

Litcham School Curriculum map - SPANISH

	KS3			KS4	
	Year 7	Year 8	Year 9 2021 only	Year 10	Year 11
<b>Knowledge (Structures &amp; Vocabulary)</b>	<p><b>Mi vida:</b> Be able to meet and greet people. Give your age and brief information about your family. Understand dates and say when your birthday is. Describe your personality using adjectives and simple negation and connectives. Give information about pets that you have and revisit adjectives.</p> <p><b>Tiempo libre:</b> Be able to express likes and dislikes using a variety of verbs of opinion with infinitives. Start to add reasons to opinions. Understand time and frequency phrases and be able to say how often you do an activity. Describe the weather and make links to activities. Explain which sports or activities you play and do. Understand main details in texts.</p> <p><b>Mi insti:</b> Be able to give information about school subjects including what</p>	<p><b>Familia y amigos:</b> Give information about your family eg: name, age and physical description. Describe personalities of family members. Be able to identify clothing to describe what people are wearing and revisit colours as adjectives. Be able to describe where you live and your home. Explain whether you like living there. Revise key phrases for picture description and adapt to describe art by Spanish artists.</p> <p><b>Mi ciudad:</b> Be able to describe what there is and isn't in your town or village. Revisit and extend opinions about why you like living there. Be able to use hour and minute time phrases to explain where you're going and when. Recycle numbers for basic prices. Order food and drink items in a café politely.</p>	<p><b>Vacaciones</b> Describe holidays in the past and include details about transport and what you did. Give opinions in the past about your holiday. Be able to read longer texts which include the past tense. Describe holiday photos and postcards and include a variety of information.</p> <p><b>Los jóvenes de hoy:</b> Be able to discuss use of phones and social media and include music and TV preferences. Give information about a favourite singer, for self or other person. Explain what you usually watch – using the structure suelo + infinitive. Use the comparative to discuss TV programmes. Describe what you did yesterday and refer to these topics.</p> <p><b>La comida y la salud</b> Be able to discuss food preferences and mealtimes. Describe a meal that you ate yesterday.</p>	<p><b>Desconéctate</b> – module 1 (Local area, holiday &amp; travel) Discuss general holiday ideas and weather. Talk about what you do in summer and holiday preferences. Discuss a past holiday and what you did. Describe where you stayed and give positive and negative points. Take part in travel and tourist transactions for example booking accommodation and dealing with problems. Give an account of a problematic holiday in the past.</p> <p><b>Mi vida en el insti</b> – module 2 (School) Revise key vocabulary and topics to describe school subjects, opinions, uniform and the school day. Discuss school subjects and teachers, using more complex ideas and justifications. Describe your school and compare it with before. Talk about school rules and problems that arise, discussing the need for rules of not. Make plans for a school trip or exchange in the future. Discuss achievements and success at</p>	<p><b>Ciudades</b> – module 5 (Local area, holiday &amp; travel) <b>(May be started in Y10)</b> Revise places in a town and discuss characteristics of places. Learn to give and ask for directions. Revise shops and prices and take part in transactions. Describe the features of a region and what you can do there. Discuss plans to do and the weather in the future. Be able to deal with shopping scenarios for clothes and gifts. Discuss the problems and solutions of city and country places. Describe a past trip in detail.</p> <p><b>De Costumbre</b> -Module 6 Revise meal vocabulary and basic food items to describe mealtimes. Revisit 'suelo' + infinitive. Revisit reflexive verbs to discuss daily routine and use sequencer, connectives and extend to 3<sup>rd</sup> person. Revisit body and extend to illness and pharmacy situations. Describe typical foods and diets. Talk about a favourite dish and explain its ingredients. Understand and start to use the passive alongside the perfect</p>

