**The Nottingham Emmanuel School – *Spanish* Curriculum Map (2022-2023)**

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| Intent statement | In MFL, the rationale behind our curriculum map is to reflect the world in which our students live whilst broadening their horizons by teaching them to communicate in a different language and teaching them to appreciate and respect different cultures whilst learning more about their own. Through language learning, we prepare students for future study and employment by teaching them a variety of skills that appeal to employers such as communication, translation, working as a team and resilience. |
| Diversity across the curriculum | Our curriculum represents the diversity of our students in our resources through using images, names and texts about people of different religion, race and sexuality. We explore the people and traditions of Hispanic and francophone countries in both mainland Spain and France but also including countries outside of Europe. This allows students to appreciate different cultures whilst identifying links with their own culture. |
|  |  | AUT 1 | AUT 2 | SPR 1 | SPR 2 | SUM 1 | SUM 2 |
| Year 7 | Title and objectives | My world | My world | School | Free time | House and Home | Town |
| Core knowledge | * Spain and Spanish speaking countries/ estar
* Greetings + equipment
* Personality
* Family + Opinions
* Age and Numbers up to 100.
* Birthday
 | Likes and dislikesColoursPetsHair and eyesChristmasLos Reyes Magos | Carnaval in SpainSubjects + opinionsSchool DayTeachers Uniform Facilities Days of the weekTime  | HobbiesDaily activitiesSports Weather Weather + activityLa Semana SantaLas Meninas  | Places in townTransport Description of a town Description of House | Future tenseOrdering in a café/ restaurantTapasTomatinaLife in Spanish speaking countries.  |
| Grammar & Skills | * Gender – articles
* Adjective agreement
* Soy, eres, es
* Tengo, tienes, tiene
* Indefinite article
* Using connectives
* Making your writing interesting
* Opinions
* Possessive Pronouns
 | * Adjective agreement of colours
* Position of adjectives
* Using intensifiers
* Justifying opinions
* Reading skills – using cognates, near cognates and context.
* Using question words
* Gusta/ gustan
 | * Regular –ar verbs yo, tú, él/ ella, nosotros
* Time phrases
* Y changing to e
* Unos/ unas
* -er/ -ir verbs
* Using sequencers
* Listening Skills
 | * Using cuando as a connective
* The verb hacer
* The verb jugar
* Doing a presentation
 | * Estar
* Ir
 | Listening strategies |
| Covid recovery | The assumption will be made that students will have not had a consistent language provision in primary school. Therefore we will be starting with basics to ensure students have a strong foundation in the language. |
| Careers |  | Lesson Activity -  |  |  |  |  |
| Year 8 | Title and objectives | Todo sobre mi vida | Todo sobre mi vida | ¿Qué hacemos? | Madrid | Holiday in Spanish speaking countries | La comida |
| Core knowledge | Technology Social MediaTVMi Guíá | BooksMoviesMusicLast weekendCoco film project Díá de Muertos | InvitationsPositive and negative responsesPrepositions and Time Excuses Daily RoutineClothes | AttractionsDirectionsHay que + se puedeActivitiesSouvenirs | Where you wentWho withTransportWhat did you doWhere did you stayHow was it | Food and drinkMealtimesAt the restaurantDinner PartiesFiestas (La Tomatina, Las Fallas,  |
| Skills | * Present tense verbs -ar
* Time phrases
* Opinion phrases
* Connectives
* Intensifiers
* Lo + adjective que
 | * Preferir – stem change
* Time phrases
* Comparatives
* Superlatives
* Negatives
* 3rd person opinions
