

<b>Birkdale High School</b>		<b>Autumn Half Term 1 Spanish Curriculum Map</b>	
<b>Unit: Spanish speaking world</b>		<b>Year Group: 7</b>	
<b>INTENT:</b>	<b>IMPLEMENTATION:</b> Knowledge and delivery	<b>IMPACT:</b> Assessment	
<p>To develop a greater understanding of where Spanish is spoken in the world in order to broaden students' general knowledge and cultural capital</p> <p>To understand the concept of la francophonie and Spanish as a global language</p> <p>To motivate students to visit a Spanish speaking country in the future</p> <p>To know Spanish is a global language and can open up job opportunities in the future</p>	<p>El mundo hispánico</p> <p>América del sur/España/Colombia/Chile/Venezuela (see core resources) (countries listed year 7 core resource)</p> <p>Basic TL/register calling: Buenos días la clase /buenos días señora/si/no/ausente/gracias/adios</p> <p>Watch 'Spanish a global language' 2 minutes 31</p> <p>Watch 'Destination Spain' National Geographic 5 minutes</p> <p>definition of 'hispanic' 'hispanophone'</p>	<p>I can explain the term 'hispanic'</p> <p>I can explain what hispanophone means</p> <p>I can name at least 3 countries where Spanish is spoken other than in Spain</p> <p>I can name 5 facts about Spain</p> <p>I can name the capital city of Spain</p> <p>I can tell you the majority of countries where Spanish is spoken is in The Americas</p>	
<b>Enabling Learning</b>	<b>Grammar</b>	<b>Phonics / root words</b>	
Recall words 'el mundo hispanico' introduced in Tier 2 high frequency vocabulary	single nouns( countries) passive use of indefinite article	Hispanophone and hispanic are terms used to refer to speakers of the Spanish language and the Spanish speaking world	
<b>Key Vocabulary</b>		<b>Wider Learning</b>	
<p><b>Tier 2: High frequency</b></p> <p>El mundo hispánico/ me llamo/ estoy/ está/ Tengo/ vivo/ soy/ es/ no es/ hay</p>		<p><b>Culture:</b> Spanish speaking world</p> <p><b>Geography:</b> the wider world Career: Job opportunities</p>	

Birkdale High School		Autumn Half Term 1 Spanish Curriculum Map	
Unit: Introduction to Spanish Phonics		Year Group: 7	
INTENT: Aims of the Unit	IMPLEMENTATION: Knowledge and delivery	IMPACT: Assessment	
<p>To understand how Spanish phonology works</p> <p>To develop knowledge of the Spanish alphabet and vowels</p> <p>To understand the role of The Spanish Academy</p>	<p>Alphabet; 27 letters</p> <p>Vowels; 5</p> <p>Real Academia Española: role and objective</p> <p>Introduction to the Phonics using the audio phonic teaching resource</p> <p>phonic sound 'a'</p>	<p>I can state how many letters are in the spanish alphabet</p> <p>I can name the vowels in Spanish</p> <p>I can explain what 'phonics' are</p> <p>I can explain what the Spanish Academy does</p> <p>I can start using phonic rules to pronounce letters such as 'a'</p>	
Enabling Learning	Grammar	Phonics / root words	
<p>Recall the meaning of 'phonics' from the previous lesson and to understand the importance of practising different phonic sounds to enable pupils to pronounce words accurately and confidently.</p>	<p>What is phonics?</p> <p>Acronyms used in phonics:</p> <p>SFC - Silent final consonant</p> <p>SSC - Symbol sound correspondences</p> <p>SFE - Silent final 'E'</p> <p>Introduction of source word and 5 cluster words for each phonic sound</p>	<p>Hispanophone and hispanic are term sused to refer to speakers of the Spanish language and the Spanish speaking world</p> <p>Phonics from the word 'phon' meaning sound eg. telephone/microphone/symphony</p>	
Key Vocabulary		Wider Learning	
<p><b>Tier 2: High frequency</b></p> <p>El mundo hispánico/ me llamo/ estoy/ está/ Tengo/ vivo/ soy/ es/ no es/ hay</p>		<p><b>Cultural:</b> Developing an awareness of 'Real Academia Espanola' which is a cultural organisation and of its mission to ensure the stability of the Spanish language.</p> <p><b>Literacy:</b> practising the Spanish alphabet/ vowels</p>	

