Pope Francis
Catholic Multi Academy Trust

The Salesian Academy of
St. John
Bosco

MFL Curriculum Map

Vision Statement

Learning French or Spanish at the Salesian Academy of St John Bosco is designed to promote a love of learning a foreign language by learning about literature, film, music, customs and festivals in the native language. Learning a language helps to significantly improve literacy skills and promotes multiple cognitive advantages such as improved critical thinking, problem solving skills, improved memory along with listening and communication skills. Our teaching aim to develop a life-long love of learning languages to include all pupils of all abilities as language learning is a skill we can all excel in.

Studying a language provides pupils with the opportunity to develop a deeper understanding of the world around them in line with the Salesian values of respect, understanding, affection and humour. It also promotes positive moral values, diversity, tolerance, respect and ambition. Multilingual people are typically more open minded and accepting of change.

Our curriculum enables pupils to express themselves in speech and writing and to develop practical communication skills. Cross-curricular links are interwoven throughout language learning thus supporting the curriculum as a whole. The ability to communicate in a foreign language provides greater life chances and opportunities to work in multiple sectors of society. We will teach skills which will encourage our pupils to be organised, curious, broad-minded, articulate and driven.
“A different language is a different vision of life.” — Federico Fellini

Year 7 Curriculum INTENT
The intention of the MFL curriculum in Year 7 is to rapidly build on any Spanish learning which has taken place in primary school. We want pupils to begin topics that have immediate relevance to them as this is most likely to generate interest and involvement. We want to capitalise on this keenness and develop a passion for learning a language from lesson one. Pupils start learning language to describe themselves and the world around them. They learn about topics relevant to them –how to introduce themselves, school, free time, family and local area. Where possible they build on KS2 learning of the same language but regardless of the language studied at KS2 they build on their awareness of phonics and language learning skills as well as Cultural Capital. Cultural Capital is explicitly referenced throughout as MFL broadens pupil awareness of the world around them, especially cultures in Latin America, and is an intrinsic part of language learning. Skills will be developed in the reading, listening, writing and speaking with foundation knowledge being strengthened throughout. There are clear links to the 3 AQA GCSE themes in terms of topics and the KS3 Programme of Study.

Year 7 Curriculum Map – Autumn			
Topic details	No. of Lessons	Rational/sequencing	N.C. coverage
Autumn 1 ***Módulo 1 - Mi vida (my life)*** Pupils describe themselves – name, age, birthday, family, pets	17.5	The aim of this unit is to allow pupils to immediately begin learning language which enables them to give a description of themselves. This topic will encourage pupils to develop their skills in all 4 areas (reading, listening, speaking and writing) so that they are able to give a description of themselves and understand descriptions of others. This topic is the ideal one to begin with as it will capture and enflame the enthusiasm Year 7 pupils bring.	Pupils will be expected to • listen to a variety of forms of spoken language to obtain information and respond appropriately They will also be able 'to understand and communicate personal information'.
Autumn 2 ***Módulo 2 – Mi tiempo libre (my spare time)*** Pupils describe their spare time. They will learn about sports, music and other hobbies. They will be able to give basic opinions about free time activities	17.5	The aim of this unit is to continue to allow pupils to describe their lives building on the personal information given in HT 1. Pupils will now be introduced to language connected to their life outside of school with the intent of developing a desire to understand and express 'real' things in their everyday life in Spanish. We will build on foundation	Pupils will be expected to • transcribe words and short sentences that they hear with increasing accuracy

		knowledge with an introduction to 'high frequency words' in adjectives and present tense grammar structures of the 3 main types of Spanish verb.	Pupils will also be introduced to verb conjugation with the 3 main verb types being taught ('ar', 'er', 'ir')