 | Me gustaríá + infinitiveForming questionsModal verbsReflexive verbs Future TenseEste/esta/estos/estas | Demonstrative adjectivesImpersonal verbs InfinitivesSuperlativeImperative | Preterite of both regular and common irregular verbsAdjectives Past tense opinions | Negatives Soler + infinitiveRoleplayTu/ustedFuture tenseUsing 3 tenses in a text |
| Covid recovery | We will only assume knowledge of topics and points covered in year 7, we appreciate that language provision in primary schools will have been affected due to the pandemic. |
| Careers | Lesson activity – profiles of people who have studied language including; scientist, politician, footballer, politician |  | Where will languages take me? RAF |  |  |  |
| Year 9 EBACC | Title and objectives | Somas así (A) | Somos así (B) | Oriéntate (B) | En forma (B) | En forma (C) | Jóvenes en acción (B) |
| Core knowledge | * Likes and dislikes
* My week
* Cinema
* Special occasion
 | * Life of a celebrity
* Spanish speaking celebrities
 | * Typical working day
* Famous people and their ambitions
 | * Exercise
* Daily routine
* Health advice
 | * Illnesses
* Lifestyles
 | * Environmental issues
* My city
* Fundraising
* Social action
 |
| Oriéntate (A) | En forma (A) | Jóvenes en acción (A) |
| * Jobs
* Future plans (jobs)
* Future life plans
 | * Healthy and unhealthy foods
 | * Rights of young people
* Fairtrade
 |
| Skills | * Using gustar with nouns in the present tense
* Using regular verbs in the present tense
* Using the verb ir in the present tense
* Using the near future tense
* Using the preterite tense
 | * Using three tenses together
* Understanding challenging texts
* Using tener que
* Adjective agreement
* Using the conditional ‘would’
 | * Using the preterite of regular verbs
* Using the present and preterite together
* Skimming and scanning a text.
* Using negatives
 | * Using stem changing verbs
* Using reflexive verbs
* Using impersonal and tener
* Using se debe/ no se debe
 | * Speaking skills
* Saying the right thing
* Using the third person form of the verb
* Using the verb poder
* Using the comparative
 | * Using the we form of verbs
* Using the imperfect tense
* Looking up verbs in a dictionary
* Using questions and general knowledge to infer meaning
 |
| Covid recovery | Topics that will need to be addressed include: days of the week, school subjects, facilities, present tense, negatives, time, hay/ no hay, un/una/unos/unas, el/la/los/las, time phrases. This is due to students missing this foundation work when in lockdown during year 7 and not having enough time to seriously embed it in year 8. |
| Careers |  | RoutesLIVE! Languages for Business | Where will languages take me – PWC student |  |  | Humanitarian Interpreter – Job Profile <https://translatorswithoutborders.org/blog/the-voice-of-the-vulnerable/> |
| Year 9  | Title and objectives | Somas así (A) | Somos así (B) | Oriéntate (B) | Oriéntate (C) | En forma (B) | En forma (C) |
| Core knowledge | * Likes and dislikes
* My week
* Cinema
 | * Special occasion
* Life of a celebrity
* Spanish speaking celebrities
 | * Future life plans
* Typical working day
 | * Famous people and their ambitions
 | * Exercise
* Daily routine
* Health advice
 | * Illnesses
* Lifestyles
* La tomatina
 |
| Oriéntate (A) | En forma (A) |
| * Jobs
* Future plans (jobs)
 | * Healthy and unhealthy foods
 |
| Skills |  |  |  |  |  |  |
| Covid recovery | Topics that will need to be addressed include: days of the week, school subjects, facilities, present tense, negatives, time, hay/ no hay, un/una/unos/unas, el/la/los/las, time phrases. This is due to students missing this foundation work when in lockdown during year 7 and not having enough time to seriously embed it in year 8.  |
| Careers |  | RoutesLIVE! Languages for Business | Where will languages take me – PWC student |  |  |  |

