



## St Gabriel's Curriculum Map - Subject: Spanish

Curriculum Intent	The learning of a language broadens a child's understanding of the world around them, building confidence to communicate in a range of situations at school and overseas. It develops an understanding and tolerance of other cultures to embrace differences positively demonstrating core values of Catholic teaching.									
KS2	Time	7	8	9	KS3	10	11	KS4	KS5	Careers
<b>Grammar and Vocab (Declarative Knowledge):</b> Pupils: - explore the patterns and sounds of language through songs and rhymes - engage in conversations - ask and answer questions - express opinions - seek clarification and help. - speak in sentences using familiar vocab and basic structures. - develop accurate pronunciation when reading aloud or using familiar phrases. - present ideas orally - read and show understanding of words, phrases and simple writing - appreciate stories, songs, poems and rhymes in the language - understand basic grammar appropriate to the language being studied, including feminine/masculine forms and the conjugation of high-frequency verbs, how to apply these, for instance, to build sentences; and how these differ from or	HT1	<b>Mi vida</b> All about me	<b>Mi ciudad</b> My town	<b>Somos asi</b> Home life and celebrations	<b>Grammar and Vocab (Declarative Knowledge):</b> Pupils are able to: - use and understand present tense conjugations, regular and irregular. - express and justify opinions with a widening range of adjectives. - form adjective agreements.  By the end of Year 9 they can: - identify and use tenses and structures which convey all three tenses - use and manipulate key grammatical structures - develop and use a deepening vocabulary that goes beyond immediate needs and interests, - give and justify opinions - use accurate grammar, spelling and punctuation. - listen to a variety of forms of spoken language to obtain and respond to information appropriately - develop conversations, cope with unfamiliar language / unexpected responses - express / develop ideas with increasing accuracy - read / show comprehension of original and adapted materials - provide accurate translation of short, suitable material - read literary texts in the language [such as stories, songs, poems], to develop creative expression and expand understanding of the language and culture.	<b>Viva Module 1</b>  <b>¡Divértete!</b>	<b>Viva Module 7</b>  <b>Un mundo mejor para todos</b>  <b>MOCK ASSESSMENT</b>	<b>Declarative Knowledge:</b> Pupils will be encouraged to adopt a wider range of adjectives, time markers, connectives and frequencies and use them confidently both orally and in written work.  Crucially pupils will be taught a wider appreciation of language patterns so that by the end of the course they can cope with previously unseen language both in class, in countries where the target language is spoken and under exam conditions.  Pupils will be exposed to longer and more complex sentences and taught how to replicate these with accurate syntax and adjectival agreement.  Cultural knowledge of Spanish-speaking countries and cities is covered to interest and broaden pupils' horizons.  The need to be life-long language learners is promoted and similarities between other languages are mentioned as appropriate.	<b>SKILLS</b> AQA A Level  The syllabus requires students to continue to develop: -spontaneous use of language  -application of pronunciation, syntax vocabulary and idioms.  -reading literary texts identifying the main points and gist of listening and reading extracts  -translation skills  <b>KNOWLEDGE</b> AQA A Level 3.1 Social Issues and Trends builds on GCSE Theme 1 developing further language related to family, relationships and cyberspace. AQA 3.2 Political and artistic culture builds on Theme 1 and cultural topics developing their knowledge of customs, music and celebrities. AQA 3.3 Grammar revisits all KS3 and	<b>MFL careers: Interpreter/ translator</b> – some work is freelance but also within an organisation, it might include community assignments for example hospitals, police stations. The Languages for translation most in demand are the languages of the EU. <b>Customer Services</b> You need to be able to communicate fluently on the phone to advise customers. Teacher You need two languages to be an MFL teacher. It takes 5 years to train to be a languages' teacher. A four-year degree course and then one year PGCE. <b>MOD</b> The Ministry of Defence recruit MFL graduates. Most are selected because of their aptitude to learning a new language. Graduates are trained by emersion in centres to learn languages to assist in conflict
	HT2	<b>Mi vida y mi familia</b> My family and friends	<b>Mis vacaciones</b> Holidays	<b>Orientate</b> Jobs and future plans		<b>Viva Module 2</b>  <b>Viajes</b>  <b>FILM STUDY: Contra-tiempo</b>	<b>Viva Module 7</b>  <b>De costumbre</b>			
	HT3	<b>Dónde vives</b> Where do you live	<b>Todo sobre mi vida</b> My interests and hobbies	<b>En forma</b> Healthy lifestyle and daily routine		<b>Viva Module 3</b>  <b>Mi gente, Mi mundo</b>	<b>Viva Module 8</b>  <b>Hacia un mundo mejor</b>			