Year 7 Curriculum Map – Spring			
Topic details	No. of Lessons	Rational/sequencing	N.C. coverage
Spring 1 ***Módulo 3 – Mi insti (my school)*** Pupils learn about their school, subjects, opinions, facilites and about school life in Spain and Spanish speaking countries	15	The aim of this unit is to allow pupils to talk about what they study and their opinions of different subjects. They will also be able to describe facilities in school and the school day. Comparisons with a school in Spain will be made as well as learning about school life in Central/South America to build cultural capital. This unit will again encourage pupils to express themselves in Spanish about a topic which is very relevant to them, ie their studies and life at the Salesian Academy. 'High frequency words' will be revisited with further use of adjectives in order to build on prior learning.	Pupils will be expected to • initiate and develop conversations The grammar focus here will be masculine/feminine agreements
Spring 2 ***Módulo 4 – Mi familia y mis amigos (my family and my friends)*** Pupils learn about hair, eyes, appearance, personality. A basic description of their house will also be covered	15	The aim of this unit is to give pupils further opportunity to describe their everyday life. This time the topic is on personal appearance and personality. Pupils will be able to describe themselves and others with greater emphasis on writing skills. The midway point of year 7 will see greater challenge in grammar with a real focus on the 3rd person singular. Pupils will be able to understand and communicate in this form. Prior learning will be developed with continued development of regular present tense verbs.	Pupils will be expected to • express and develop ideas clearly and with increasing accuracy in writing The grammar focus will be on irregular verbs/key verbs such as tener (to have) and ser (to be). Another grammar focus will be the 3rd person singular

Year 7 Curriculum Map – Summer			
Topic details	No. of Lessons	Rational/sequencing	N.C. coverage
Summer 1 + 2 ***Módulo 5 - Mi ciudad (my town)*** Pupils learn about their house, their local área, their home town. Things people can do in Liverpool/Bootle and a Spanish city	30	The aim of this unit is to continue to give pupils the opportunity to understand and describe topics of everyday relevance to them. They will be able to describe their house, local district and Liverpool. Pupils will also develop their Cultural Capital by learning about major cities in Spain and Latin America. Grammar challenge will also be the use of the 1st person plural form in describing towns, homes and local areas. Foundation skills will be built on with a focus on the 1st, 2nd and 3rd person plural forms of present tense verbs.	Pupils will be expected to • speak coherently and confidently, with increasingly accurate pronunciation and intonation The grammar focus will be on irregular verbs/key verbs such as ir (to go) and hacer (to do) Another grammar focus will be the 1st , 2nd and 3rd person plural

Year 8 Curriculum INTENT
The intention of the MFL curriculum in Year 8 is to build on the language they acquired in year 7. Language and structures from year 7 are recycled and built upon. Skills needed at GCSE are developed such as embedded pronunciation practice and there are dedicated modules on the different skills. The grammar covered in year 8 becomes more complex, allowing pupils to talk about past and future events as well as more abstract ideas using the imperative. Pupils continue to learn about topics relevant to them – travel, celebrations, family, local area and sport. Cultural Capital is explicitly referenced throughout the SOW and continues to be an intrinsic part of language learning. There will be greater focus on developing written skills and emphasis on speaking French throughout every lesson.

Year 8 Curriculum Map – Autumn			
Topic details	No. of Lessons	Rational/sequencing	N.C. coverage
Autumn 1 **Vive les vacances! (long live holidays)** Pupils learn about past and present holidays, where you went and how your travelled. They will cover present and perfect tense as well as some imperfect tense phrases	17.5	The aim of this unit is to learn holiday vocabulary. Pupils will be able to say what they did during their holidays. This has curriculum connections with geography for countries around the world and what you can do there. Pupils will revise the verbs avoir and etre in the present tense and apply them to form the perfect tense. Pupils will learn how to use subject pronouns and be able to describe e a visit to a theme park in the perfect tense. They will also build on prior learning of adjective agreements to be applied within the context of holidays. They will be able to form an opinion in the imperfect tense using « c'était », and revise the use of the negative form to be able to recognise its use in the perfect	Pupils will be expected to • Pupils aware of liaison and pronunciation of an, en and gn sounds: en vacances / grands-parents; campagne / montagne Pupils will be able to give detail about where they live and where they go during the holidays, including talking about school holidays and past

