

MOSSBOURNE COMMUNITY ACADEMY – SPANISH CURRICULUM MAP Y7-Y11 (PLEASE READ AND REFERENCE APPENDIX ON PAGE 4)

	TERM 1.1	TERM 1.2	TERM 2.1	TERM 2.2	TERM 3.1	TERM 3.2
YEAR 7 (VIVA 1 2nd Edition)	<p>Core Knowledge (M1)</p> <p>Content and Language: - me and <u>my family</u>, adjectives of personality and <u>colours</u></p> <p>Grammar: - <u>definite and indefinite articles</u>, <u>adjectival agreement</u>, <u>present tense of verbs “tener”, “ser” and “estar”</u></p> <p>Skills: - speaking (role play and photo card), writing (40 words paragraph)</p>	<p>Core Knowledge (M2)</p> <p>Content and Language: - spare time, sports, <u>weather</u></p> <p>Grammar: - <u>opinions</u>, <u>present tense</u>, <u>irregular verbs “hacer” and “jugar”</u>, <u>connective “cuando”</u></p> <p>Skills: - translation, listening, speaking (photo card and general conversation), writing (40 words)</p>	<p>Core Knowledge (M3)</p> <p>Content and Language: - <u>subjects</u>, <u>opinions</u>, describing <u>school and classroom</u></p> <p>Grammar: - time phrases, sequencers, <u>connectives</u>, expressions of frequency</p> <p>Skills: - listening, speaking (role play and photo card), translation, writing (40 and 90 words paragraph relative to set)</p>	<p>Core Knowledge (M4)</p> <p>Content and Language: - <u>physical and character description</u>, describing where you live</p> <p>Grammar: - <u>possessive adjectives and agreement</u>, negatives, <u>intensifiers</u></p> <p>Skills: - reading, translation, speaking (photo card)</p>	<p>Core Knowledge (M5)</p> <p>Content and Language: - describing towns, activities in town, time, <u>ordering at a café</u></p> <p>Grammar: - <u>present tense of the verb “ir”</u>, <u>near future tense</u>, <u>opinions</u></p> <p>Skills: - speaking (general conversation), listening, writing (90 words paragraph)</p>	<p>Core Knowledge</p> <p>Content and Language: - revision – <u>adjectives</u>, question words, <u>nouns</u></p> <p>Grammar: - <u>present tense of regular and irregular verbs</u>, <u>adjectival agreement</u>, <u>near future tense</u></p> <p>Skills: - listening, reading, speaking, writing, translation</p>
	<p>Revisited Knowledge</p> <p>Content and Language: - N/A</p> <p>Grammar: - N/A</p>	<p>Revisited Knowledge</p> <p>Content and Language: -adjectives (Y7 T1.1), introducing oneself (Y7 T1.1)</p> <p>Grammar: -regular present tense (Y7 T1.1), irregular verbs “ser” and “estar” (Y7 T1.1)</p>	<p>Revisited Knowledge</p> <p>Content and Language: -days of the week (Y7 T1.2), colours (Y7 T1.1), spare time activities (Y7 T1.2)</p> <p>Grammar: -regular present tense (Y7 T1.2), irregular verbs “hacer” and “jugar” (Y7 T1.2), adjectival agreement (Y7 T1.1)</p>	<p>Revisited Knowledge</p> <p>Content and Language: -adjectives (Y7 T1.1), expressions of frequency (Y7 T2.1), opinions (Y7 T2.1)</p> <p>Grammar: -irregular verbs “ser”, “estar” and “tener” (Y7 T1.1), adjectival agreement (Y7 T1.1)</p>	<p>Revisited Knowledge</p> <p>Content and Language: - opinions (Y7 T2.1), colours (Y7, T1.1), numbers (Y7, T1.1)</p> <p>Grammar: -adjectival agreements (Y7 T1.1), intensifiers (Y7 T2.2), the verb “tener” (Y7 T1.1)</p>	<p>Revisited Knowledge</p> <p>Content and Language: -all vocabulary covered</p> <p>Grammar: -all grammar covered</p>
YEAR 8 (VIVA 2 2nd Edition)	<p>Core Knowledge (M1)</p> <p>Content and Language: - activities on holiday, opinions</p> <p>Grammar: - <u>preterite tense of regular verbs</u></p> <p>Skills: - reading, translation, speaking</p>	<p>Core Knowledge (M2)</p> <p>Content and Language: - free time activities, media, films</p> <p>Grammar: - stem changing verbs (preferir, querer, poder – add other examples as reference), preterite of irregular verbs</p> <p>Skills: - translation, speaking (role play), reading</p>	<p>Core Knowledge (M3)</p> <p>Content and Language: - <u>food and drink</u>, <u>ordering in a restaurant</u>, shopping</p> <p>Grammar: - formal address “usted”, using three tenses together</p> <p>Skills: - speaking (general conversation), translation</p>	<p>Core Knowledge (M4)</p> <p>Content and Language: - free time activities, clothes, daily routine</p> <p>Grammar: - modal verbs, stem changing verbs “querer” and “poder”, reflexive verbs, adverbs of place</p> <p>Skills: - translation, reading, writing</p>	<p>Core Knowledge (M5)</p> <p>Content and Language: - holiday activities, directions</p> <p>Grammar: - comparatives and superlatives, time phrases in 3 tenses, the verb “poder”</p> <p>Skills: - listening, speaking (photo card),</p>	<p>Core Knowledge</p> <p>Content and Language: - free time and holiday activities, daily routine, opinions</p> <p>Grammar: - modal verbs, stem changing verbs, comparatives and superlatives</p> <p>Skills: -all skills covered</p>
	<p>Revisited Knowledge</p> <p>Content and Language: - opinions (Y7 T2.1), adjectives (Y7 T1.2)</p> <p>Grammar: - present tense of regular and irregular verbs (Y7 T1.1, T1.2)</p>	<p>Revisited Knowledge</p> <p>Content and Language: - opinions (Y7 T2.1), adjectives to justify (Y7 T2.1), activities and weather (Y7 T1.2)</p> <p>Grammar: - present tense of regular verbs (Y7 T1.2), opinions (Y7 T2.1), intensifiers (Y7 T2.2)</p>	<p>Revisited Knowledge</p> <p>Content and Language: - opinions (Y7 T2.1), adjectives to justify (Y7 T2.1),</p> <p>Grammar: - near future tense (Y7 T3.1), preterite tense (Y8 T1.1, T1.2), the verb “preferir” (Y8 T1.2)</p>	<p>Revisited Knowledge</p> <p>Content and Language: - time (Y7 T3.1), colours (Y7 T1.2), free time activities (Y8 T1.2)</p> <p>Grammar: - sequencers (Y7 T2.1), adjectival agreement (Y7 T1.2), using 3 tenses (Y8 T2.1)</p>	<p>Revisited Knowledge</p> <p>Content and Language: -free time activities (Y8 T2.1), weather (Y7 T1.2)</p> <p>Grammar: -the verb “estar” (Y7 T1.1), using 3 tenses (Y8 T2.1)</p>	<p>Revisited Knowledge</p> <p>Content and Language: -all vocabulary covered</p> <p>Grammar: -all grammar covered</p>