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	<p>you study and your preferences. Include more detailed information about your school day to include days of the week and names of teachers. Revisit verbs of opinion and extend to sing/pl gusta/gustan. Revisit and extend knowledge of key verbs ie: es/son. Revisit adjectival endings and extend to include plural. Describe your school to include what facilities there are and are not. Discuss what you do at breaktime and include some details about what you eat and drink.</p>	<p>Explain what you are going to do in a Spanish or other city using the near future. Extend with what you are going to do in certain weather conditions. Use present and future tenses together with time indicators.</p> <p><b>vacaciones</b> Be able to describe a holiday scene or photo in the present tense. Say where you went during the holidays and include details about who with and how you travelled. Using mainly the 1<sup>st</sup> person, describe a visit in the past -real or imaginary and use a range of verbs in the preterite. Understanding negatives when reading or listening to texts in the past tense. Give opinions in the past tense. Be able to understand and use present and preterite tenses together to describe a trip.</p> <p><b>Los jóvenes de hoy:</b> Be able to discuss use of phones and social media</p>	<p>Be able to order meals politely in a restaurant using polite formal language. Talk about a visit to a restaurant. Discuss plans for a party and the food you are going to prepare or bring. Use the near future to explain other plans. Learn the parts of the body and be able to explain that you are not well or hurting. Give advice about how to lead a healthy life and eat healthily. Explain how to prepare a particular meal or recipe.</p> <p><b>¿Qué hacemos?</b> Be able to invite people out and reply to invitations. Arrange meeting times and places. Be able to give excuses and say what you want to do instead. Discuss plans to go out and how you prepare and get ready. Discuss clothes and what you will wear.</p> <p><b>Mi paga</b> Be able to say what you can, want and must do in the summer holidays using a range of modals. Discuss pocket money and holiday spending. Discuss places you might stay in during the holidays. Be able to</p>	<p>school and explain what extracurricular activities you do or can do.</p> <p><b>Mi gente – module 3</b> (Identity and Culture) Talk about socialising and family members. Revisit descriptions, both physical and character. Revisit and discuss use of social networks and technology, be able to explain what you use certain apps or tech for. Be able to make arrangements to go out and give reasons why not. Discuss reading preferences and link to technology. Describe friends and family and discuss relationships. Explain what makes a good friend.</p> <p><b>Intereses e influencias -module 4</b> (Identity &amp; Culture) Talking about free time activities and how you spend your pocket money. Discuss TV programmes and films, giving opinions and details about cinema trips. Talk about what you usually do and other people’s hobbies. Explain what sports you used to be involved in and what you do now. Discuss favourite teams or players with reasons.</p>	<p>(using a range of past participles). Compare and describe some festivals. Practise use of the we and they form of verbs. Use some specific vocabulary linked to festivals. Describe a Special Day and revisit the preterite and extend to reflexive verbs. Learn to order food in restaurants and revisit the ‘absolute superlative’ to express opinions. Describe a visit to a restaurant using the preterite and imperfect. Read about a music festival and describe a visit to a festival. Use the bullets (core) to structure a piece and include a range of expressions with the infinitive.</p> <p><b>El trabajo – module 7</b> Revise vocabulary for jobs and discuss job preferences. Be able to discuss how you earn money including parttime jobs and helping at home. Describe work experience placements(*) and revisit use of preterite and imperfect to describe past events. Be able to discuss languages and their importance. Be able to apply for a summer job and explain past experience and attributes including languages. Discuss</p>
