Class of 2026 -2027 Curriculum Map

Spanish

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39
Post 16 Study	Following the GCSE exams students will be sufficiently prepared to move on to undertaking the Spanish A level course as the same core skills of listening, reading, writing, translation and speaking are required for this course. At A Level there is much more of an emphasis on vocabulary and structures across all themes which are based on the society and culture of the language being studied. As well as this students will study literary texts and films in the language of study. Those students not continuing to study A level Spanish will be equipped not only with Spanish skills specifically as outlined above but language learning skills which will allow them to pick up another lanuage at a future stage. They will also have increased their knowledge of the English language and have improved spoken communication skills. They will have developed their logic from applying grammatical rules and will be able to apply these skills and knowledge to other domains.																																						
Year 11	**New GCSE for MFL for first assessment 2024.** **Specifications not yet released. Expected by September 2023.**																																						
Year 10																																							
Year 9	**What was the holiday like?**		**What do they do there? What is it like?**		**What shall we eat?**	**What do you like?**	**Can you talk about your health and responsbiliities?**			**How are they? What do they do?**		**Can you understand this authentic text?**	**Where do they go? Where did they go?**	**What do you do at Christmas?**	**What is the weather like?**	**How did you raise money?**	**What was it like there? What are their lives like?**		**What is climate change?**	**What happened at school?**	**How do you make a film?**	**How are you now?**	**What happened?**			**What is it like? What was it like before?**			**Can you understand this authentic text?**	**What job do you do?**	**Do you need help?**	**What do you do with your friends?**	**What are they like?**	**What is the theme park like? What are you buying?**	**What do you have? What was the film like?**	**What was their life like?**	**Can you understand this authentic text?**	**What are you going to do in the holidays?**	
Year 9	**'Describing events in the past (Holidays)**	**'Describing events in the past / asking questions about past holidays**	**Describing the location of things / talking about routine events**	**Describing people, places and traditions in Mexico**	**Talking about food and culture / Buying food at a market**	**Giving opinions about things / A school trip to a Spanish speaking city**	**Talking about looking after others**	**Talking about sport and exercise**	**Talking about health**	**Describing people and talking about how they feel / A weekend in the countryside**	**Describing people and talking about what they do / Weekend activities**	**Extended reading**	**Describing where people go and went**	**Talking about Christmas traditions**	**Describing what people do and did / Talking about the weather**	**Describing a fundraising event**	**Talking about the history of a Spanish speaking country**	**Migration and the lives of Spanish speakers in the USA**	**Talking about climate change**	**A school event**	**Talking about making a film**	**Comparing how you feel and felt**	**Describing events in the past**	**Reporting the news**	**Assessment week**	**Describing what you / others used to do**	**Describing routines and events in the past / family celebrations**	**Describing what something is like and used to be like?**	**A well-known story in Spanish : El Quijote**	**Talking about jobs**	**Giving advice and instructions (school)**	**Spending time with friends**	**Talking about traits and states / Talking about where people are from**	**A trip to a theme park / Asking questions at a market**	**Talking about possessions / Describing a crime film**	**Talking about life experiences**	**Text exploitation: Diana Trujillo: Hispanic space engineer**	**Talking about future plans for the holidays**	
Year 9	**During year nine students will be assessed on their knowledge of:** **Vocabulary (memory of words)** **Phonics (links between sound and spelling)** **Grammar (how the language is constructed)**																																						
Year 8	**What happened? What was it like? How is it now?**			**What do you do? What do they do? What can / must you do?**						**How do they feel?**		**Where do you go?**	**Can you understand this authentic text?**	**What do you do at work?**	**What do they do online?**	**Where did you go? Where do you go?**			**What is your life like? What do you like to do? What are your friends like? What did you do?**							**What do they do there?**	**What are they like? What is their job? How are they?**		**What's the difference?**	**What sports do they do? What sports**	**Where do they normally go? Where**	**Can you interview someone?**			**What is happening?**		**Can you understand this authentic text?**	**What are you going to do?**	
Year 8	**Describing events in the present and past (Travel)**	**Comparing past experiences**	**Talking about people and places now vs in general**	**Comparing what you and someone else (we) do (News and media)**	**Describing what different people do (At home)**	**Asking what people can and must do (In class)**	**Describing what you and someone else (we) do (Parties / celebrations)**	**Describing events in the present and past (At school)**	**Describing events in the present and past (Free time activities)**	**Describing how people feel in the present**		**Describing where people go and why**	**Extended reading**	**Working in a restaurant Festive traditions**	**Describing what people do (Technology and Social networks)**	**Describing travel in the past and present**	**Describing what different people did in the past**	**Assessment Week**	**Describing friendships and relationships**	**Talking about daily life**	**Describing a series of events (narration)**	**Describing friendships and relationships**	**Giving opinions about something**		**Extended Reading**	**Describing what people do (visiting a Spanish city)**	**Talking about family members and their jobs**	**Describing how people feel (Concerts & festivals)**	**Comparing things (Shopping)**	**Describing what people do and did (sport)**	**Comparing where people go and went**	**Asking questions about what people did**	**Asking questions about what people do**	**Assessment week**	**Describing what is happening now (exercise and fitness)**	**Describing what is happening now (making a film)**	**Extended reading**	**Comparing future plans**	
Year 8	**During year eight students will be assessed on their knowledge of:** **Vocabulary (memory of words)** **Phonics (links between sound and spelling)** **Grammar (how the language is constructed)**																																						
Year 7	**Where are you?**	**What are they like and what do they do?**							**Where is it? What is it like? What is there?**					**What do you want?**	**Can you understand this authentic text?**	**What are your family like?**	**What is there?**	**Can you have a conversation?**	**What are you doing?**		**What do you do? What can you do? What do you want to do? What are they like?**						**Can you understand this authentic text?**	**What are they like? What is it like there?**						**What are they like? Where do they going? What are you going to do?**			**Can you understand this authentic text?**	**What can/must they do? What do they want to**	
Year 7	**Describing places and locations**	**Saying what someone is like (at the moment)**	**Saying what someone is like (in general)**	**Saying what people have**		**Saying what people do**		**What people do & don't do**	**Numbers and talking about more than one thing**	**Saying what there is around you**	**Saying what there is around you and describing it**	**Talking about the location of things**	**Describing a place**	**Giving and wanting (Festive seasons & relations)**	**Extended reading**	**Talking about family**	**Describing what exists and what places have (Natural wonders of the Spanish-speaking world)**	**Asking and answering questions**	**Saying what you're like at the moment and in general**	**Assessment week**	**Talking about what you do with other people (Rural life)**	**Describing what people can / are able to do**	**Describing what people must (vs can or want to) do**	**Places and locations**	**Saying what people are like today vs in general**	**Describing activities (Travel)**	**Extended reading**	**Saying what people are like today vs in general**	**Describing what people do**		**Describing what people do (Technology)**	**Describing places**	**Assessment week**	**Describing people and possessions**	**Describing when and where people go**	**Describing future plans**	**Extended reading**	**Describing what people can, must and want to do.**	
Year 7	**During year seven students will be assessed on their knowledge of:** **Vocabulary (memory of words)** **Phonics (links between sound and spelling)** **Grammar (how the language is constructed)**																																						
Pre-secondary	Regardless of the language which has been studied at Key Stage 1 and 2 we would expect pupils to arrive at Cornelius Vermuyden having some understanding of studying a language. The National Curriculum at KS2 sets out that students should have experience of the following areas: Listening and responding to spoken language; exploring the sounds and patterns of language; using familiar vocabulary to ask and answer questions and give opinions; developing accurate pronounciation; understanding of simple written language and writing some simple phrases from memory. Grammatically speaking we would expect pupils to have some understanding of categories of words such as verbs, nouns and adjectives that can then be applied to learning the differences between the target language and English. Pupils may have some understanding of verb conjugation, masculine and feminine forms and sentence construction in a second language. It does not matter which language has been studied at KS2, the skills that are developed via the National Curriculum will equip pupils for whichever language they begin in year 7.																																						

