

The Nottingham Emmanuel School – Spanish Curriculum Map (2019-2020)

	September to December	January and February	March and April	June and July
<b>Year 7</b>	<p><b>“My world”</b> enables students to celebrate and extend prior learning from KS2. Students communicate confidently about themselves and others and understand how to develop language by using connectives and intensifiers. On the second half-term, the topic enables students to develop personal justified opinions that go beyond learning from the KS2 National curriculum. They explore topics like hair/eyes, pets/animals and develop extended description and response.</p> <p style="text-align: center;"><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Greetings</li> <li>• Personality and family</li> <li>• Age, numbers and birthday</li> <li>• Likes and dislikes</li> <li>• Hair and eyes</li> <li>• Colours and animals</li> <li>• Christmas</li> </ul>	<p><b>“My school”</b> gives students the opportunity to transfer prior learning (developed opinions) in a different context. This topic draws on adjectival agreements and then develops further KS2 themes such as food, numbers and free-time activities.</p> <p style="text-align: center;"><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• School subjects</li> <li>• Revision and CAF exam</li> <li>• Likes and dislikes</li> <li>• School facilities</li> <li>• During break</li> <li>• Time</li> </ul>	<p><b>“My free time”</b> enables students to explore the present tense with hobbies and sports, introducing time phrases. Students are encouraged to continue to develop their opinions, connectives and intensifiers in a different context. Students gain confidence in communicating in two-time frames (present and future).</p> <p style="text-align: center;"><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Hobbies</li> <li>• Daily activities</li> <li>• The weather</li> <li>• Sports</li> <li>• Plans for the weekend</li> </ul>	<p><b>“My town”</b> enables students to develop descriptive vocabulary and prepositions. They will retrieve and develop their knowledge of near future, finishing the topic by applying knowledge and vocabulary from the year in an authentic research-based project on the Hispanic world.</p> <p style="text-align: center;"><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• A city map</li> <li>• Revision and CAF exam</li> <li>• Things to do</li> <li>• This weekend</li> <li>• This is my town</li> <li>• End of year exams</li> <li>• Project holidays + (research)</li> </ul>

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<b>Year 8</b>	<p><b>“Everything about my life”</b> presents to students new and engaging topics such as television and films. Students explore, apply and enhance the year 7 core concepts of connectives, intensifiers, present tense, comparatives and opinions. Additionally, students retrieve how to form the past tense and are introduced to the idea of contrasting two tenses within the same prose. On the second half-term, the topic enables students to develop their personal description from year 7 into more detailed explanation of their interests and how they spend their time. Students explore a range of authentic materials linked to literature and music.</p> <p style="text-align: center;"><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Expectations and KO</li> <li>• Television and Films</li> <li>• Activities yesterday</li> <li>• Revision and CAF exam</li> <li>• Technology and books</li> <li>• Music and music stars</li> <li>• Clothes and style</li> <li>• Christmas</li> </ul>	<p><b>“What are we going to do”</b> enables students to deepen their understanding of questioning from previous units and apply in a fun and transactional context. They develop spontaneity and retrieve prior learning on the future tense in order to develop conversation.</p> <p style="text-align: center;"><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Making plans</li> <li>• Excuses</li> <li>• Daily routines</li> <li>• Linking topics</li> <li>• Game day!</li> <li>• A magazine article</li> <li>• I have a problem</li> </ul>	<p>In <b>“An adventure in Madrid”</b> students apply prior learning to the authentic topic of a visit to Madrid which enables them to increase their knowledge of the city and its culture as well as developing their knowledge of the preterite from Autumn 1. This topic prepares students for the visit to Madrid Whist enabling those not going, to do a "virtual visit" and develop their cultural capital.</p> <p style="text-align: center;"><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Madrid</li> <li>• Revision and CAF</li> <li>• Treasure hunt</li> <li>• Last day, how was it?</li> <li>• My favourite day</li> <li>• Buying souvenirs</li> <li>• My last day in Madrid</li> <li>• Walking in Madrid</li> </ul>	<p>Building on the cultural aspect of the Madrid topic, in <b>Food is ready</b>, students explore a wider range of foods to describe mealtimes and restaurant interactions in the "A comer" topic. This final topic in Year 8, encourages them to consolidate core concepts of opinions, justifications, time phrases, questioning, etc.</p> <p style="text-align: center;"><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Food and drinks</li> <li>• End of year exams</li> <li>• Mealtimes</li> <li>• At the restaurant</li> <li>• Fiesta!</li> <li>• Project movie</li> </ul>