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		<p>and include music and TV preferences. Give information about a favourite singer, for self or other person.</p> <p>Explain what you usually watch – using the structure suelo + infinitive.</p> <p>Describe what you did yesterday and refer to these topics.</p>	<p>ask for directions in a new place.</p> <p><b>Pre-GCSE</b></p> <p>Revise, practise and extend descriptions (physical, personality, family).</p> <p>Revise descriptions in town.</p> <p>Revisit time and higher numbers.</p>	<p>Talk about what’s trending and what you have recently seen or read.</p> <p>Discuss different types of entertainment and positive/negative aspects.</p> <p>Talk about who inspires you and give details about their life.</p>	<p>plans for a gap year. Be able to give a range of future plans concerning education, work and family life. Practise using ‘if’ clauses, a range of future phrases, and some key subjunctive higher phrases with ‘cuando’.</p> <p><b>Un mundo mejor</b> – module 8</p> <p>Revisit houses and home vocabulary and discuss environmental/green household activities.</p> <p>Be able to discuss healthy eating and extend to diet issues.</p> <p>Understand and discuss global issues and possible actions.</p> <p>Be able to discuss local action and give advice. Discuss healthy lifestyles and be able to refer to past and future plans.</p> <p>Understand and talk about international sport events and their merits and disadvantages.</p> <p>Read and discuss articles about natural disasters worldwide.</p>
<p><b>Knowledge (Grammar)</b></p>	<p><b>Mi vida:</b></p> <p>Learn 1<sup>st</sup> person of key verbs (tener/ser) and other verb parts as part of ‘chunks’ ie: mi cumpleaños es....</p> <p>Start to use basic negation.</p>	<p><b>Familia y amigos:</b></p> <p>Extend knowledge of possessive adjectives.</p> <p>Revisit and extend agreement of adjectives- to include plural.</p> <p>Revisit key verbss and extend to use in 3<sup>rd</sup> person.</p>	<p><b>Vacaciones:</b></p> <p>Learn the preterite(past) tense of the verb ‘ir’ in full.</p> <p>Learn to form the preterite of other verbs (ar,er,ir) and concentrate on 1<sup>st</sup> person in writing.</p> <p>Learn how to give opinions in the past tense.</p>	<p><b>Desconéctate</b> – module 1</p> <p>Revision of key verbs in present and preterite tenses.</p> <p>More confident use of the present tense for all regular -ar/-er/-ir verbs and ser</p>	<p><b>Ciudades</b> – module 5</p> <p>Revise negatives and focus on no.ni..ni and tampoco.</p> <p>Practise use of usted in formal situations.</p> <p>Revisit use of se puede(n) with infinitive.</p> <p>Learn the simple future tense verb endings and the key</p>

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	<p>Link ideas with basic connectives. Understand adjectival agreements for m/f. <b>Tiempo libre:</b> Understand what an infinitive is and use an infinitive after a key verb of opinion. Use 1<sup>st</sup> person of AR verbs. Start to look at full paradigm of an AR verb. Adapt adjectives to make agreement for m/f/pl. Use 1<sup>st</sup> person of irregular verb 'hacer' and stem changing 'jugar', and look at 3<sup>rd</sup> person for describing others/photos. <b>Mi insti:</b> Revisit negation. Look further at AR verb patterns and the personal pronouns and the fact that they can be omitted. Learn how to use sing/pl to express likes: me gusta/me gustan. Start to understand inclusion of definite articles with verbs of opinion. Look at an irregular verb 'faire' and understand that patterns differ.</p>	<p>Start to use the ser/estar correctly, mainly in 3<sup>rd</sup> person (es v está) <b>Mi ciudad:</b> Revisit and practise use of indefinite articles. Revisit the negative and omission of article. Learn the verb 'ir' full paradigm. Recognise parts of verb 'querer' and use 1<sup>st</sup> person with others as extension. Use parts of 'ir' with a plus infinitives – near future. Reinforce present tense in 1<sup>st</sup> person and convert into infinitive to use near future, then start to use two tenses together. <b>Vacaciones:</b> Revisit present tense of key verbs to describe pictures or holiday photos. Learn the preterite of the verb 'ir'(to go), and be confident in 1<sup>st</sup> person sing/pl. Revisit exclamations to give opinions. Learn to recognise and form preterite verbs in the 1<sup>st</sup> person for AR,ER and IR verbs. Learn other forms as extension.