**Y7 Spanish Curriculum Progression Map**

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|  | **Term 1 +2** | **Term 3+4** | **Term 5+6** |
| **Dates** | 1st September – 22nd December | 5th January – 8th April | 25th April – 15th July |
| **Weeks** | 14 Weeks | 13 Weeks (1st week = half week) | 12 Weeks |
| **Lessons** | 21 Lessons (including AP1) | 19/20 Lessons (including AP2) | 18 Lessons (including AP3) |
| **Inset** | 1st Sept, 17th Sept, 3rd December, 6th December | - | - |
| **Unit Title** | All about me | Free time | School and future plans |
| **Sequence** | * Introductions and personal information * Personality * Brothers and sisters * Birthdays and alphabet * Pets * Saying where you live Describing your house * Christmas in Spain * Understanding how to put together a cohesive piece of writing | * Giving opinions * Free time activities * Weather * Sports * Invitations – “¿Te gustaría…? * Christmas in Spain * Understanding more complex texts | * School subjects * Giving opinions * Describing your school * Break-time activities * Describing teachers and uniform * Future plans for study * Study of film – The Book of Life * Key listening skills |
| **Rationale** | Pupils are baselined upon entry into year 7 and this test builds upon any prior knowledge that pupils have from KS2 but also takes into account the fact that many pupils will not have studied any Spanish before.  Phonics at the start of term will ensure pupils’ accurate pronunciation going forward and work on cognates will improve their confidence in reading.  There is an introduction to simple justified opinions, allowing pupils to give their opinion about their house.  Throughout the topic, short phrases and sentences and connectives will be put together and by the end of the topic pupils will be able to speak and write a short paragraph about themselves.  The topic of Christmas also increases their cultural capital and knowledge and understanding of how other societies celebrate similar festivals. | Building upon the previous topic, justified opinions are introduced, allowing pupils to be able to express their likes and dislikes and their own thoughts and feelings, rather than just reading about those of someone else.  The topic is an engaging one because it talks about experiences that all our pupils have and they find it easy to relate to. | This builds upon the knowledge and skills from the previous topics, has content that pupils can give their own thoughts and opinions on thus, engaging them more. More justified opinions are introduced, allowing pupils to be able to express their likes and dislikes and their own thoughts and feelings, rather than just reading about those of someone else.  It builds upon the key reading, writing and speaking skills they have established and also starts to develop stronger listening skills.  Key vocabulary and grammar skills are recycled throughout this topic.  The future tense is introduced, allowing pupils to have more knowledge of grammar and express future intentions. |
| **Key Building Blocks** | Knowledge of:  Present tense  Cognates and phonics  Simple opinions  Key writing skills | Knowledge of:  Present tense  Irregular verbs in the present tense  Key reading skills  Justified opinions  Simple conditional tense | Knowledge of:  Present tense  Future tense  Opinions  Key listening skills  Definite articles |
| **Retrieval Practices** | Mini whiteboard activities  Do Now activities  Low stakes quizzes  Interleaved themes  Self-quizzing homework | Mini whiteboard activities  Do Now activities  Low stakes quizzes  Interleaved themes  Self-quizzing homework | Mini whiteboard activities  Do Now activities  Low stakes quizzes  Interleaved themes  Self-quizzing homework |
| **Key Skills** | Listening  Speaking  Reading  Writing | Listening  Speaking  Reading  Writing | Listening  Speaking  Reading  Writing |
| **Key terms** | Cognate Negative  Connective Singular  Verb Plural  Adjective Masculine  Intensifier Feminine | Justified  Expressions of frequency  Interrogative (question word)  Near-cognate  Irregular  Conjunction | Definite  Indefinite  Predict  Grammar |
| **Numeracy** | Numbers 1-30 | Activity frequency | Basic time |
| **Formative Assessment** | Peer & Self-Assessment  Model answer comparison  Low stakes quizzes  Teacher feedback | Peer & Self-Assessment  Model answer comparison  Low stakes quizzes  Teacher feedback | Peer & Self-Assessment  Model answer comparison  Low stakes quizzes  Teacher feedback |
| **Summative Assessment** | AP1 exam  AP2 exam  AP3 exam | AP2 exam  AP3 exams | AP3 exam |
| **SMSC & Cultural Capital** | Discussions about what pupils already know – which countries have Spanish as an official language?  Christmas in Spain/other countries  Day of the Dead - Mexico | Talking about hobbies that young people may have in different countries. | Reflecting on the differences between the Spanish and British education systems.  Day of the Dead |
| **Linking curriculum to careers** | European Day of Languages – how languages and careers go together | N/A | N/A |