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| Year 10 | Title and objectives | Family and relationships | Where I live | My interests | Food and wellbeing (A) | Food and wellbeing (B) | Preparation for Year 10 exams |
| Core knowledge | * Describing family and friends
* Describing relationships
* Understanding more detailed descriptions
* Generation gap
* Speaking practice
 | * House and home
* Talking about places in a town or city.
* Directions
* Describing the features of a region
* Talking about problems in town
 | * Talking about free-time activities
* Talking about what you usually do
* Sports Fan
* Who inspires you?
 | * Food and drinks
* Typical foods and mealtimes
* Eating out
* A special meal
* A balanced diet
 | * A healthy lifestyle
* Youth and health issues
 | * All four skills
 |
| School (A) | School (B) |
| * School subjects (comparatives and superlatives)
* School facilities (positives and negatives)
 | * School uniform
* Time
* School rules
* Extra-curricular activities
* Future plans
 |
| Preparation for speaking exam |
| * Photo card
* Role play
* General conversation
 |
| Skills | Using verbs in the present tenseAdjectival agreementUsing ser and estarReflexie verbs | Se puede / se puedenAsking questionsLo mejor / lo peorImperfect descriptionTan / tanto | Stem changing verbsUsing soler + infinitiveUsing the imperfect tense to say what you used to doListening for different tensesUsing a range of past tensesTalking about dates | Opinions and justificationVerbs to describe eatingSoler + verbQuantitiesThe passiveAsking questionsVerbs in the preterite | Direct object pronounsVerbs followed by the infinitiveUsing verbs in three tensesIrregular verbs in the preteriteSpeaking exam skills | Justifying opinionsAdjectival agreementLe Bueno/malo/mejor/peor es que…Lo que más/menos me gusta es / son |
| Covid recovery | The following topics will have not been embedded in KS3, therefore will need to be prioritised for retrieval: Daily routine, weather, town, directions, clothes, time, present tense regular, hacer y jugar, higher level connectives e.g. si, cuando, dónde, reinforcement of hay, future tense/ expressions, prepositions of location, demonstrative adjectives, high frequency verb expressions. |
| Careers |  | Promoting a business |  | Gap year possibilities with working in a Spanish speaking country. |  | FCDO Translation and Interpretation |
| Year 11 | Title and objectives | Holidays  | Customs and festivals | Technology and social media | Life after school | Revision |  |
| Core knowledge | * En verano
* Holiday preferences
* Adónde fuiste de acaciones
* Cómo era
* Reserving accommodation
 | * Celebrations
* How did you celebrate?
* Speaking practice
 | Talking about use of technologyWhat do you use the internet for.Advantages and disadvantages Using the internetTalking about your life onlineSocial Media Use and addictionAdvantages and DisadvantagesExam practice | JobsDiscussing career choices/ university or apprenticeshipTalking about plans, hopes and wishesHousehold choresPart Time JobWork experienceWorking in tourism | During this time, we will be revising for the final exams. We shall be using AQA approved material from the Viva course, to practice exam questions across all four skills. Pupils will also be given time to sit past papers in timed conditions. |  |
| Continued preparation for speaking exam | Environment (A) |
| * Photo card
* Role play
* General conversation
 | * Environmental problems and solutions
 |
| Continued preparation for speaking exam |
| * Photo card
* Role play
* General conversation
 |
| Social problems |
| * Most serious social problems and solutions
 |
| Skills | WeatherPresent tenseQuestion wordsOpinion phrasesIrregular preterite verbsTime phrasesImperfect v preterite verbsNi…ni / tampocoAsking questions | Present tenseDondePresent tensePreterite tenseSe deberíaLo que me preocupa másEs esencial/ importante que… + SubjunctiveImperativesComparatives and superlativesNumbers | Using para + infinitivePresent perfectExtending responses by referring to others.Using superlatives | Job nounsConditional tenseBetter/ worse + best/ worstInfinitive PhrasesExtending speaking answersPreterite vs. imperfectSubjunctive Desde hace Perfect tense Future tense | ReadingWritingListeningSpeakingTranslationExam strategy |  |
| Covid recovery | The following topics will have neither been embedded in KS3 nor introduced in year 10, therefore will need to be prioritised: comparatives and superlatives, souvenirs, retrieval of weather, the topic of food and mealtimes which will include the transactional language of eating in a restaurant. Photocard, Direct Object pronouns, daily routine, exclamatory sentences, the verb doler + body parts/ illnesses. |
| Careers | Where can languages take you? - Apprenticeships |  | Job Profile – graduate account executive - Spanish | Erasmus internship information. |  |  |
| Year 12 | Title and objectives | CyberspaceTraditional and modern values | Traditional and Modern ValuesGender equality | The influence of idolsVolver – plot | Spanish regional identityVolver – social context | Cultural patrimonyVolver – Themes | ImmigrationVolver – Director techniques |
| Core knowledge | * Influence of the internet
* Smartphones: + and – effects
* Influence of social media
* 21st Family models
* Marriage and divorce – trends
 | * Influence of Catholic Church
* Women and the labour market
* Male chauvism and feminism
* LGBT rights and gay marriage
 | * Singer and musicians
* TV and cinema stars
* Fashion models

