**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 liveDescribing 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
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| **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 tenseCognates and phonicsSimple opinionsKey writing skills | Knowledge of:Present tenseIrregular verbs in the present tenseKey reading skillsJustified opinionsSimple conditional tense | Knowledge of:Present tenseFuture tenseOpinionsKey listening skillsDefinite articles |
| **Retrieval Practices** | Mini whiteboard activitiesDo Now activitiesLow stakes quizzesInterleaved themesSelf-quizzing homework | Mini whiteboard activitiesDo Now activitiesLow stakes quizzesInterleaved themesSelf-quizzing homework | Mini whiteboard activitiesDo Now activitiesLow stakes quizzesInterleaved themesSelf-quizzing homework |
| **Key Skills** | ListeningSpeakingReading Writing | ListeningSpeakingReading Writing | ListeningSpeakingReading Writing |
| **Key terms** | Cognate NegativeConnective SingularVerb PluralAdjective MasculineIntensifier Feminine | JustifiedExpressions of frequencyInterrogative (question word)Near-cognateIrregularConjunction  | DefiniteIndefinitePredictGrammar  |
| **Numeracy** | Numbers 1-30 | Activity frequency | Basic time |
| **Formative Assessment** | Peer & Self-AssessmentModel answer comparisonLow stakes quizzesTeacher feedback | Peer & Self-AssessmentModel answer comparisonLow stakes quizzesTeacher feedback | Peer & Self-AssessmentModel answer comparisonLow stakes quizzesTeacher feedback |
| **Summative Assessment** | AP1 examAP2 examAP3 exam | AP2 examAP3 exams | AP3 exam |
| **SMSC & Cultural Capital** | Discussions about what pupils already know – which countries have Spanish as an official language?Christmas in Spain/other countriesDay 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 |