National Curriculum and Assessment Objectives:

The national curriculum for languages aims to ensure that all pupils:

Understand and respond to spoken and written language from a variety of authentic sources; speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation; can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt; discover and develop an appreciation of a range of writing in the language studied.

At GCSE Level the assessment objectives are:

AO1 Listening – understand and respond to different types of spoken language

AO2 Speaking – communicate and interact effectively in speech

AO3 Reading – understand and respond to different types of written language

AO4 Writing – communicate in writing

<u>Curriculum Principles</u>

Balanced – Promotes intellectual, moral, spiritual, creative, emotional, and physical development as equally important.

Rigorous – Seeks to develop intra-disciplinary habits of mind; the subject matter is taught in a way that is faithful to its discipline.

Coherent – Makes explicit connections and links between the different subjects/experiences encountered.

Progression Model – Focuses on progression by carefully sequencing knowledge; provides clarity about what getting better at a subject means (knowing and remember more)

Appropriate – Looks to avoid making unreasonable demands by matching level of challenge to a student's current level of maturity/knowledge.

Focussed – Seeks to keep the curriculum manageable by teaching the most important knowledge, identifies the big ideas or key concepts within a subject.

Relevant – Seeks to connect the valued outcomes of the curriculum to the students being taught it; provides opportunities for students to make informed choices.