

Curriculum Content Map												Subject:																																																																																																																									
Term 1												Term 2												Term 3																																																																																																													
September												October												November												December												January												February												March												April												May												June												July													
Cultural Transmission	Units of Work	Module 1: Mis Vacaciones (My Holidays)												Module 2: Todo sobre mi Vida (Everything about my Life)												Module 3: A Comer (Let's Eat)												Module 4: ¿Qué Hacemos? (What Do We Do?)												Module 5: Operación Verano (Mission: Summer)												Cultural Projects																																																																							
	National Curriculum area – KS3	Talking about a past holiday. Using the preterite of "ir". Saying what you did on holiday. Using the preterite of regular -ar verbs. Describing the last day on holiday. Using the preterite of -er and -ir verbs. Saying what your holiday was like. Using the preterite of "ser". Giving a presentation about your holiday. Making your sentences interesting.												Saying what you use your phone for. Revising the present tense. Saying what type of music you like. Giving a range of opinions. Talking about TV. Using the comparative. Saying what you did yesterday. Using the present and the preterite. Understanding a TV guide. Tackling an authentic text.												Saying what food you like. Using a wider range of opinions. Describing mealtimes. Using negatives. Ordering a meal. Using "usted" and "ustedes". Discussing what to buy for a party. Using the near future. Giving an account of a party. Using three tenses together. Using coping strategies when speaking.												Arranging to go out. Using "me gustaría". Making excuses. Using "querer" and "poder". Discussing getting ready to go out. Using reflexive verbs. Talking about clothes. Saying "this" and "these". Talking about sporting events. Using three tenses. Describing a fancy dress outfit. Using a dictionary.												Describing a holiday home. Discovering more about the comparative. Describing holiday activities. Using the superlative. Asking for directions. Using the imperative. Talking about summer camps. Learning more about using three tenses. Describing a world trip. Tackling challenging listening.												Improving the cultural transmission about the Spanish language and the Spanish and Latin American cultures.																																																																							
	Substantive Knowledge	The What! Developing vocabulary about holidays, countries, summer activities, weather and opinions about the past. Pronouncing adjacent vowels separately. Using adjectives in exclamations. Preterite of regular -ar, -er and -ir verbs. Using sequencers. Preterite of irregular verbs like "ver" and "ser". Pronunciation of "r" and "rr".												Developing vocabulary about activities that we do every day, music and TV programmes. Present tense of regular -ar, -er and -ir verbs. Present tense of stem-changing verbs. Using the "you" form in questions. Present tense of "preferir". Using the correct article. Using the present and the preterite together. Time markers.												Developing vocabulary about food, mealtimes, restaurants and plans in the future, such as parties. Pronunciation of "ñ". Looking for cognates and near-cognates. Using different types of negatives. Using the present and the preterite together. Pronunciation of "d" between vowels. Introducing the near future tense. Using three tenses together in writing activities.												Developing vocabulary about free time activities, places in town, excuses, routines, clothes and colours. Using the conditional "me gustaría". Pronunciation of "h" silent. Using "tener" and "tener que". Reflexive verbs. Frequency expressions. Sequencers. Adjective agreement. Demonstrative adjectives. Pronunciation of "j" and "z".												Developing vocabulary about physical adjectives, prepositions, house rooms and spaces, towns, cities and directions. Differences between "ser" and "estar" including stress accent. Comparatives. Impersonal verbs. Superlatives and imperatives. Pronunciation of "z". Using three tenses together.												Participating in whole class projects about the Spanish language in a variety of forms and media.																																																																							
	Disciplinary Knowledge	The How! Developing speaking skills. Using connectives and time expressions. Giving opinions and reasons. Using exclamations. Preparing rehearsing a presentation. Grammar activities to practise using two tenses together. Creative writing to express ideas. Reading comprehension. Conversation. Translation into English.												Developing reading skills. Using layout and pictures to identify context. Looking for cognates and near cognates. Speaking activities to check accurate pronunciation and intonation. Conversation using modes of address. Creative writing to express ideas and opinions. Transcription.												Listening activities to understand opinions and discussions. Reading activities to practise with different negative grammatical structures. Speaking activities to practise pronunciation and conversational skills. Writing activities to use three tenses together.												Grammatical activities to learn new structures. Listening activities to pick up accurate pronunciation and intonation. Translation into English and Spanish. Conversation. Creative writing to express new ideas. Reading comprehension to understand new sequencers and time frames.												Developing listening skills to tackle more challenging listening passages. Listening for time expressions, verb tenses and points of view. Grammatical activities to practise comparatives. Transcription. Conversation. Translation into Spanish. Reading comprehension. Speaking activities to speak coherently and confidently. Writing activities to work with three tenses together.												Films. Project Writing. Journalism Commentary. Team Activities.																																																																							