</p>	<p>Revisit using negatives in Spanish statements or questions. Become aware that the verbs ser (to be) and ir (to go) are identical in the preterite – familiarise with possible meanings of fui and fue. Recognise 3<sup>rd</sup> person and other forms of the preterite in texts. Revisit present tense to describe photos. <b>Los jóvenes de hoy:</b> Revisit the present tense 1<sup>st</sup> person in an expanding repertoire of verbs. Revisit verb patterns for AR,ER and IR verbs. Revisit verbs of opinion with infinitives and learn to use suelo + infinitive as a set phrase. Revise the key preterites learnt and add irregular (hice). Learn to use the comparative to explain differences. Become more confident in own use of two time frames. <b>La comida y la salud</b> Revisit the use of verbs of preference with infinitives. Revise the use of articles with these verbs. Expand use of negation to include nunca, no..nada.</p>	<p>Use a full range of verbs of opinion to refer to different people for example gustar type verbs with all 6 pronouns Further practice of the preterite tense for all regular -ar/-er/-ir verbs and irregulars ser/ir. Learn to use the imperfect tense and use estaba, tenía, era/había with confidence. Revise and extend use of negatives: no, ni... ni, tampoco Learn to use verbs with usted and 3<sup>rd</sup> person endings. Practice three tenses together (present, preterite, imperfect) to describe holidays. <b>Mi vida en el insti</b> – module 2 Further use of opinión verbs and practise of 'interesar'. Revise adjectival endings with uniform. Learn to form the comparative and superlative to justify opinions. Extend knowledge of negatives: nada, nadie, ni ... ni, ningún, nunca, tampoco Revisit the imperfect and present tenses for descriptions of then and now. Use more phrases followed by the infinitive: tener que, hay que, se debe, está prohibido, no se permite – to discuss rules.</p>	<p>irregulars. Learn the 'if' time sequence si+ pres +future. Practise using demonstrative pronouns. Learn to form the conditional tense and understand its uses. Learn that the simple future and conditional have the same stem and irregulars are the same. Revisit the perfect tense to say what has / they have done to improve a place. Understand the use of tan and tanto with adjectives and nouns respectively. Use a range of tenses together to talk about problems and solutions of a town and also when describing a past trip. <b>De Costumbre</b> (module 6) Practise using reflexive verbs in the present tense and extend to preterite tense when arises. Use hay que/tener que to give advice. Learn to form the passive in three time frames using es/fue/será + past participles, but also be aware how to avoid the passive using 'se'. Revisit using '-ísimo' and agreements to form the absolute superlative. Further</p>
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		<p>Reinforce and extend use of negation. Become aware that the verbs ser (to be) and ir (to go) are identical in the preterite – familiarise with possible meanings of fui and fue. Recognise 3<sup>rd</sup> person and other forms of the preterite in texts. <b>Los jóvenes de hoy:</b> Revisit the present tense 1<sup>st</sup> person in an expanding repertoire of verbs. Revisit verb patterns for AR,ER and IR verbs. Revisit verbs of opinion with infinitives and learn to use suelo + infinitive as a set phrase. Revise the key preterites learnt and add irregular (hice).</p>	<p>Practise the preterite tense in a new context. Learn about the use of usted and ustedes in formal situations, such as ordering in a restaurant. Revise the near future and expand to use all personal pronouns. Use to describe party or recipe plans. Recognise three time frames in longer texts which are spoken or written. Start to use three time frames in own language production.  <b>¿Qué hacemos?</b> Use a conditional structure with the infinitive to say what you would like to do. Practise ‘de’ rule with prepositions. Use the stem changing verbs querer (to want) and poder (to be able to) in the most useful forms. Use reflexive verbs in the present tense, concentrate on the 1<sup>st</sup> person but extend to full paradigm for comprehension. Revisit adjectival agreements with clothes.  <b>Mi paga</b> Revise use of modal verbs and others which follow with the infinitive. Revisit three time frames and use these to write</p>	<p>Revisit the use of the near future tense. Learn to use desde hace + present tense to say how long / since something has been happening. Start to use direct object pronouns (lo,la,los,las), position in front of verb and when using with an infinitive. <b>Mi gente</b> – module 3 Revise use of possessive adjectives. Learn the stem changing verbs poder/querer in present tense and their use with infinitives. Revisit adjectival agreements and some irregular forms. Learn to use para + infinitive, (in order to do something). Learn to form the present continuous to explain what you are doing and for use in photo descriptions. Use a wider range of connectives in written and spoken Spanish to include introduction, addition, opposition and consequence. Revise and extend knowledge of using ser and estar (to be). Use reflexive verbs to describe relationships. Discuss the use of the personal ‘a’ when the object of verb is a person.</p>	<p>practice of preterite and imperfect to describe an event. Improve and extend range of verbs with infinitives, for narration. <b>El trabajo</b> – module 7 Revise adjectival and masc/fem noun endings. Revisit use of ‘soler’ + infinitive in different tenses. Further practice of preterite and imperfect tenses to describe a past event. Look again at the present continuous to describe what people are doing (photo description). Use indirect object pronouns and understand that to/for is often omitted in English. Revisit the conditional tense to discuss what you would do in a gap year. Improve use of imperfect subjunctive (set phrases and/or extension) to express ‘If I could/had/were..’ and use with conditional. Revise full range of future – near future/ simple future and a range of verbs with infinitives. Could extend to using ‘Cuando + subjunctive’ or set phrases for confidence ‘cuando sea mayor / vaya a la universidad / tenga</p>
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			<p>or talk about spending money and the holidays. Use the imperative to give instructions and directions.</p> <p><b>Pre-GCSE</b> Revisit grammar concepts from Y7 and Y8 including regular present tense and key irregulars, adjectival endings and use of first verbs with infinitives to promote confidence and be secure.</p>	<p><b>Intereses e influencias</b> -module 4 Revise the stem-changing (boot) verbs (e.g. jugar) Revise definite and indefinite articles: un/una/el/la. Learn to use adjectives of nationality Learn the use of soler + infinitive (to usually do) Further opportunities to practise using direct object pronouns. Learn ya and todavía with the imperfect and present Practise the imperfect tense to say what you used to do. Using ya and todavía with the perfect and the change in meaning. Using the perfect tense to describe what people have done. Use Acabar de + infinitive to explain what has just been done. Use a wider range of adjectives – algunos /ciertos/otros/muchos/demasiados/todos Using a range of past tenses (imperfect, preterite, perfect) to describe someone’s life and achievements.</p>	<p>...años) and use with future tense. <b>Un mundo mejor</b> – module 8 Use se debería +infinitive to say what we should do. Can also revise other verbs with infinitives (Hay que/temenos que etc). Revise use of superlative. Further use of present subjunctive with ‘es (importante) que’ and other points of view. Further practice of three tenses to discuss lifestyle. Learn to form the pluperfect(higher) – había + past participle. Opportuntiy to remind of other tenses/voice using this structure. Look at imperfect continuous and remind of present. (Estaba/ está..+ ando/iendo).</p>
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<p><b>Skills &amp; Application of Knowledge</b></p>	<p><b>Mi vida:</b> Recognise accents. Begin to apply understanding of key phonics to aid pronunciation. Use simple qualifiers to vary phrases. Begin to read for gist and spot cognates.</p> <p><b>Tiempo libre:</b> Learn about j, ll, c to aid pronunciation. Use simple phrases to describe a photo of people doing activities – intro to 3<sup>rd</sup> person. Use time phrases to complement and extend sentences. Begin to cope with longer texts through recycling of familiar language with Conti activities.</p> <p><b>Mi insti:</b> Explore further key sounds and differences, ie g (soft/hard) and accents to show stress. Use a range of time phrases to vary sentences. Use mindmaps to act as prompts for writing and speaking. Revisit skills to look at longer texts.</p>	<p><b>Familia y amigos:</b> Continue to describe photos. Plan and present short descriptions of family members. Create a poster or piece of information about a fictional wanted person to include full description. Begin to develop strategies to cope with less familiar language.