**Y7 Spanish Curriculum Progression Map**

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|  | **Term 1 +2** | **Term 3+4** | **Term 5+6** |
| **Dates** | September – December | January – March | April - July |
| **Weeks** | Approximately 14 weeks | Approximately 11 weeks | Approximately 13 weeks |
| **Lessons** | Approximately 21 lessons | Approximately 15 lessons | Approximately 20 lessons |
| **Inset** |  |  |  |
| **Unit Title** | All about me | Free time | School and future plans |
| **Sequence** | * Baseline assessment
* Phonics and cognates
* Introductions and personal information
* Personality
* Family
* Physical descriptions
* Day of the Dead
* Pets
* Christmas in Spain
 | * AP1 revision and assessments
* Giving opinions
* Free time activities
* Weather
* Sports
* Easter in Spain
 | * School subjects
* Giving opinions
* Describing your school
* Describing teachers
* Future plans for study
* Study of film – The Book of Life
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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 and therefore motivation at the start of the course.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 and the Day of the Dead also increases their cultural capital and knowledge and understanding of how other societies celebrate 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.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**:PhonicsPresent tenseCognates Word order | **Knowledge of**:Present tenseIrregular verbs in the present tenseKey reading skillsJustified opinions | **Knowledge of**:Present tenseFuture tenseOpinionsDefinite articles |
| **Retrieval Practices** | Mini whiteboard activitiesLow stakes quizzes – at the start of every lessonInterleaved themes – vocabulary from the first modules are constantly recycled through the next modulesSelf-quizzing homework – whole school home learningUse of Language Nut | Mini whiteboard activitiesLow stakes quizzesInterleaved themesSelf-quizzing homeworkUse of Language Nut | Mini whiteboard activitiesLow stakes quizzesInterleaved themesSelf-quizzing homeworkUse of Language Nut |
| **Key Skills** | ListeningSpeakingReading WritingTranslation | ListeningSpeakingReading WritingTranslation | ListeningSpeakingReading WritingTranslation |
| **Key terms** | Cognate NegativeConnective SingularVerb PluralAdjective MasculineIntensifier FeminineNear - cognate | JustifiedExpressions of frequencyIrregularConjunction  | DefiniteIndefiniteGrammar  |
| **Numeracy** | Numbers 1-100 | Activity frequency |  |
| **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 exam | AP2 exam | AP2 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. |
| **Linking curriculum to careers** | European Day of Languages – how languages and careers go together | Links to Spanish sports stars | N/A |