		tense. Pupils will also learn question words in French to be able to ask questions about holidays in the target language.	holidays. They will also be aware of j'ai / é pronunciation Use of subject pronouns and give their opinion in the imperfect tense
Autumn 2 **J'adore les fêtes (I love festivals)** Pupils learn about festivals in French speaking countries and the UK. The will learn to talk about different festivals and celebrations, saying what you like and dislike They will also be using the present tense of regular –ir and –re verbs, learning how to be able to buy food in a market and to use transactional language	17.5	The aim of this unit is to learn vocabulary associated with a variety of festivals and celebrations, both in the UK and in French speaking countries. This unit has strong links to RE due to celebration of religious festivals, as well as history due to historical events still celebrated today such as Bastille Day. Pupils will revise opinion phrases and apply them within the context of festivals, and revise the present tense verbs within this context. Pupils will also learn food vocabulary and higher numbers to be able to order a variety of quantities food items in a shop. Pupils will learn the near future tense within the context of festivals, in order to talk about new year's resolutions and also an upcoming school trip.	Pupils will be expected to • use opinion phrases • j'aime + infinitive to talk about festivals • Pronunciation: silent consonants at the end of words (t, x, p) Pupils will be able to understand how different festivals are celebrated in France. Pupils will be able to describe how they celebrate certain festivals as well as being able to ask for food in a market

Year 8 Curriculum Map – Spring			
Topic details	No. of Lessons	Rational/sequencing	N.C. coverage
Spring 1 **J'adore les fêtes (I love festivals)** Pupils will continue with the module, learning about festivals in French speaking countries and the UK. Pupils will revise food vocabulary, using the partitive article: some, writing about New Year, combining the present and near future tense. This includes revision of the Present	15	The aim of this unit is to learn vocabulary associated with a variety of festivals and celebrations, both in the UK and in French speaking countries. This unit has strong links to RE due to celebration of religious festivals, as well as history due to historical events still celebrated today such as Bastille Day. Pupils will revise opinion phrases and apply them within the context of festivals, and revise the present tense verbs within this context. Pupils will also learn food vocabulary and higher numbers to be able to order a variety of quantities food items in a shop.	Pupils will be expected to • use opinion phrases • j'aime + infinitive to talk about festivals • Pronunciation: silent consonants at the end of words (t, x, p) Pupils will understand how different festivals are celebrated

tense, talking about a future trip and using the near future tense (with questions).		Pupils will learn the near future tense within the context of festivals, in order to talk about new year's resolutions and also an upcoming school trip.	in France and describe how they celebrate certain festivals. Pupils will describe a future school trip using the near future tense
Spring 2 **À loisir (leisure)** Pupils will learn to talk about celebrities and TV programmes, use singular and plural adjective agreements, talk about digital technology, form and answering questions. The will also learn to arrange to go to the cinema, to buy cinema tickets and talk about film choices and genres of films. The will then learn to talk about leisure activities using negatives and be able to look up perfect tense verbs when reading, spot synonyms use three tenses when speaking and speaking from notes	15	The aim of this unit is to be able to apply prior learning within the context of leisure activities. This unit has links to English when discussing what a genre is. Pupils will apply prior knowledge of adjective agreements within the context of leisure activities, and use cognates to recognise film genres in the target language. Pupils will revise question words and apply them within this context, as well as time. All 3 tenses that have been previously learnt will be applied in this unit (near future, present and perfect), in particular in speaking activities in order to prepare pupils for GCSE. Negatives will also be revised and applied when discussing leisure activities.	Pupils will be expected to • use adjectives to describe celebrities • give justified opinions about what type of TV programme they like • ask and answer questions about social media • arrange to see a film Pupils will understand times in French using the 24 hour clock and be able to describe their leisure activities with reasons for likes/dislikes. Pupils will learn more about leisure in francophone countries

Year 8 Curriculum Map – Summer			
Topic details	No. of Lessons	Rational/sequencing	N.C. coverage
Summer 1 **Le monde est petit (the world is small)** Pupils will learn how to describing where they live. The will use the modal verbs pouvoir and devoir, talk about daily routine using reflexive verbs and be able to listen for different persons of the verb.	15	The aim of this unit is to revise family and home vocabulary in order to be able to apply it to this wider context of local area. Pupils will revise the pronunciation: eu and ou; and silent letters: x, t, s, ent in order to improve their listening speaking skills. Pupils will revise expressions of quantity (with de) and learn to use the modal verbs pouvoir and devoir. Pupils will revise the 24-hour clock to apply to daily	Pupils will be able to • use the verb pouvoir to say what can be done in their local area in different seasons • say what they have to do to help at home