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are similar to English. (National Curriculum 2012)					National Curriculum 2012				KS4 grammar to consolidate knowledge. AQA 3.4 Works Students are required to study two literary texts or an text and a film.	situations. The languages chosen will depend on the political situation and areas where there is conflict. <b>Hospitality</b> A lot of hospitality roles can be enhanced by an MFL qualification, either by using language to talk with clients or using the skills gained from an MFL GCSE such as confidence, trouble shooting and strong communication. <b>Political Risk Analyst</b> MFL graduates work for governments, NGO's and other organisations where communication skills, ability to grasp new languages and cultures enable them to assess risk for
<b>Linguistic Competence (Procedural Knowledge):</b> Pupils can: - understand and respond to spoken/written language from authentic sources  - speak with increasing confidence, fluency and spontaneity  - ask and answer questions  - continually improve the accuracy of their pronunciation and intonation	HT4	<b>Mi tiempo libre</b> My hobbies	<b>A comer</b> Food and eating out	<b>En forma</b> Body and illnesses	<b>Linguistic Competence (Procedural Knowledge):</b> From the beginning of Year 7 pupils will: - focus on responding to and understanding target language - gradually build a bank of universals to be able to respond spontaneously - perfect pronunciation with knowledge of phonics	<b>Viva Module 4</b>  <b>Mi estilo de vida</b>	<b>A repasar</b>  Revision and exam practice	<b>Procedural Knowledge:</b> From the beginning of Year 10 pupils will: -revisit and consolidate knowledge of the preterite past, simple present and immediate future tenses - continue to develop their ability to respond spontaneously in the target language -be exposed to a wider range of vocabulary and idiomatic structures.		
	HT5	<b>Mi instituto</b> My school  <b>FILM STUDY [June]</b> <i>Zipe y Zape y la</i>	<b>¿Qué hacemos?</b> Home life and celebrations	<b>Jovenes en acción</b> Environmental and societal issues	As the course progresses they will: - adapt and develop their language to respond orally to a wider span of topics - develop listening and reading skills - extend oral and written work to include a wider range of grammar/vocab.  In year 8 pupils will:	<b>Viva Module 5</b>  <b>A clase</b>		As the course progresses pupils will: widen their detailed knowledge of tenses, and how to use them accurately and together where appropriate, in particular - The present continuous, the imperfect, the perfect, the future tense, and the		



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<p>- write at varying length, for different purposes and audiences using learned grammatical structures</p> <p>- discover and develop an appreciation of a range of writing in the language studied.</p>	HT6	<i>club de canica</i>	<b>Operación Verano</b> Summer holidays	<p><b>Una Aventura en Madrid</b> Using transactional language in Spain</p>	<p>- be exposed to a wider range of vocabulary and grammar</p> <p>- be able to talk in more depth about their opinions on topics such as leisure at home and abroad.</p> <p>- Use language embedded in year 7 to underpin the use of a wider range of vocabulary and grammar.</p> <p>By Year 9 pupils will:</p> <p>- be able to use 3 tenses in all 4 skills.</p> <p>- Be able to produce language with accurate verb conjugations, and extended sentences using connectives and time- markers.</p>	<p><b>Viva</b> Module 6</p> <p><b>Mi barrio y yo</b></p>		<p>conditional tense will be covered in depth</p> <p>Pupils will be exposed to longer and increasingly difficult listening and reading tasks (some of which are literary extracts) which require them to practise and develop scanning, gist reading and listening, inference and the accurate extraction of key facts and/or details (lifting).</p>		<p>international projects.</p> <p>Languages are also seen as useful/ preferred assets when applying for jobs in : Marketing / PR, Diplomatic service, Tour manager, Broadcasting and journalism, Publishing, TEFL teaching overseas</p>
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