</p> <p><b>Mi ciudad:</b> Use time to add precision to a day plan. Understand a longer text, use narrow questions to guide and cognates. Take part in short dialogues in café scenes. Use polite form when addressing an adult in a café.</p> <p>Read longer texts which contain two tenses. Prepare and/or record a blog about a future weekend. Read about fiestas and carnivals in Spain. Re-use key phrases and previous vocabulary to describe pictures of festival goers.</p> <p><b>Vacaciones:</b></p>	<p><b>Vacaciones:</b> Talk and write about past or imaginary holidays. Write short postcard messages to describe a day or last day on holiday. Read about people’s travels to Spanish speaking places. Cope with less familiar language. Read texts which refer to two time frames.</p> <p><b>Los jóvenes de hoy:</b> Use time phrases to describe use of social media in an interesting way. Use a range of phrases and some musical vocabulary to describe a favourite singer or group. Read and listen to longer texts which may include two time phrases with use of 3<sup>rd</sup> person.</p> <p><b>La comida y la salud</b> Look at diets of animals to improve food vocabulary. Meal diary – real or imaginary. Look at authentic menus. Take part in restaurant scenes. Create a party invitation with information about what is going to happen. Identify three tenses in longer texts.</p>	<p><b>Desconéctate – module 1</b> Listen to extracts and identify the person of the verb. Understand percentages/ higher numbers. Use a range of structures for opinions. Use of questions to help form answers. Identify negative and positive opinions.</p> <p><b>Mi vida en el insti – module 2</b> Tell the time in Spanish. Use time and day to discuss your timetable/school day. Justify opinions with a range of verbs. Make comparisons with then and now. Identify and use time expressions across three time frames.</p> <p><b>Mi gente – module 3</b> Re-focus on pronunciation. Identify synonyms and negatives– for exam type situations. Extend responses by then referring to others. Improvise in dialogues and role-plays. Refer to two time frames when describing people and relationships.</p>	<p><b>Ciudades – module 5</b> Asking for and giving directions. Shopping scenarios – for clothes or souvenirs. Ask and respond to a range of questions about a place. Use exclamations to express opinions or surprise. Recognise and learn to use some idiomatic expressions.</p> <p><b>De Costumbre – module 6</b> Discussing meals and routine. Asking for medical help in a pharmacy. Look at typical foods and diets. Ask and respond to a range of questions about a celebration or festival. Literary texts with references to celebrations or festivals. Look at menus and restaurant descriptions. Write a restaurant review for Trip advisor. Write a short account about your experience trip to a music festival or similar event using techniques to aid narration.</p> <p><b>El trabajo -module 7</b> Look at job adverts for part-time jobs. Write email or letter to apply for a job. Formal letter writing.</p>
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	<p>Re-use key phrases to describe photos.</p>	<p>Refocus on phonics and pronunciation – two vowels, r and rr. Use exclamations in order to expand opinions. Develop and improve strategies to understand descriptions of holidays. Further photo description of holiday scenes. <b>Los jóvenes de hoy:</b> Write and talk about use of social media. Read and write about music preferences and favourite singers. Look at Spanish TV listings and discuss programmes and preferences. Write short messages about today and yesterday using two tenses.</p>	<p>Create an advice sheet for healthy lifestyle. Describe how you are going to prepare a meal or recipe.  <b>¿Qué hacemos?</b> Take part in dialogues or phone calls to invite a friend out. Produce a list of excuses for not doing something. Write a short message about how you get ready for a party or evening out.  <b>Mi paga</b> Write a to-do list of things you want or may be able to do in the holidays. Convert money into € to talk about your pocket and spending money. Take part in role-plays to ask for directions. Use three time frames to talk and write about money and the holidays. <b>Pre-GCSE</b> Take part in activities to practise and further embed key grammar and vocabulary requirement for the upcoming GCSE course.