Pupils will learn to talk about moving house and about a particular region.		routine. They will also revise the present tense and learn how to use this with reflexive verbs. Adjective agreements will be revise to describe a local area, with an introduction to irregular adjectives such as beau, nouveau and vieux. Weather will be revised to apply within the context of what you do in your local area.	• describe their morning routine Pupils will be able to compare two regions using adjectives and 3 different tenses
Summer 2 **Le sport en direct (live sport)** Pupils will learn sports vocabulary in more detail using jouer à and faire de. They will give opinions about sports and learn to use to comparative. Pupils will also learn how to give and ask for directions using the imperative. Pupils will learn to use il faut to say "you must" and learn to talk about illnesses and injuries. They will learn how to take part in a conversation with a doctor.	15	The aim of this unit is to learn sports vocabulary. This unit has links to PE when discussing sports. Pupils will revise the present tense verb endings to be able to talk about what sports they play, and revise the use of the negative to be able to say what sports they don't play. Pupils will revise the use pouvoir to use within the context of sports. Pupils will revise places in town to be able to use in the context of where they play certain sport and comparatives to be able to compare sports with one another. Pupils will then learn body parts to be able to say if they have any injuries or illnesses using j'ai mal au/ aux to discuss what ailments they may have.	Pupils will be expected to • say what sports you can do in their area • be able to give opinions in which they compare different sports • be able to ask for and give directions Pupils will be able to describe what people must do to succeed in different sports and to explain what is wrong with them and also be able to give advice

Year 9 Curriculum INTENT

The intention of the MFL curriculum in Year 9 is to build on prior learning from Years 7 and 8 with more complex language being taught and improved skills in both grammar and written work being a key focus. Pupils continue learning language to describe themselves and the world around them in order for them to communicate with other speakers of Spanish. Moreover, pupils also learn language to talk about wider ranging issues such as the environment and human rights doing so in a range of tenses. There will be a seamless transition for pupils from year 9 to year 10 as they build upon the skills they have been practising since year 7. We will use both the red and green books so all pupils progress at the pace which is right for them. The importance of language skills for future careers is emphasized prior to options evening and Cultural Capital is covered more with learning about Madrid, Spanish speaking counties of Central/South America and Spanish poetry.
There are clear links to the 3 AQA GCSE themes in terms of topics and to the KS3 Programme of Study.

Year 9 Curriculum Map – Autumn			
Topic details	No. of Lessons	Rational/sequencing	N.C. coverage
Autumn 1 ***Módulo 1 – Somos asi (we are like this)*** Pupils learn about hobbies, films, a trip to the cinema, a birthday and a typical week in their lives	17.5	The aim of this unit is to revisit hobbies from year 7 and to introduce types of film. Pupils will be able to plan a visit to the cinema and also describe a birthday of both themselves and others using 1st and 3rd person forms. They will also describe a typical week. Prior learning is developed and extended with a revisit of present tense regular verbs along with expressing opinions and given a reason for an opinion.	Pupils will be expected to • identify and use tenses or other structures which convey the present, past, and future The grammar focus will be to reinforce 'ser' (to be) which is a key verb and revisit regular 'ar', 'er' and 'ir' verbs
Autumn 2 ***Módulo 2 – Oriéntate (orientate)*** Pupils learn about jobs and what the requirements of jobs are. Personal qualities, future plans and a typical day will also be covered	17.5	The aim of this unit is to introduce pupils to the world of work. This links to the process of options and career planning which is taking place in Year 9. Pupils will learn about all things employment: hours, jobs, job requirements and future career aspirations. Opinions and justifications are foundation skills which will be revisited to enable pupils expand their opinions.	Pupils will be expected to • use and manipulate a variety of key grammatical structures and patterns, including voices and moods The grammar focus will be the conditional tense with pupils using 'me gustaria' (I would like to) and 'seria' (it would be)

Year 9 Curriculum Map – Spring			
Topic details	No. of Lessons	Rational/sequencing	N.C. coverage