Volver :* story and key events
 | * Customs and traditions
* Gastronomy of Spain
* Languages spoken in Spain

Volver:* Women role in Spain
* Labour market
* Castilla-la-Mancha
* TV culture and “trash TV”
* Death (traditions)
 | * Civilizations and heritage
* Hispanic art and architecture
* Music and dance diversity

Volver:* Secrets and lies
* Family and motherhood
* Rural and urban culture
* Climate (wind & fire)
* Death
* Return vs reborn (duology)
 | * + and - aspects of immigration
* Immigration in the Hispanic world
* Illegal immigration

Volver:* Pedro Almodovar
* Colour and Style
* Melodrama
* Comedy and farce
* Scenery and props
 |
| Skills |  |  |  |  |  |  |
| Covid recovery | N/A |
| Careers |  |  |  |  |  |  |
| Year 13 | Title and objectives | El Racismo + La Convivencia | Jovenes de hoy + Los Movimientos Populares  | Las monarquías y dictaduras | Revision |  |  |
| Core knowledge | * Xenophobic attitudes
* Fighting racism
* Legislation against racism

“La casa de Bernarda Alba” – Synopsis, social and historical context* Cultural coexistence
* Education
* Religion

“La casa de Bernarda Alba” – Scene summaries | * Politics and activism
* Unemployment
* Society

“La casa de Bernarda Alba” – Themes* Protests and strikes
* Trade unions
* Famous social protests

“La casa de Bernarda Alba” – Writer’s methods | * Franco dictatorship
* Spanish monarchy
* Latin-American Dictators

“La casa de Bernarda Alba” – Characters | * Aspects of society
* Artistic culture
* Multiculturalism
* Aspects of political life
* “Volver” – Movie

“la casa de Bernarda Alba” - Book |  |  |
| Skills | Improve use of nouns and adjectives Express approval/ disapprovalUse conditional tensesTranslate the English gerund (-ing form) into SpanishUse future tenses Express obligationForm and use prepositionsUse language for describing changeUse pronouns Vary sentence structure to enhance writingUse adverbs Structure an argument | Use the present subjunctiveUse a variety of negative expressionsUse imperatives Talk about data and trendsUse the perfect subjunctiveExpress an opinion or evaluation Use if clauses + pluperfect subjunctive Develop and use a wider vocabularyUse if clauses + imperfect subjunctive Vary sentence structure to enhance speakingUse the passive voiceInfer meaning from listening and reading | Revise the preterite tenseSpeak or write about a historical personalityForm and use the imperfect subjunctive Recognise and use ordinal numbers Use a sequence oftenses Read for gist forcomprehension | Checking your work for accuracy.Strategies for tackling gap fill exercises.Translation into SpanishSummarising a listening passage.Summarising a factual text. |  |  |
| Covid recovery | Speaking will need to be the focus in terms of skills as students have missed completing the GCSE speaking examination. In the double lesson on a Monday, students will be able to spend the second hour focussing entirely on speaking skills. |
| Careers |  |  |  |  |  |  |