</p>	<p><b>Intereses e influencias</b> -module 4 Identify tenses in a text. Listen for clues to identify tenses and time frames. Use some words which have more than one meaning correctly. Adapt dialogues and role plays – to discuss entertainment. Be able to understand and give dates.</p>	<p>Discuss importance of learning languages and look at careers linked. Revision of all tenses across a variety of tasks.  <b>Un mundo mejor</b> – module 8 Create a list or visual to give environmental/green advice around the house. Now and next: healthy eating report. Read about global issues worldwide – water/war/drugs/wildlife. Local issues- discussion, slogans and opinions. Three time frames with healthy lifestyle. Sporting events – Olympics etc and their values and importance. Access articles about natural disasters, cope with less familiar languages.</p>
<p><b>Cultural Knowledge &amp; Cross-Curricular opportunities</b></p>	<p>Become aware that Spanish is spoken in other countries.</p>	<p>Learn about Navidad (omitted in Y7) Read texts about Bolivia and other Spanish speaking countries.</p>	<p>Learn about Navidad (omitted in Y8) Learn more about the Hispanic world.</p>	<p><b>Desconéctate</b> – module 1 Spanish holidays and summer camps.</p>	<p><b>Ciudades</b> – module 5 Spanish shops and different produce.</p>



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	<p>Learn about Navidad and other Spanish festival days and celebrations.</p> <p>Read texts about people in South America and learn some facts about various countries.</p> <p>School life in Spain and beyond. Awareness of education and charity in Central America.</p>	<p>Spanish artists and their works.</p> <p>Use of euro € and prices.</p> <p>Typical food and celebration occasions.</p> <p>Research Spanish speaking holiday destinations to aid with descriptions of past holidays.</p> <p>TV shows which exist in Spain using translation and cognate skills.</p> <p>Spanish music and star profiles.</p> <p><b>Watch an authentic Spanish film, for example, ‘voces inocentes’, recycle previous vocabulary and grammar structures to discuss plot and describe characters.</b></p>	<p>Look at menus and discuss tapas and regional food. Importance of celebrations and fiestas in Spain. Healthy lifestyle and advice to others. Recipes and methods.</p> <p>Look at money and € conversion. Be familiar with international road signs.</p> <p><b>Watch an authentic Spanish film, for example, ‘voces inocentes’, recycle previous vocabulary and grammar structures to discuss plot and describe characters.</b></p>	<p>Learn about Barcelona, and refer to its architecture, history and language.</p> <p>Booking hotel rooms for holiday or work.</p> <p><b>Mi vida en el insti</b> – module 2 School life in Spain and South America. Spanish school system (ESO). Life and education in Bolivia.</p> <p>Look at rules in schools to promote discussion and opinions.</p> <p><b>Mi gente</b> – module 3 Read about Salamanca. Reading preferences of Young people. Snapshot on Miguel Cervantes and his works. Popularity of Mafalda in South America and beyond.</p> <p><b>Intereses e influencias</b> -module 4 Sport in Spain and Latin America. Importance of music and dance in the Hispanic world. Spanish speaking role models and famous people.</p>	<p>Comparison of cities across the Spanish speaking world. Focus on Cordoba, city in Spain. Problems in a city, discussion and solutions.</p> <p><b>De Costumbre</b> – module 6 Differences in mealtime habits and typical foods or diets. Festivals in the Spanish speaking world. Special days around the world. Restaurant experiences and asking for missing items.</p> <p><b>El trabajo</b> – module 7 World of work. Use and importance of languages. Summer jobs, with focus on positions in tourism in Spain/ Balearics. Gap year possibilities world-wide and travel abroad. Young people in Spain and their family life.</p> <p><b>Un mundo mejor</b> – module 8 Types of home in Spain and reasons for these. Global issues – latin America. Healthy lifestyle and differences worldwide. Sporting events – world and Spanish specific. How natural disasters affect the Spanish speaking world.</p>
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				<i>Module 5 to start in Year 10</i>	<i>Revision and exam skills to be covered throughout KS4 via Retrieval/Knowledge activating activities, regular exam style questions and then exclusively during the final term before GCSE examinations.</i>
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