Spring 1 ***Módulo 3 – En forma (in shape)*** Pupils learn about daily routine, diet, healthy lifestyle and sports. They will also cover illnesses and ailments	15	The aim of this unit is to introduce pupils to lifestyles/health and to allow them to analyse what makes a healthy/unhealthy lifestyle and what category the fall into. They will also cover daily routine before planning on how to change their lifestyle to become healthier. Prior learning such as verb agreements and past tense are foundation skills which will be built upon.	Pupils will be expected to • read and show comprehension of original and adapted materials from a range of different sources The grammar focus will be an introduction to reflexive verbs and reinforcement of future tense
Spring 2 ***Módulo 4 – Jóvenes en acción (youngsters in action)*** Pupils learn about Central/South American culture, education in these countries and the quality of life. They will also cover transport and the environment	15	The aim of this unit is to develop the Cultural Capital of pupils by studying Latin America and explain why nearly 500 million people speak Spanish. Pupils will learn about Central/South American countries and the education system there and the poverty crisis facing many in these countries. Environmental problems are also covered along with solutions we can all try to implement to help improve the quality of life of all on the planet. Transport will also be covered. Modal verbs are foundation skills which will be built upon along with school life vocabulary and language application.	Pupils will be expected to • develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues The grammar focus will be on the use of the conditional tense

Year 9 Curriculum Map – Summer			
Topic details	No. of Lessons	Rational/sequencing	N.C. coverage
Summer 1 + 2 ***Módulo 5 – Una aventura en Madrid (an adventure in Madrid)*** Pupils learn about Madrid and other significnat cities in the Spanish speaking world. They will learn places in town, meals and tourist attractions	30	The aim of this unit is to develop the Cultural Capital of pupils by teaching them about the great tourist attractions of the Spanish speaking world such as Madrid, Barcelona, Mexico and Iguacu Falls. They will learn about places to visit in these places and make recommendations to others about the best things to do/avoid when in these places. Pupils will also be expected to write a tourist brochure for Liverpool in Spanish.	Pupils will be expected to • express and develop ideas clearly and with increasing accuracy, both orally and in writing The grammar focus will be using the superlative to describe a tourist attraction along with the

		Foundation skills are developed by revisiting topics such as places in town, food and drink with more sophisticated opinions. Weather will also be revisited and developed with more extended language skills.	difference between estar (to be) and ser (to be). The past tense of regular verbs will also be taught

Year 10 Curriculum INTENT
The aims and objectives of the AQA GCSE MFL qualification are to allow pupils to continue learning language to describe themselves and the wider world in order for them to communicate with other speakers of French. They learn in more detail topics which are relevant to them that they studied in KS3– holidays, their interests and free time, food, and going out – and also use their language skills to talk about the world of work, the environment and global issues. This ties in with the 3 themes at GCSE with AQA. Their knowledge of phonics and French vocabulary should help them to decode new words and to speak with increasing authenticity. Pupils should become more confident and independent in French. They should speak with increasing confidence and fluency and have strategies for dealing with unknown vocabulary. Pupils learn more about French culture in terms of geography, festivals, cuisine and popular culture and work with authentic texts from a range of sources.

Year 10 Curriculum Map – Autumn			
Topic details	No. of Lessons	Rational/sequencing	N.C. coverage
Autumn 1 ***Module 1 – Qui suis-je? (who am I?)*** Pupils learn about what makes a good friend, family relationships, describing a past day out and discussing role models	17.5	The aim of this unit is to allow pupils to discuss their own personality and the character of friends/family. We will learn about what makes a 'good' person, talk about family relationships and look at role models. Foundation skills are further developed by revisiting present and past tense verbs in both the regular and irregular forms with greater depth of understanding and writing being required.	Pupils will be expected to • use accurate grammar, spelling and punctuation The grammar focus will be Using the present and perfect tenses together
Autumn 2 ***Module 2 – Temps des loisirs (leisure time)*** Pupils learn about sport/free time activities, giving opinions about reading/music/films	17.5	The aim of this unit is to allow pupils to discuss their lifestyle outside of school looking at all hobbies (sports, TV, film, reading, music and social media). There is content in French	Pupils will be expected to • use and manipulate a variety of key grammatical structures and patterns,

and TV as well as describing what you do online		about the dangers of unsupervised online activity and steps pupils should take to protect themselves and others online. Foundation skills are further developed by revisiting topics covered in both Year 8 (TV/film) and Year 9 (social media) using more sophisticated language with a focus on the imperfect tense.	including voices and moods, as appropriate The grammar focus will be the use of 'depuis' with the present tense and giving justified opinions

