

Curriculum Map 2023-24

Year 7

Half term	Unit title with hyperlink to scheme of work	Unit summary	Skills & content covered	Skills & content revisited	Links to GCSE skills and content	Summary of formative marking, feedback and student response	Summative assessment schedule, including assessment criteria
Autumn 1	Describing places and location. • Saying what someone is like at the moment.	<ul style="list-style-type: none"> • ESTAR (to be, being) - location and mood, SER (to be, being) - general characteristics • TENER (to have, having) 	Learn sounds for vowels in Spanish a, e, i, o, u • Contrast SSC 'l' and 'll' • Learn hard 'ca/co/cu'	Learning what it means to know a word from recognition, to pronunciation, spelling and using the word in a sentence.	My personal world Paper 1: Speaking Paper 2: Listening and understanding	in class assessments and evaluations. Weekly homework (NCELP)	End of term penultimate or last week. Criteria: Vocabulary, Phonics and Grammar as per new GCSE
Autumn 2	Saying what people do and don't do.	Using 'no' to make a verb negative <ul style="list-style-type: none"> • HAY (vs 'TIENE') • son [SER], adjective (number, agreement with -s in relation to the verb) 	Concentrate on pronunciation of 'z' <ul style="list-style-type: none"> • Learn SSC 'que' • Learn SSC 'qui' 	<i>Consolidation and extension of vocabulary relevant to the given contexts.</i>	My neighbourhood Paper 1: Speaking Paper 2: Listening and understanding	in class assessments and evaluations. Weekly homework (NCELP)	End of term penultimate or last week. Criteria: Vocabulary, Phonics and Grammar as per new GCSE
Spring 1	Asking and answering questions	WH questions	Contrast SSC 'v' and 'b' <ul style="list-style-type: none"> • Contrast SSC 'r' and 'rr' 	Deepening vocabulary knowledge through work with a challenging text.	My personal world Paper 3: Reading and understanding	in class assessments and evaluations. Weekly homework (NCELP)	End of term penultimate or last week. Criteria: Vocabulary, Phonics and Grammar as per new GCSE
Spring 2	Talking about what people can do	Modal verb DEBER (must, to have to) + infinitive	Revisit 'l' vs 'll' <ul style="list-style-type: none"> • Revisit hard 'ca/co/cu' 	Developing the verb lexicon (-AR verbs) and modal verbs	My personal world Paper 1: Speaking Paper 2: Listening and understanding	in class assessments and evaluations. Weekly homework (NCELP)	End of term penultimate or last week. Criteria: Vocabulary, Phonics and Grammar as per new GCSE

Summer 1	<ul style="list-style-type: none"> • Describing activities 	<ul style="list-style-type: none"> • -ER and -IR verbs 	Revisit II/I <ul style="list-style-type: none"> • Revisit hard 'ga/go/gu' 	Deepening vocabulary and grammar knowledge through work with a challenging text.	Lifestyle Paper 3: Reading and understanding	in class assessments and evaluations. Weekly homework (NCELP)	End of term penultimate or last week. Criteria: Vocabulary, Phonics and Grammar as per new GCSE
Summer 2	Describing when and where people go	IR (to go, going) - voy, vas, va <ul style="list-style-type: none"> • al vs a la - 'to' 	verb lexicon (-ER and -IR verbs).	<ul style="list-style-type: none"> • Revisit the full range of SSC taught this year 	My neighbourhood Paper 3: Reading and understanding Paper 1: Speaking Paper 2: Listening and understanding	in class assessments and evaluations. Weekly homework (NCELP)	End of term penultimate or last week. Criteria: Vocabulary, Phonics and Grammar as per new GCSE