

Department Curriculum Map



Department	Spanish
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Skills required in reading, writing, speaking and listening in the Spanish language.

- develop their **ability to communicate confidently** and coherently with native speakers in speech and writing, conveying what they want to say with increasing accuracy
- **express and develop thoughts** and ideas spontaneously and fluently
- **listen to and understand clearly articulated, standard speech** at near normal speed
- deepen their **knowledge about how language works**
- **enrich their vocabulary** in order for them to increase their independent use and understanding of extended language in a wide range of contexts
- acquire **new knowledge, skills and ways of thinking through the ability to understand** and respond to a rich range of authentic spoken and written material, adapted and abridged, as appropriate, including literary texts
- develop **awareness and understanding of the culture and identity** of the countries and communities where the language is spoken
- be encouraged to make appropriate links to other areas of the curriculum to enable bilingual and deeper learning, where the language may become a medium for constructing and applying knowledge
- develop **language-learning skills** both for immediate use and to prepare them for further language study and use in school, higher education or employment
- develop **language strategies**, including repair strategies.

GCSE Assessment criteria

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

Year	AUT1	AUT2	SPR1	SPR2	SUM1	SUM2	Secured
11	Using verbs followed by the infinitive Words with more than one meaning Using the preterite and imperfect together Extending your answers	An opportunity for students to work on their Reading and Listening skills. An opportunity for	Using the superlative Listening for high numbers Using se debería Using synonyms Understanding different tenses	Practice for Speaking exam Practice/convey information and narrate events coherently and confidently, using and	Revision/practice papers /exams Practice for writing communicate effectively in writing for a variety of purposes across a		

	<p>when speaking Using to + adjective Using the 24-hour clock Revising the perfect tense Writing a formal letter Using different ways to express future plans Using 'if' clauses</p>	<p>students to work on their Speaking skills.</p> <p>An opportunity for students to work on their Writing skills.</p>	<p>Giving extended reasons Using verbs in the third person plural Understanding equivalent expressions</p>	<p>adapting language for different purposes</p> <ul style="list-style-type: none"> • speak spontaneously, responding to unpredictable questions, points of view or situations, sustaining communication by using rephrasing or repair strategies, as appropriate • use a range of vocabulary and grammatical structures accurately, including some more complex forms, with reference to past, present and future events • make creative and more complex use of the language, as appropriate, to express and justify their own thoughts and points of view • use accurate pronunciation and intonation in order to be understood by a native speaker, however, they will be able to access the highest marks available for each task without a 'perfect' command 	<p>range of specified contexts</p> <ul style="list-style-type: none"> • write short texts, using simple sentences and familiar language accurately to convey • meaning and exchange information • produce clear and coherent text of extended length to present facts and express ideas and opinions appropriately for different purposes and in different settings • make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events • manipulate the language, using and adapting a variety of structures and vocabulary with • increasing accuracy and fluency for new purposes, including using appropriate 		
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				<p>of Spanish. i.e for Practice for Listening Exam</p> <ul style="list-style-type: none"> • identify the overall message, key points, details and opinions • deduce meaning from a variety of spoken texts • recognise the relationship between past, present and future events • recognise and respond to key information, important themes and ideas in spoken text, including authentic sources, adapted and abridged, as appropriate • be able to answer questions, extract information, evaluate and draw conclusions. 	<p>style and</p> <ul style="list-style-type: none"> • register • make independent, creative and more complex use of the language, as appropriate, to note down key points, express and justify individual thoughts and points of view, in order to interest, inform or convince • • translate sentences and short texts from English into the assessed language to convey key messages accurately and to apply grammatical knowledge of language and structures in context. <p>Practice for reading</p> <ul style="list-style-type: none"> • identify the overall message, key points, details and opinions in texts • deduce meaning from a variety of written texts • recognise the relationship between past, present and future events • understand texts, organise and 		
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					<p>present relevant details, and, where appropriate, draw inferences in context and recognise implicit meaning</p> <ul style="list-style-type: none"> recognise and respond to key information, important themes and ideas in more extended written text, including authentic sources, adapted and abridged as appropriate, by being able to answer questions, extract information. 		
Theme/ Focus/ Content	<p>Módulo 7: ¡A currar! (GCSE theme: Current and future study and employment) Talking about different jobs Discussing job preferences Talking about how you earn money Talking about work experience Talking about languages and travel Applying for a summer job Discussing plans for the future</p>	<p>Módulo 7/8: ¡A currar! (GCSE theme: Current and future study and employment) / Hacia un mundo mejor (GCSE theme: Local, national, international and global areas of interest) Describing types of houses Talking about the environment Talking about healthy eating Discussing diet-related problems</p>	<p>Módulo 8: Hacia un mundo mejor (GCSE theme: Local, national, international and global areas of interest) Considering global issues Talking about local actions Discussing healthy lifestyles Talking about international sporting events</p>	<p>Student selected theme. Students complete three tasks. Task 1 – a role play based on one topic. This is allocated by Pearson at the time of assessment. Task 2 – a task containing a picture and questions drawn from one topic. This is allocated by Pearson at the time of assessment. Task 3 – conversation based on two themes. The first theme is based on the topic chosen by the student</p>	<p>All 5 themes. Theme: Identity and culture Theme: Local area, holiday and travel Theme: School Theme: Future aspirations, study and work Theme: International and global dimension</p>		