Year 10 Curriculum Map – Spring			
Topic details	No. of Lessons	Rational/sequencing	N.C. coverage
Spring 1 ***Module 3 – Jours ordinaires, jours de fêtes (ordinary days, feast days)*** Pupils learn about a typical day, different mealtimes, festivals and customs and planning a future celebration	15	The aim of this unit is to enable pupils to look at their lifestyle in terms of diet. Food, drink and healthy eating will be covered along with special occasions and clothing. Cultural Capital is developed by learning about festivals in France and French speaking countries as well as learning about other religious festivals from the Francophone world. Foundation skills are further developed with food, drink and clothing revisited from both Years 8 and 9.	Pupils will be expected to • transcribe words and short sentences that they hear with increasing accuracy The grammar focus will be using the present and perfect tenses together
Spring 2 ***Module 4 – De la ville à la campagne (from town to village)*** Pupils learn about describing where they live, saying what you can do in a certain area, describing problems in a town using a full range of negative expressions and how a town used to be/how it will be in the future	15	The aim of this unit is to understand and describe our local area. Pupils will learn about France in terms of cities and tourist areas understanding attractions in different parts of the world. Cultural Capital sees pupils learn about Montreal, Quebec and Kinshasha. These are 3 of the major French speaking cities outside of France. They will also study French regions such as Normandy, Savoie and the Côte d'Azur. Foundation skills are further developed as home town vocabulary has previously been covered in Year 7. This will be built upon using lengthier analysis of reading/listening tasks with a requirement to write at a GCSE standard using more challenging language.	Pupils will be expected to • express and develop ideas clearly and with increasing accuracy, both orally and in writing The grammar will focus on developing written skills with pupil expected to write a 90 word description of Liverpool using the 3 main tenses along with adjectives.

Year 10 Curriculum Map – Summer			
Topic details	No. of Lessons	Rational/sequencing	N.C. coverage
Summer 1 ***Module 5 – Le grand large (the big wide)*** Pupils learn about holidays, booking a hotel room and travel and transactional language. They will also narrate longer events such as a holiday disaster using a range of tenses and talk about where you would like to go on future holidays.	15	The aim of this unit is to look at the wider world and holidays. The topic will include accommodation, food and drink, holiday activities, buying souvenirs and transport. Cultural Capital is expanded with a section on buying presents at a North African souk and a holiday to Madagascar and Mauritius. Foundation skills are further developed by building on comparative and superlative along with the present, perfect and future tenses. The conditional tense will also be introduced. This topic has been covered in Year 9 and will be developed using more demanding language.	Pupils will be expected to • speak coherently and confidently, with increasingly accurate pronunciation and intonation The grammar focus will be to develop the use of 'si' clauses and the conditional tense
Summer 2 ***Module 6 – Au collège (in school)*** Pupils learn about giving opinions on school subjects and facilities. They will also compare school systems/rules and describe achievements and successes at school	15	The aim of this unit is to cover all things to do with academic life. This will include giving detailed opinions on school subjects, rules and school facilities. Health living and vices will also be taught. Cultural Capital sees pupils learn about the academic systems in both France and Canada. Foundation skills are further developed with pupils expected to narrate past academic events in greater length using prior learning with the past tense revisited and developed. Foundation level vocabulary on school life was taught in year 7 and this will be built on and extended in this topic.	Pupils will be expected to • read and show comprehension of original materials from a range of different sources, understanding the purpose and provide an accurate English translation of short, suitable material The grammar focus will be the use of the 3rd person plural and impersonal verbs

Year 11 Curriculum INTENT
The aims and objectives of the AQA GCSE MFL qualification are to allow pupils to continue learning language to describe themselves and the wider world in order for them to communicate with other speakers of Spanish. They learn in more detail topics which are relevant to them that they studied in KS3– holidays, their interests and free time, food, and going out – and also use their language skills to talk about the world of work, the environment and global issues. This ties in with the 3 themes at GCSE with AQA. Their knowledge of phonics and Spanish vocabulary should help them to decode new words and to speak with increasing authenticity. Pupils should become more confident and independent in Spanish. They should speak with increasing confidence and fluency and have strategies for dealing with unknown vocabulary. Pupils learn more about Hispanic cultures in terms of geography, festivals, cuisine and popular culture and work with authentic texts from a range of sources.