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	TERM 1	TERM 2	TERM 3
YEAR 9 (VIVA AQA GCSE)	Core Knowledge (Module 1)	Core Knowledge (Module 2)	Core Knowledge (Module 3)
	<p>Content and Language: - summer activities, accommodation, weather, making reservations, dealing with problems, opinions</p> <p>Grammar: - complete regular paradigms for present, preterite, imperfect and near future tenses, ser vs estar – location and state, era/había, negatives, using <i>usted</i></p> <p>Skills: - listening: identifying person of a verb, understanding % - speaking: GCSE oral practice – role-play, photo card, general conversation - reading: identifying positive or negative opinions - writing: Q1-4 of F paper and Q1-3 of H paper skills - translation: into Spanish and into English</p>	<p>Content and Language: - school subjects, opinions, uniform, school timetable, adjectives for teachers, rules, problems, school exchange, extracurricular activities, ambitions, the time</p> <p>Grammar: - adjectival agreement, use of opinions with indirect object pronouns (<i>me gusta</i>), comparatives, superlatives, negatives, infinitival expressions of obligation/permission, near future tense, direct object pronouns, <i>desde hace</i></p> <p>Skills: - listening: recognising time, understanding opinions and reasons - speaking: GCSE oral practice – role-play, general conversation - reading: Q&A in English, Q&A in Spanish - writing: Q1-4 of F paper and Q1-3 of H paper skills - translation: into Spanish and into English</p>	<p>Content and Language: - family members and friends, physical and personal descriptions, social activities, use of technology, social networks, free-time activities, reading material</p> <p>Grammar: - present tense stem-changing verbs (<i>poder, querer</i>), adjectival agreement, less common adjectives, connectives, present continuous, <i>para + infinitive</i>,</p> <p>Skills: - listening: identifying synonyms and negatives - speaking: GCSE oral practice – role-play, general conversation - reading: Q&A in English, recognising synonymous expressions, reading for detail - writing: Q1-4 of F paper and Q1-3 of H paper skills - translation: into Spanish and into English</p>
	Revisited Knowledge	Revisited Knowledge	Revisited Knowledge
<p>Content and Language: - weather (Y7 T1.2), holiday activities (Y8 T1.1, T3.1)</p> <p>Grammar: - present, preterite and near future tenses (Y8)</p>	<p>Content and Language: - subject opinions (Y7 T2.1)</p> <p>Grammar: - adjectival agreement (Y7 T1.1), <i>usted</i> (Y8 T2.1), three time frames combined (Y8 T2.1), modal verbs (Y8 T2.2, T3.2), comparatives (Y8 T3.1)</p>	<p>Content and Language: - free-time activities (Y8 T1.2, T2.2), physical and character description (Y7 T2.2), my family and adjectives of personality (Y7 T1.1)</p> <p>Grammar: - adjectival agreement (Y7 T1.1), connectives (Y7 T2.1), <i>poder</i> and <i>querer</i> (Y8 T2.2)</p>	
YEAR 10 (VIVA AQA GCSE)	Core Knowledge (M4)	Core Knowledge (M5)	Core Knowledge (M6)
	<p>Content and Language: - free-time activities, TV programmes, films, sports, online trends, different types of entertainment, inspirations, nationalities</p> <p>Grammar: - stem-changing verbs in present tense, adjectival agreement, <i>soledad + infinitive</i>, gender – nouns/adjectives, imperfect tense, perfect tense, quantifiers, combining preterite, present, imperfect tenses</p> <p>Skills: - listening: identifying time frames, opinions and justifications - speaking: GCSE oral practice – role-play, photo card - reading: true or false, matching answers, Q&A in Spanish - writing: Q1-4 of F paper and Q1-3 of H paper skills - translation: into Spanish and into English</p>	<p>Content and Language: - places around town, local amenities, giving directions, gift shopping, geographical features, clothes shopping, local problems, past visit, personal preferences</p> <p>Grammar: - negatives, using “<i>usted</i>,” <i>se puede + infinitive</i>, simple future tense paradigm, demonstrative adjectives, conditional tense paradigm, combining preterite, imperfect and simple future tenses</p> <p>Skills: - listening: open-ended questions, identifying time phrases, listening for detail - speaking: GCSE oral practice – general conversations Q&A - reading: using cognates and semi-cognates, multiple choice - writing: Q1-4 of F paper and Q1-3 of H paper skills - translation: into Spanish and into English</p>	<p>Content and Language: - the time, illnesses and injury, food linked to Hispanic countries, festivals, ordering in a restaurant, past music festival</p> <p>Grammar: - reflexive verbs in the present tense, <i>soledad + infinitive</i>, use of “<i>doler</i>,” passive voice, avoiding passive voice, reflexive verbs in the preterite tense, absolute superlative, <i>antes de/después de + infinitive</i></p> <p>Skills: - listening: Q&A in English - speaking: GCSE oral practice – role-play, photo card, general conversation - reading: Q&A in English, true or false, using inference, literary texts, navigating distractors - writing: Q1-4 of F paper and Q1-3 of H paper skills - translation: into Spanish and into English</p>
	Revisited Knowledge	Revisited Knowledge	Revisited Knowledge
<p>Content and Language: - free-time activities (Y8 T1.2, T2.2, Y9 T3.3), films and media (Y8 T1.2)</p> <p>Grammar: - present tense of regular and stem-changing verbs (Y7-9), imperfect tense (Y9 T1,) combining preterite, present, imperfect tenses (Y9 T1)</p>	<p>Content and Language: - directions (Y8 T3.1), clothes (Y8 T2.2), activities in town (Y7 T3.1), where you love (Y7 T2.2), shopping (Y8 T2.1)</p> <p>Grammar: - negatives (Y7-9)</p>	<p>Content and Language: - ordering at a café (Y7 T3.1), food and drink/ordering in a restaurant (Y8 T2.1)</p> <p>Grammar: - reflexive verbs in the present tense (Y8 T2.2)</p>	