				in advance of the assessment. The second theme is selected by the teacher from a choice of two themes allocated by Pearson.			
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Skills Covered	<p>Using the imperfect tense to say what you used to do</p> <p>Listening for different tenses</p> <p>Using the perfect tense</p> <p>Listening for clues</p> <p>Using algunos / otros / muchos / demasiados</p> <p>Agreeing and disagreeing</p> <p>Using the he/she form of the perfect tense</p> <p>Translating a text into English</p>	<p>Asking for and understanding directions</p> <p>Describing the features of a region</p> <p>Using se puede and se pueden</p> <p>Asking and responding to questions</p> <p>Using the future tense</p> <p>Using exclamations</p>	<p>Using demonstrative adjectives</p> <p>Explaining preferences</p> <p>Using tan and tanto</p> <p>Using antonyms</p> <p>Using different tenses together</p> <p>Extending spoken answers</p>	<p>Using me gusta / me gustaría</p> <p>Using quantity expressions</p> <p>Using verbs in the 'we' and 'they' form</p> <p>Working out the meaning of new words</p> <p>Using reflexive verbs in the preterite</p> <p>Inferring meaning in a literary text</p>	<p>Using estar to describe a temporary state</p> <p>Understanding adjectives ending in –ísimo</p> <p>Saying 'before' / 'after' (doing)</p> <p>Using acabar de + infinitive</p> <p>An opportunity for students to work on their Reading and Listening skills.</p> <p>An opportunity for students to work on their Speaking skills.</p> <p>An opportunity for students to work on their Writing skills.</p>	<p>An opportunity for students to work on their Reading and Listening skills.</p> <p>An opportunity for students to work on their Speaking skills.</p> <p>An opportunity for students to work on their Writing skills.</p>	
Theme/ Focus/ Content	<p>Módulo 4: Intereses e influencias (GCSE theme : Identity and culture)</p> <p>Talking about sports</p> <p>Talking about what's trending</p> <p>Discussing different types of entertainment</p> <p>Talking about who inspires you</p>	<p>Módulos 4/5: Intereses e influencias (GCSE theme: Identity and culture) / Ciudades (GCSE theme: Local, national, international and global areas of interest)</p> <p>Talking about the places in a town or city</p> <p>Talking about shops</p> <p>Shopping for souvenirs</p>	<p>Módulo 5: Ciudades (GCSE theme : Local, national, international and global areas of interest)</p> <p>Shopping for clothes and presents</p> <p>Talking about problems in a town</p> <p>Describing a visit in the past</p>	<p>Módulo 6: De costumbre (GCSE theme : Identity and culture)</p> <p>Describing mealtimes</p> <p>Talking about daily routine</p> <p>Talking about illnesses and injuries</p> <p>Asking for help at the pharmacy</p> <p>Talking about typical</p>	<p>Módulo 6: De costumbre (GCSE theme : Identity and culture)</p> <p>Ordering in a restaurant</p> <p>Talking about a music festival</p>	<p>This is an opportunity to work through any Leer y escuchar, Prueba oral, Prueba escrita.</p>	

		Planning what to do		foods Comparing different festivals Describing a special day			
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Skills Covered	Revising the present tense of regular verbs Revising the present tense of irregular verbs Using verbs of opinion to refer to different people Using the preterite tense Writing a longer text Using two past tenses Giving opinions in the past Using verbs with <i>usted</i> Using three tenses together Identifying positive and negative opinions	Using adjectives Using negatives Distinguishing between the present and the imperfect	Using phrases followed by the infinitive Tackling harder listening exercises Understanding object pronouns Using three tenses together	An opportunity for students to work on their Writing skills. Using verbs in the present tense Using adjectival agreement Using <i>para</i> with infinitives Extending responses by referring to others Using the present continuous Improvising dialogues	Using a range of connectives Recognising similar ideas expressed differently Using <i>ser</i> and <i>estar</i> Understanding more detailed descriptions An opportunity for students to work on their Reading and Listening skills. An opportunity for students to work on their Speaking skills. An opportunity for students to work on their Writing skills.	Using stem-changing verbs Using adjectives of nationality Using <i>suelo</i> + infinitive Looking at context to identify missing words	
Theme/ Focus/ Content	Módulo 1: <i>¡Desconéctate!</i> (GCSE theme : Local, national, international and global areas of interest) Discussing holiday activities and weather Talking about holiday preferences Talking about a past holiday Describing a trip to Barcelona Booking accommodation and dealing with problems	Módulos 1/2: <i>¡Desconéctate!</i> (GCSE theme : Local, national, international and global areas of interest) / <i>Mi vida en el insti</i> (GCSE theme: Current and future study and employment) Giving opinions about school subjects Comparing subjects and teachers Describing school uniform and the school day	Talking about plans for a school exchange Using the near future tense Asking and answering questions Talking about school rules and problems Talking about activities and achievements	Módulos 2/3: <i>Mi vida en el insti</i> (GCSE theme : Current and future study and employment) / <i>Mi gente</i> (GCSE theme : Identity and culture) Talking about socialising and family Describing people Talking about social networks Making arrangements	Módulo 3: <i>Mi gente</i> (GCSE theme : Identity and culture) Talking about reading preferences Describing relationships	Módulo 4: <i>Intereses e influencias</i> (GCSE theme : Identity and culture) Talking about free-time activities Talking about TV programmes and films Talking about what you usually do	