	AUT 1	AUT 2	January and February	March and April	June	July
Year 9	<p>“This is how we are” draws on and extends key knowledge on self and free time activities. Students retrieve grammatical elements from Year 7 and Year 8 such as present tense and gain confidence in moving between present, past and future with more ease in order to describe real life events.</p>	<p>“Orient yourself” introduces jobs and career options allowing students to retrieve vocabulary related to character descriptions and making links between topic such as school and daily routine. Students will deepen their understanding of the future tense in both conditional and immediate future forms.</p>	<p>“In Shape” explores key ideas related to healthy and unhealthy life choices where students develop their narrative in both writing and conversational contexts. Students retrieve key vocabulary from the topic "Food is ready" in Year 8 and also "My free time" in Year 7.</p>	<p>“Youngsters in Action” encourages students to link their language learning with key values of the school such as dignity, community and social action. Students are introduced to the imperfect tense in order to contrast change with present experiences. They develop social awareness by learning new vocabulary related to rights, Fairtrade and the environment.</p>	<p>“Life at school ” explores the topic school with an emphasis on students' opinions about school subjects, timetable and school rules. It builds on vocabulary learnt in Year 7 "Mi colegio" and in Year 8 "Everything about my life" and encourages students to explore school and daily routines.</p>	<p>“Interests and influences” builds on the "this is how we are" at the beginning of Year 9. Students explore different free time activities where they present their interests to their peers and consolidate core grammatical concepts related to opinions, justifications and verb tenses.</p>
	<p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Things I love</li> <li>• My weekly routine</li> <li>• Cinema plans</li> <li>• A special birthday</li> <li>• Life of a celebrity</li> <li>• A celebrity</li> <li>• A biography</li> </ul>	<p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Jobs</li> <li>• Job prospects</li> <li>• Speaking skills</li> <li>• The future</li> <li>• Typical day</li> <li>• Famous people</li> <li>• Christmas adverts</li> </ul>	<p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Healthy vs Unhealthy</li> <li>• Revision and CAF</li> <li>• Active lifestyle</li> <li>• Daily routine</li> <li>• Move!</li> <li>• It hurts</li> <li>• Speaking skills</li> </ul>	<p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Healthy vs Unhealthy</li> <li>• My rights</li> <li>• Fairtrade</li> <li>• At home we recycle!</li> <li>• My city has changed</li> <li>• Fundraising</li> <li>• Solidarity</li> </ul>	<p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• A school day</li> <li>• A good student</li> <li>• School rules</li> <li>• Uniform + LA</li> <li>• Revision and CAF</li> </ul>	<p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• My hobbies</li> <li>• In my bedroom</li> <li>• An interview</li> <li>• End of year revision</li> </ul>

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Year 10	<p><b>Family and relationships</b></p> <p>Describing my family Describing my friends Family relationships</p>	<p><b>Where I live</b></p> <p>At home Revision and CAF House location Amenities My town My region</p>	<p><b>Being active</b></p> <p>Sport Christmas advert I will play... Sport around the world Speaking Mock</p>	<p><b>Eating out</b></p> <p>Food and drinks Eating out A special meal</p>	<p><b>Wellbeing</b></p> <p>A balanced diet A Healthy lifestyle Youth and health issues</p>	<p><b>Learning at school</b></p> <p>My options School comparison The good and the bad</p>	<p><b>Spanish traditions</b></p> <p>Spanish mealtimes Regional Customs Changes in traditions Festival - "La Tomatina" Hispanic Festivals Festival - "Las Fallas"</p>	<p><b>Future plans</b></p> <p>Future options Study or work Revision and MOCK Uni - is it worth it? Project</p>

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Year 11	<p><b>Holidays</b></p> <p>Let's go on holiday Regions of Spain Travel experiences Your town's history</p>	<p><b>Life Plans</b></p> <p>Love, marriage and relationships Life plans and relationships</p>	<p><b>The environment</b></p> <p>Recycling and Reusing Environmental problems MOCK exams</p>	<p><b>Social issues</b></p> <p>Volunteering Charity work Mock feedback Christmas adverts</p>	<p><b>Employment</b></p> <p>Jobs Ideal jobs</p>	<p><b>Technology and social media</b></p> <p>Social Media Pros and cons My phone Addicted to technology</p>	<p><b>Global issues</b></p> <p>MOCK exams People in need Reducing poverty MOCK FEEDBACK</p>	<p><b>Revision for GCSE exams</b></p> <p>Unplug yourself Life at school My interests Cosmopolitan Daily routines Hands-on Towards a better world</p>

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Year 12	<p><b>Cyberspace</b></p> <p>Internet 's influence Social Media Mock exam Intelligent mobiles</p>	<p><b>Traditional values</b></p> <p>Family changes Wedding / divorce The catholic church</p>	<p><b>Gender equality</b></p> <p>Women and jobs Chauvinism LGBT rights MOCK EXAMS Women in 20th century</p>	<p><b>Introduction to movie "Volver"</b></p> <p>Synopsis Scene summaries</p>	<p><b>Idols and influence</b></p> <p>Singers and musicians TV and cinema stars Fashion and models Volver – Social and historical context</p>	<p><b>Spanish regional Identity</b></p> <p>Traditions and customs Gastronomy Languages and dialects Volver – Themes</p>	<p><b>Cultural Patrimony</b></p> <p>Pre-Hispanic civilizations Art and architecture Music and diversity Volver – Character analysis</p>	<p><b>Revision for AS exams</b></p> <p>Traditional values Cyberspace Gender equality Idols influence Spanish regional identity "Volver" – Movie</p>

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Year 13	<b>Immigration</b> Positive/negative aspects Hispanic reality Illegal migrants Volver – Cinematic techniques	<b>Racism</b> Xenophobic attitudes Fighting racism Legislation against racism “La casa de Bernarda Alba” – Synopsis, social and historical context	<b>Coexistence</b> Cultural coexistence Education Religion “La casa de Bernarda Alba” – Scene summaries	<b>Citizenship</b> Politics and activism Unemployment Society “La casa de Bernarda Alba” – Themes	<b>Monarchies and dictatorships</b> Franco dictatorship Spanish monarchy Latin-American Dictators “La casa de Bernarda Alba” – Characters	<b>Popular movement</b> Protests and strikes Trade unions Famous social protests “La casa de Bernarda Alba” – Writer’s methods	<b>Revision for A Level exams</b> Aspects of society Artistic culture Multiculturalism Aspects of political life “Volver” – Movie “La casa de Bernarda Alba” – Book