**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 |
| **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**:  Phonics  Present tense  Cognates  Word order | **Knowledge of**:  Present tense  Irregular verbs in the present tense  Key reading skills  Justified opinions | **Knowledge of**:  Present tense  Future tense  Opinions  Definite articles |
| **Retrieval Practices** | Mini whiteboard activities  Low stakes quizzes – at the start of every lesson  Interleaved themes – vocabulary from the first modules are constantly recycled through the next modules  Self-quizzing homework – whole school home learning  Use of Language Nut | Mini whiteboard activities  Low stakes quizzes  Interleaved themes  Self-quizzing homework  Use of Language Nut | Mini whiteboard activities  Low stakes quizzes  Interleaved themes  Self-quizzing homework  Use of Language Nut |
| **Key Skills** | Listening  Speaking  Reading  Writing  Translation | Listening  Speaking  Reading  Writing  Translation | Listening  Speaking  Reading  Writing  Translation |
| **Key terms** | Cognate Negative  Connective Singular  Verb Plural  Adjective Masculine  Intensifier Feminine  Near - cognate | Justified  Expressions of frequency  Irregular  Conjunction | Definite  Indefinite  Grammar |
| **Numeracy** | Numbers 1-100 | Activity frequency |  |
| **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 | 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 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. |
| **Linking curriculum to careers** | European Day of Languages – how languages and careers go together | Links to Spanish sports stars | N/A |