	Understanding higher numbers Giving an account of a holiday in the past	Describing your school					
8 Skills Covered	Using the preterite of ir Using the preterite of regular -ar verbs Using the preterite of -er and -ir verbs Using the preterite of ser Making your sentences interesting Using the present and the preterite together	Revising the present tense Giving a range of opinions Using the comparative Using the present and the preterite Understanding a TV guide Tackling an authentic text Using two tenses in the 'he/she' form	Using a wider range of opinions Using negatives Using usted / ustedes Using the near future Using three tenses together	Using me gustaría + infinitive Using querer and poder Using verbs in the third person Saying 'this/these' Talking about sporting events Using three tenses	Discovering more about the comparative Using the superlative Using the imperative Learning more about using three tenses Tackling challenging listening	Speaking, listening, reading and writing practice.	
Theme/ Focus/ Content	¡Viva! 2 Módulo 1 : Mis vacaciones (GCSE theme : Local, national, international and global areas of interest) Talking about a past holiday Saying what you did on holiday Describing the last day on holiday Saying what your holiday was like Giving a presentation about your holiday Describing an amazing holiday	¡Viva! 2 Módulo 2 : Todo sobre mi vida (GCSE theme : Identity and culture) Saying what you use your phone for Saying what type of music you like Talking about TV Saying what you did yesterday Learning about young peoples' lives	Módulo 3 : ¡A comer! (GCSE theme : Identity and culture) Saying what food you like. Describing mealtimes Ordering a meal Discussing what to buy for a party Giving an account of a party	¡Viva! 2 Módulo 4 : ¿Qué hacemos? (GCSE theme : Identity and culture) Arranging to go out Making excuses Saying what other people look like Talking about clothes	¡Viva! 2 Módulo 5 : Operación verano (GCSE theme : Local, national, international and global areas of interest) Describing a holiday home Describing holiday activities Asking for directions Talking about summer camps Describing a world trip	Project/cross-curricular work <i>Zona Proyecto: ¡Jugamos!, Zona Proyecto: ¡Tiene mucho talento!, Zona Proyecto: ¡Listos para cocinar!, Zona Proyecto: ¡Desfile de moda! Zona Proyecto: ¡Visita mi ciudad!.,</i>	
7 Skills Covered	Getting used to Spanish pronunciation Using adjectives that end in -o/-a	using me gusta + infinitive Using -ar verbs in the present tense	Using -ar verbs to say what 'we' do Using me gusta(n) + el/la/los/las	Using possessive adjectives Using verbs ser and tener	Using 'a', 'some' and 'many' in Spanish Using the verb ir (to go) Using the verb querer	Speaking, listening, reading and writing practice.	

	<p>Using the verb tener (to have) Making adjectives agree with nouns Writing a text for a time capsule Adding variety to your writing</p>	<p>Using cuando (when) Using hacer (to do) and jugar (to play) Understanding more challenging texts Taking part in a longer conversation Using question words</p>	<p>Using the words for 'a', 'some' and 'the' Using -er and -ir verbs' Using prediction as a listening strategy</p>	<p>Using verbs in the third person Using the verb estar (to be) Reading about the carnival in Cadiz Looking up new Spanish words in a dictionary</p>	<p>(to want) Using the near future tense Understanding people describing their town Listening for detail</p>		
Theme/ Focus/ Content	<p>Módulo 1 : Mi vida (GCSE theme : Identity and culture) Introducing yourself Talking about your personality Talking about age, brothers and sisters Saying when your birthday is Using numbers and the alphabet Talking about your pets</p>	<p>Módulo 2 : Mi tiempo libre (GCSE theme : Identity and culture) Saying what you like to do Giving opinions. Saying what you do in your spare time. Talking about the weather Saying what sports you do</p>	<p>Módulo 3 : Mi insti (GCSE theme : Current and future study and employment) Saying what subjects you study. Giving opinions about school subjects. Describing your school. Talking about break time. Understanding details about schools</p>	<p>Mi familia y mis amigos (GCSE theme : Identity and culture) Describing your family. Describing your hair and eye colour. Saying what other people look like. Describing where you live</p>	<p>Módulo 5 : Mi ciudad (GCSE theme : Local, national, international and global areas of interest) Describing your town or village. Telling the time Ordering in a café Saying what you are going to do at the weekend</p>	<p>Project/cross-curricular work Proyecto: Los animales Zona Proyecto: Navidad en España Proyecto: La educación Proyecto: Las Meninas Zona Proyecto: ¡Pasaporte fiesta!.,</p>	