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YEAR 11 (VIVA AQA GCSE)	TERM 1	TERM 2	TERM 3
	Core Knowledge (M8)	Core Knowledge (M7)	Core Knowledge (Revision)
	<p>Content and Language: - types of house, describing buildings, healthy eating, global issues, local community action, healthy lifestyle, sporting events, natural disasters, environment, large numbers</p> <p>Grammar: - se debe/se debería + infinitive, indefinite adjectives, present subjunctive, imperfect, preterite and near future, pluperfect tense, imperfect continuous, imperfect subjunctive</p> <p>Skills: - listening: multiple choice, recording large numbers, pros and cons, identifying different tenses, Q&A in English - speaking: GCSE oral practice – role-play, photo card, general conversation - reading: Q&A in English, summarising texts, multiple choice - writing: Q1-4 of F paper and Q1-3 of H paper skills - translation: into Spanish and into English</p>	<p>Content and Language: - future study, jobs and employment, earning money, work experience, learning languages, job applications, gap years, ambitions, 24 hour clock</p> <p>Grammar: - masculine/feminine nouns, “soler” in imperfect, combining preterite and imperfect, combining present and present continuous, indirect object pronouns, conditional tense, subjunctive with “cuando”</p> <p>Skills: - listening: identifying distractors, opinions/reasons, recording questions, true or false - speaking: GCSE oral practice – role-play, photo card, general conversation - reading: Q&A in English, gap-fill - writing: Q1-4 of F paper and Q1-3 of H paper skills - translation: into Spanish and into English</p>	<p>Content and Language: - vocabulary from M1-8 of the VIVA textbook; exam practice</p> <p>Grammar: - grammar from M1-8 of the VIVA textbook; exam practice</p> <p>Skills: - all skills will be routinely practised in preparation for sitting of the final GCSE</p>
	Revisited Knowledge	Revisited Knowledge	Revisited Knowledge
<p>Content and Language: - large numbers (Y8 T2.1)</p> <p>Grammar: - se debe/se debería (Y9 T2), imperfect (Y9 T1)</p>	<p>Content and Language: - ambitions (Y9 T2), summer activities (Y9 T1)</p> <p>Grammar: - masculine/feminine noun (Y11 T1)</p>	<p>Content and Language: -all vocabulary covered</p> <p>Grammar: -all grammar covered</p>	

