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

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 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 dislikes  Colours  Pets  Hair and eyes  Christmas  Los Reyes Magos | | | Carnaval in Spain  Subjects + opinions  School Day  Teachers  Uniform  Facilities  Days of the week  Time | | | Hobbies  Daily activities  Sports  Weather  Weather + activity  La Semana Santa  Las Meninas | | | Places in town  Transport  Description of a town Description of House | Future tense  Ordering in a café/ restaurant  Tapas  Tomatina  Life 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 Media  TV  Mi Guíá | | Books  Movies  Music  Last weekend  Coco film project  Díá de Muertos | | Invitations  Positive and negative responses  Prepositions and Time  Excuses  Daily Routine  Clothes | | | | Attractions  Directions  Hay que + se puede  Activities  Souvenirs | | Where you went  Who with  Transport  What did you do  Where did you stay  How was it | | | | Food and drink  Mealtimes  At the restaurant  Dinner Parties  Fiestas (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 + infinitive  Forming questions  Modal verbs  Reflexive verbs  Future Tense  Este/esta/estos/estas | | | | Demonstrative adjectives  Impersonal verbs  Infinitives  Superlative  Imperative | | Preterite of both regular and common irregular verbs  Adjectives  Past tense opinions | | | | Negatives  Soler + infinitive  Roleplay  Tu/usted  Future tense  Using 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 | |  | | | |  | | | |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 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 tense  Adjectival agreement  Using ser and estar  Reflexie verbs | Se puede / se pueden  Asking questions  Lo mejor / lo peor  Imperfect description  Tan / tanto | | Stem changing verbs  Using soler + infinitive  Using the imperfect tense to say what you used to do  Listening for different tenses  Using a range of past tenses  Talking about dates | | Opinions and justification  Verbs to describe eating  Soler + verb  Quantities  The passive  Asking questions  Verbs in the preterite | | Direct object pronouns  Verbs followed by the infinitive  Using verbs in three tenses  Irregular verbs in the preterite  Speaking exam skills | | Justifying opinions  Adjectival agreement  Le 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 technology  What do you use the internet for.  Advantages and disadvantages  Using the internet  Talking about your life online  Social Media Use and addiction  Advantages and Disadvantages  Exam practice | | Jobs  Discussing career choices/ university or apprenticeship  Talking about plans, hopes and wishes  Household chores  Part Time Job  Work experience  Working 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 | Weather  Present tense  Question words  Opinion phrases  Irregular preterite verbs  Time phrases  Imperfect v preterite verbs  Ni…ni / tampoco  Asking questions | Present tense  Donde  Present tense  Preterite tense  Se debería  Lo que me preocupa más  Es esencial/ importante que… + Subjunctive  Imperatives  Comparatives and superlatives  Numbers | | Using para + infinitive  Present perfect  Extending responses by referring to others.  Using superlatives | | Job nouns  Conditional tense  Better/ worse + best/ worst  Infinitive Phrases  Extending speaking answers  Preterite vs. imperfect  Subjunctive  Desde hace  Perfect tense  Future tense | | Reading  Writing  Listening  Speaking  Translation  Exam 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 | Cyberspace  Traditional and modern values | Traditional and Modern Values  Gender equality | | The influence of idols  Volver – plot | | Spanish regional identity  Volver – social context | | Cultural patrimony  Volver – Themes | | Immigration  Volver – 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/ disapproval  Use conditional tenses  Translate the English gerund (-ing form) into Spanish  Use future tenses  Express obligation  Form and use prepositions  Use language for describing change  Use pronouns  Vary sentence structure to enhance writing  Use adverbs  Structure an argument | Use the present subjunctive  Use a variety of negative expressions  Use imperatives  Talk about data and trends  Use the perfect subjunctive  Express an opinion or evaluation  Use if clauses + pluperfect subjunctive  Develop and use a wider vocabulary  Use if clauses + imperfect subjunctive  Vary sentence structure to enhance speaking  Use the passive voice  Infer meaning from listening and reading | | Revise the preterite tense  Speak or write about a historical personality  Form and use the imperfect subjunctive  Recognise and use ordinal numbers  Use a sequence of  tenses  Read for gist for  comprehension | | Checking your work for accuracy.  Strategies for tackling gap fill exercises.  Translation into Spanish  Summarising 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 |  | |  | |  | |  | |  | |  |