	Sequencing (Flow)	Retrieval & Extension The grammar concepts learnt throughout Year 7 are now used to explain a new tense. All the introductory vocabulary presented during Year 7 is now used to maintain conversations about topics that interest us.												All vocabulary used in the previous modules is again presented in this new module. The new tense learnt in the previous module is now mixed with the tense learnt during the second half of Year 7. Both tenses are now used together with new vocabulary and new types of verbs.												All vocabulary used in the previous modules is again presented in this new module. A third tense, near future, already introduced at the end of Year 7, is now added to create for the first time complex texts that use all three time frames.												All vocabulary used in the previous modules is again presented in this new module. All tenses seen before are now seen in the form of dialogues students are likely to have with their friends. New sequencers and techniques are learnt to organize all those thoughts previously seen.												All vocabulary used in the previous modules is again presented in this new module. We are adding complexity to structures and concepts previously seen. Comparatives, superlatives and imperatives are introduced and expand the concepts seen in previous modules and in Year 7.												Vocabulary and Grammar from past and future topics will be included in the activities.																																																																							
Summative Assessment	AP1												AP2												AP3												Projects.																																																																																																
Personal Empowerment	Virtue	Friendliness & Civility												Justice & Truthfulness												Courage												Generosity												Gratitude												Good Speech												Good Temper & Humour												Self-Mastery												Self-Mastery												Compassion												Good Sense											
	Link to Virtue	<i>The opportunity to reflect, think deeply and critically about an issue.</i> Students must show each other respect and in doing so display friendliness and civility as they learn about holidays that they have all had												Students will get to see the justice (or lack thereof) associated with some people being able to have holidays abroad, and others not.												Students will have to be courageous as they make honest assessments of their own lives (e.g. hobbies, interests, habits)												Students will look at how people are generous with the use of their free time and how people use their free time for good (repeat of y7 in slightly different context)												Students encouraged to be grateful for the food they have, particularly where this is lacking in many parts of the world.												Students get the chance to politely order a meal in a restaurant in the Spanish-speaking world												Students consider the value of humour as central in taking part in a range of activities, including the value of self-deprecating humour.												Students prepare for the end of year exam by displaying self-mastery as they revise the content from the course												Students prepare for the end of year exam by displaying self-mastery as they revise the content from the course												Students will put themselves in the shoes of others in order to understand the perspectives of the different characters in this adventure film.												Students must display good sense as they work together to write an ending for the film both before they see the ending and an alternative after they have seen it. To pull together their multimedia project.											
Preparation for Work	Skill	Listening												Leadership												Problem-Solving												Creativity												Staying Positive												Speaking												Staying Positive												Aiming High												Aiming High												Speaking												Teamwork											
	Link to Skill	As students learn about themselves and each other, they must listen to the descriptions of how the holidays have been spent												Students get the chance to look at personal responsibility and leadership associated with choices not to fly and the impact of flying on climate change.												The comparative constructions (más que and menos que) require problem solving to be able to be manipulated.												Students will be able to explore, through their own creativity, the different activities they can do in their free time (repeat of y7 in slightly different context)												Students will be expected to stay positive as they realise that looking at a menu is often much harder than learning the words for different foods in different languages.												Students to practise conversation in a restaurant.												Students consider staying positive and talk about their own routines and how routines can help people with positive mental health.												Students begin to focus on setting targets for their end of year assessments. Their unequivocal attention will be focussed on aiming high.												Students begin to focus on setting targets for their end of year assessments. Their unequivocal attention will be focussed on aiming high.												Students will give their spoken opinion on the films..												Students have the chance to compare the film endings in teams											
Preparation for Citizenship	SMSC & British Values	Tolerance												Democracy												Rule of Law												Individual Liberty												Mutual Respect												Tolerance												Democracy												Rule of Law												Individual Liberty												Mutual Respect												Democracy											
	Link to SMSC & British Values	Students will be tolerant with each other.												Students will show democracy while working together.												Students will experience the rule of law while looking at different activities.												Students will see how individual liberty is applied in different countries.												Students will show mutual respect while being positive.												Students will be tolerant with each other.												Students will show democracy while working together.												Students will experience the rule of law while looking at different activities.												Students will see how individual liberty is applied in different countries.												Students will show mutual respect while being positive.												Students will experience democracy while working on projects.											