Curriculum Content Map — **Subject:**

			Term 1				Term 2				Term 3		
Month			September	October	November	December	January	February	March	April	May	June	July
	Units of Work		Module 6: De Costumbre (As Usual)		Module 7: ¡A Currar! (Let's Work!)	Gap filling	Module 7: ¡A Currar! (Let's Work!)	Module 8: Hacia un Mundo Mejor (Towards a Better World)		GCSE: Past Papers Practice			
Cultural Transmission	National Curriculum area – KS3		Describing mealtimes. Talking about daily routine. Talking about illnesses and injuries. Asking for help at the pharmacy. Talking about typical food. Using quantiy expressions. Comparing different festivals. Working out the meaning of new words. Describing a special day. Using reflexive verbs in the preterite. Inferring meaning in a literary text. Ordering in a restaurant.		Talking about different jobs. Discussing job preferences. Talking about how you earn money. Using verbs followed by the infinitive. Words with more than one meaning. Talking about work experience. Using the preterite and imperfect together. Talking about languages and travel. Using "lo" followed by an adjective. Using the 24-hour clock. Applying for a summer job. Revising the perfect tense.		Using "lo" followed by an adjective. Using the 24-hour clock. Applying for a summer job. Revising the perfect tense.	Describing types of houses. Talking about the environment. Talking about healthy eating. Considering global issues. Using the superlative. Talking about local actions. Using "se deberia". Using synonyms. Understanding different tenses. Talking about international sporting events.		Revision for all topics, all vocabulary and all grammar structures.			
	Substantive Knowledge	*The What!*	Using "estar" to describe a temporary state. Understanding adjectives ending in -isimo. Talking about a music festival. Using "acabar de". Reflexive verbs. Understanding 12-hour clock times. Understanding verbs for different meals. Expressions with "tener". Pronunciation of cognates. Saying that something hurts. Differentiating between "me gusta" and "me gustaria". Using quantity expresions.		Using different ways to express future plans. Using "if" clauses. Masculine and feminine nouns for jobs. Leaving out the indefinite article when talking about jobs. Using "desde hace" to say how long you have been doing something. The perfect tense. Using a variety of verbs followed by the infinitive. The future tense.		Using different ways to express future plans. Using "if" clauses. Masculine and feminine nouns for jobs. Leaving out the indefinite article when talking about jobs. Using "desde hace" to say how long you have been doing something. The perfect tense. Using a variety of verbs followed by the infinitive. The future tense.	Discussing diet-related problems. Using verbs in the third person plural. Understanding equivalent expressions. The superlative. Using tenses to work out different time frames.		All three themes are included: Identity and Culture; Local, National, International and Global Areas of Internest; and Current and Future Study and Employment. All of them divided in 8 differnet topics: travel and tourism; life at school; my family and friends; free-time activities; home, town, neighbourhood and region; customs and festivals; education post-16; and social and global issues.			
	Disciplinary knowledge	*The How!*	Extending what you say using sequencers. Using clues, cognates, context and common sense to help with a reading text. Paying attention to verb forms in listening. Listening, reading, speaking and writing skills.		Extending your answers when speaking. Writing a formal letter. Discussing plans for the future. Listening, reading, speaking and writing skills.		Extending your answers when speaking. Writing a formal letter. Discussing plans for the future. Listening, reading, speaking and writing skills.	Listening for high numbers. Giving extended reasons. Listening to identify the correct information. Listening, reading, speaking and writing skills.		Activities to refresh the memory designed to help students revise language and structures relevant to a particular topic area. Listening, reading, speaking, writing and translation tasks.			
	Sequencing (Flow)	*Retrieval & Extension*	These last three modules are the most complex in terms of vocabulary but do not add a lot of extra context in terms of grammar. All vocabulary and grammar structures used in previous modules are again used in this new module. This topic talks more about cultural content and costumes in Spain and Latin America. This is presented using tenses already seen before and a lot of vocabulary previously introduced.		All vocabulary and grammar structures used in previous modules are again used in this new module. This topic explores in more depth what was previously introduced in Year 9. It does so with tenses later introduced during Year 10, mixing both pieces together. It does so adding new vocabulary and challenging students.		All vocabulary and grammar structures used in previous modules are again used in this new module. This topic explores in more depth what was previously introduced in Year 9. It does so with tenses later introduced during Year 10, mixing both pieces together. It does so adding new vocabulary and challenging students.	All vocabulary and grammar structures used in previous modules are again used in this new module. The final topic also explores a topic previously introduced in Year 9 and then developed during Year 10. It includes very technical vocabulary but no new complex grammatical structures.		Everything since the beginning of Year 7 as led to this moment.			
	Summative Assessment		Mock Exams 1				Mock Exams 2	Mock Exams 3		GCSE Exams			
Personal Empowerment	Virtue	*The opportunity to reflect, think deeply and critically about an issue.*	Friendliness & Civility	Justice & Truthfulness	Courage	Generosity	Gratitude	Good Speech	Good Temper & Humour	Self-Mastery	Self-Mastery	Compassion	Good Sense
	Link to Virtue		Students will be friendly and civil as they learn about other customes around the world.	Students will learn about justice and lack thereof around the world when learning about their customes and habits.	Students will show courage when talking about their future and their job perspectives.	Students will show generosity when talking about what other people have or don't have and what themselves have or don't have, expressins opinions and offering help.	Students will be greatful for what they have and the opportunities they have been given in relation with their job possibilities.	Students will show good speech when practising for their speaking exams.	Students will show good temper and good humour as the end of the last topic approaches and the last revision phase starts.	Students will show self mastery as they prepare independently for their GCSE exams.	Students will show self mastery as they prepare independently for their GCSE exams.	Students will show compassion to those who are struggling a bit more to get their targets.	
Preparation for Work	Skill	*Transferable skills*	Listening	Leadership	Problem-Solving	Creativity	Staying Positive	Speaking	Staying Positive	Aiming High	Aiming High	Speaking	Teamwork
	Link to Skill		Students will listen to each other and to other people around the world talking about their customes and habits.	Students will show their leadership as they offer help to one another for the first topic of the Year 11.	Students will show their problem-solving skills as they finish the first Mock Exams of the year.	Students will write creatively about their future and all its possibilities.	Students will stay positive as they start the second Mock Exams of the year.	Students will practise their speaking skills as they prepare for the final exams.	Students will stay positive as they start the third and last Mock Exams of the year.	Students will aim high and try their best during these last months to achieve their targets and go beyond them.	Students will aim high and try their best during these last months to achieve their targets and go beyond them.	Students will reflect in their speaking skills as they finish their speaking exams for GCSE.	
Preparation for Citizenship	SMSC & British Values	*Developing opinions on curent issues*											
	Link to SMSC & British Values												