta</i>, <i>me preocupa</i>, etc. with the subjunctive The imperfect sunjunctive and its use in 'if' clauses Using <i>me preocupa(n)</i> and similar expressions Expressions followed by <i>mucho</i>, <i>(un) poco</i>, etc. Using 'if' sentences The pluperfect tense Using modal verbs to express recommendations and obligations The formation and use of the preterite to describe past events and actions Talking about the weather Weather expressions in the past Using expressions of sequence Exclamations using the subjunctive Revising the use of preterite and imperfect tenses Further expressions of sequence (<i>antes de haber</i>, <i>después de haber</i>, <i>mientras</i> + imperfect) Using the points of the compass Adverbs of place Using <i>estar</i> + past participle Giving opposite views Using the passive and passive forms with <i>se</i> <i>Desde hacía</i> + imperfect</p> | <p>Revising the perfect tense Using the personal <i>a</i> <i>Desde hace</i> + the present tense Using quantifiers and intensifiers: <i>mucho</i>, <i>poco</i>, <i>bastante</i>, <i>demasiado</i> Prepositions Revising <i>se debe</i>, <i>hay que</i>, <i>tener que</i> Verbs that take the infinitive Using <i>debería ser</i> and <i>debería haber</i> Further usage of the imperative Revising <i>si</i> clauses Uses of <i>cuánto</i> Using <i>lo</i> and <i>lo que</i> + adjective Using expressions with <i>tener</i> Using the present subjunctive after expressions of time Using the infinitives of reflexive verbs Using <i>quisiera</i> Other verbs of planning and wanting Using a variety of tenses Revising adjectives Using the present subjunctive in hypothetical situations Forming and using the past continuous tense</p> | |
| Cross Curricular Links | <p>SMSC: Learning how to express yourself and respect other people's views/culture PSHE: The importance of caring for the environment Geography: Protecting the environment, natural disasters and ecological problems, regions of Spain</p> | <p>SMSC: Learning how to express yourself and respect other people's views/culture Work related learning: Discussing different options for after school and careers</p> | All covered so far |
| Literacy | <p>Developing reading skills, speaking, listening, critical thinking, extended writing, spelling (including key words).</p> <p>Use of grammatical terms when teaching and explaining grammar in relation to the English equivalents. Use of cognates and etymology to build knowledge of English Knowledge organisers / sentence builders improve awareness of sentence formation. Pupils will have access to authentic texts in the target language.</p> | <p>Developing reading skills, speaking, listening, critical thinking, extended writing, spelling (including key words).</p> <p>Use of grammatical terms when teaching and explaining grammar in relation to the English equivalents. Use of cognates and etymology to build knowledge of English Knowledge organisers / sentence builders improve awareness of sentence formation. Pupils will have access to authentic texts in the target language.</p> | <p>Developing reading skills, speaking, listening, critical thinking, extended writing, spelling (including key words).</p> <p>Use of grammatical terms when teaching and explaining grammar in relation to the English equivalents. Use of cognates and etymology to build knowledge of English Knowledge organisers / sentence builders improve awareness of sentence formation. Pupils will have access to authentic texts in the target language.</p> |
| Numeracy | Numbers, money, dates and times, frequency | Numbers, money, dates and times, frequency | Numbers, money, dates and times, frequency |
| Assessment | Please refer to Assessment Map | | |