Year 11 Curriculum Map – Autumn			
Topic details	No. of Lessons	Rational/sequencing	N.C. coverage
Autumn 1 ***Módulo 7 – De costumbre (as usual)*** Pupils learn about, describing mealtimes, daily routines, illnesses/injuries and at the pharmacy	17.5	The aim of this unit is to develop pupils' linguistic skills when describing and understand lifestyles. They will learn about diet, health, illness and meals. Cultural Capital is expanded with pupils learning about meals and festivals from the Hispanic world such as San Fermin in Pamplona and El Dia de los Muertos in Mexico. Foundation skills are further developed with year 9 topics such as daily routine, food and health revisited with more exposure to more complex language and the expectation that pupils will create more sophisticated responses.	Pupils will be expected to • read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose of short, suitable material The grammar focus will be reflexive verbs in the preterite

Autumn 2 ***Módulo 8 – ¡ A currar! (to work)*** Pupils learn about different jobs, job preferences, part-time work and employment plans for the future	17.5	The aim of this unit is to teach pupils about the world of work. The topic will expand linguistic skills focussing on jobs, skills, a typical day and future plans. Cultural Capital is covered with pupils looking at the value of learning a language and the variety of jobs which welcome this skill. Foundation skills are further developed with year 9 topics again revisited this time with more challenging language and a need to understand, analyse and create responses which significantly extend skills in Spanish.	Pupils will be expected to • use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate The grammar focus will be 'saber' and 'conocer' which both mean to know. Pupils will learn how to use both verbs in the appropriate way

Year 11 Curriculum Map – Spring			
Topic details	No. of Lessons	Rational/sequencing	N.C. coverage
Spring 1 ***Módulo 9 – Hacia un mundo mejor (towards a better world)*** Pupils learn about houses, the environment, healthy eating and lifestyles, diet and global issues	15	The aim of this unit is to extend linguistic capacity in all things connected to the environment. Global issues are covered with a focus on what we can do as individuals to help improve the environment. Foundation skills are further developed with more year 7 and 9 topics covered again in home, diet, lifestyle, the environment and global issues. Language covered will be more challenging but the foundations of Year 9 teaching will allow pupils to quickly recall key vocabulary and adapt to more challenging language while producing responses of a significantly greater standard. Cultural Capital is developed as pupils study global issues such as poverty, climate change and famine using more complex language.	Pupils will be expected to • transcribe words and short sentences that they hear with increasing accuracy The grammar focus will be the use of the present subjunctive
Spring 2 ***Exam preparation***	15	The aim of this unit is to revisit the topics covered in Year 10 and to also begin the preparation for the speaking test and the other 3 papers. Holidays, school life, social media,	Pupils will be expected to • identify and use tenses or other structures which

Pupils will revisit modules 1-5 which were completed in Year 10		hobbies and home town will be visited again as the GCSE curriculum will have been completed before the end of HT3. Foundation skills are further developed with all of the Year 11 skills and grammar points being refined in order to allow pupils to understand and create (both orally and written) language of an increasingly sophisticated standard.	convey the present, past, and future as appropriate to the language being studied The grammar focus will be revision of key concepts and grammar points from all modules

Year 11 Curriculum Map – Summer			
Topic details	No. of Lessons	Rational/sequencing	N.C. coverage
Summer 1 ***Exam preparation*** Pupils will have their final exams in the next month and will spend all of HT5 preparing with the initial focus on the speaking test	15	The aim of this unit is to prepare pupils for the 4 GCSE papers which they will sit in the next 4-6 weeks. The first part of this half-term will focus on speaking test preparation with pupils completing and mastering their responses. This will also develop all other skills especially written ones. Once the speaking test is completed equal time will be spent preparing pupils for the reading, listening and writing papers using bespoke materials and past papers. Foundation skills are further developed as pupils memorise quality responses which will allow to expand their linguistic skills in all 4 areas of language learning.	Pupils will be expected to • speak coherently and confidently, with increasingly accurate pronunciation and intonation The grammar focus will be intense with all 3 key tenses covered along with additional tenses for higher paper pupils