

Curriculum Map							
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	<a href="#">Describing places and location. • Saying what someone is like at the moment.</a>	<ul style="list-style-type: none"> <li>• ESTAR (to be, being) - location and mood, SER (to be, being) - general characteristics</li> <li>• TENER (to have, having)</li> </ul>	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)	<a href="#">End of term penultimate or last week. Criteria: Vocabulary, Phonics and Grammar as per new GCSE</a>
Autumn 2	<a href="#">Saying what people do and don't do.</a>	Using 'no' to make a verb negative <ul style="list-style-type: none"> <li>• HAY (vs 'TIENE')</li> <li>• son [SER], adjective (number, agreement with -s in relation to the verb)</li> </ul>	Concentrate on pronunciation of 'z' <ul style="list-style-type: none"> <li>• Learn SSC 'que'</li> <li>• Learn SSC 'qui'</li> </ul>	<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)	<a href="#">End of term penultimate or last week. Criteria: Vocabulary, Phonics and Grammar as per new GCSE</a>
Spring 1	<a href="#">Asking and answering questions</a>	WH questions	Contrast SSC 'v' and 'b' <ul style="list-style-type: none"> <li>• Contrast SSC 'r' and 'rr'</li> </ul>	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)	<a href="#">End of term penultimate or last week. Criteria: Vocabulary, Phonics and Grammar as per new GCSE</a>
Spring 2	<a href="#">Talking about what people can do</a>	Modal verb DEBER (must, to have to) + infinitive	Revisit 'l' vs 'll' <ul style="list-style-type: none"> <li>• Revisit hard 'ca/co/cu'</li> </ul>	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)	<a href="#">End of term penultimate or last week. Criteria: Vocabulary, Phonics and Grammar as per new GCSE</a>

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