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APPENDIX

1. Text contained within the Y7 and Y8 sections that is underlined in maroon, indicates content that may have been covered in Hackney Learning Trust’s primary curriculum for Spanish. William Patten Primary School’s Spanish curriculum is the basis for indicative knowledge students may have upon entry to MCA (see table, right.) Prior knowledge from the primary curriculum is therefore acknowledged in the Schemes of Work in Y7 and Y8 and should be taken into account when delivering course content to these year groups.
2. This curriculum map solely charts the knowledge and skills building experience of an MCA student from Y7 through to Y11. For a more detailed overview of the Spanish secondary curriculum and our assessment procedure, consult our SoW (link to be added here) and SoA (link to be added here.)

<i>Hackney Learning Trust Primary Curriculum Content covered from Y1-Y6, based on William Patten School’s provision.</i>	
<u>VOCABULARY</u>	<u>GRAMMAR</u>
<i>Greetings, name and wellbeing</i>	<i>-ar, -er and -ir verbs for the present tense paradigm</i>
<i>Numbers 1-20</i>	<i>Imperative for tú and vosotros</i>
<i>Colours and shapes</i>	<i>Partitive article “del”</i>
<i>Age and birthdays</i>	<i>Cuál in a question</i>
<i>Large Classroom Objects</i>	<i>Gender and number in nouns</i>
<i>Fruits</i>	<i>Negatives</i>
<i>Drinks</i>	<i>Adjectival agreement</i>
<i>Days and months</i>	<i>Indefinite articles</i>
<i>Spanish-speaking countries</i>	<i>The verb “ir”</i>
<i>Simple actions in the first person</i>	<i>“Hace/hay/está” for weather</i>
<i>Opinion with me gusta</i>	<i>“en” with transport</i>
<i>Family</i>	<i>Indirect object pronouns with “gustar” and “encantar”</i>
<i>Weather</i>	<i>Me gusta + infinitive</i>
<i>What is there in your city</i>	<i>Definite articles</i>
<i>Seasons</i>	<i>Adjectival agreement for gender and number</i>
<i>Planets</i>	<i>Connectives</i>
<i>Ordering in a café</i>	<i>Preterite tense for different persons</i>
	<i>Había vs hay</i>
	<i>Metalinguage – verb, noun, adjective, adverb, pronoun</i>
	<i>Immediate future for 3rd person singular</i>
	<i>Es vs está</i>
	<i>“Más” as an intensifier</i>
	<i>Intensifiers with adjectives</i>