Birkdale High School		Autumn Half Term 1 Spanish Curriculum Map	
Unit: Greetings		Year Group: 7	
INTENT: Aims of the Unit	IMPLEMENTATION: Knowledge and delivery	IMPACT: Assessment	
<p>To initiate a basic conversation with a Spanish speaker in order to broaden students' general knowledge of social norms/etiquette</p> <p>To ask key questions when initiating a conversation for the first time during a visit to a Spanish speaking country</p> <p>To talk about who you are/how you are and use simple salutations during a visit to a spanish speaking country</p>	<p>Hola/Buenos dias/buenas tardes/buenas noches/adiós/hasta la vista/buen fin de semana/buenas vacaciones</p> <p>¿Y tu?</p> <p>¿Qué tal? Estoy fenomenal/bien/muy bien/regular/estupendo/fenomenal/fatal/ gracias/¿cómo te llamas? Me llamo</p> <p>¿Dónde vives? Vivo en...</p> <p>What's in a name 8 minutes</p>	<p>I can start a conversation in Spanish</p> <p>I can end a conversation in Spanish</p> <p>I can ask how somebody is</p> <p>I can say how I am</p> <p>I can ask somebody what their name is</p> <p>I can say what my name is</p> <p>I can ask a simple question using ¿y tu? in Spanish</p> <p>I can say where I live I can ask someone where they live</p>	
Enabling Learning	Grammar	Phonics / root words	
<p>Recall ' me llamo' introduced in Tier 2 high frequency vocabulary at the start of the unit of work.</p> <p>Awareness of phonic sounds to enable accurate pronunciation.</p>	<p>Formal and informal register - ¿y tú?</p> <p>First person me llamo/vivo ending 'o'</p> <p>Intensifier 'bastante' 'muy'</p> <p>Questions ¿Cómo? ¿Qué?¿Dónde?</p>	<p><b>Phonic sound: 'LL'</b> (llamo/llegar/llevar/llave/amarillo/ella)</p> <p><b>Phonic sound: 'QUE'</b> (porque/pequeno/ parque)</p> <p><b>Root words:</b> llamo/llamada/llamar/llamarse</p> <p>Buenos - good días - day</p> <p>Vivo/vivir/vida</p>	
Key Vocabulary		Wider Learning	
<p><b>Tier 2: High frequency</b> El mundo hispánico/ me llamo/ estoy/ está/ Tengo/ vivo/ soy/ es/ no es/ hay</p>		<p><b>Cultural:</b> What's in a name? Link between traditions and names</p> <p>Popular spanish names</p>	

Birkdale High School		Autumn Half Term 1 Spanish Curriculum Map	
Unit: ESTAR to talk about how you are feeling (at the moment)		Year Group: 7	
INTENT: Aims of the Unit	IMPLEMENTATION: Knowledge and delivery	IMPACT: Assessment	
<p>To describe how you are feeling now using estar during a conversation with a spanish speaker</p> <p>To build on knowledge of the verb 'estar' as the most commonly used verb in Spanish in order to start to build sentences</p>	<p>Estar all forms  hoy/ muy  nervioso/enfermo/blanco (pale)  tranquilo/raro/serio/contento/bien/loco</p>	<p>I can give the meaning of estar in English  I can discuss how verb endings change depending on who is talking/doing the action  I can explain the meaning of the word conjugate  I can explain how estar is used to talk about current feelings  I can describe how I am feeling now/today in Spanish  I can understand or recognise how others are feeling now in Spanish</p>	
Enabling Learning	Grammar	Phonics / root words	
<p>Recall 'Estoy' and 'Esta' introduced in Tier 2 high frequency vocabulary at the start of the unit of work</p>	<p>Estar all forms  Explain estar for current state eg. nervous for an exam but nervous to describe how a person is generally/ serious for an exam but serious to describe how a person is generally  Adjectives but no agreements. Only masculine singular adjectives used  Unit is about ESTAR rather than adjectives  Intensifier 'muy'</p>	<p><b>Phonic sound:</b> 'co' (comer/ con/ coche/contento)  <b>Root words:</b> enfermo/enfermero/enfermería serio/seriedad/seriamente</p>	
Key Vocabulary		Wider Learning	
<p><b>Tier 2: High frequency</b>  El mundo hispánico/ me llamo/ estoy/ está/ Tengo/ vivo/ soy/ es/ no es/ hay</p>		<p><b>Literacy:</b> Recognising verb patterns and recalling conjugation of key verb 'Estar'</p>	

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Unit: Estar to talk about where things are			Year Group: 7
INTENT: Aims of the Unit	IMPLEMENTATION: Knowledge and delivery	IMPACT: Assessment	
<p>To describe places and location using ESTAR</p> <p>To start to develop knowledge of the verb ESTAR is the most commonly used verb in Spanish in order to build sentences</p> <p>To get to know Spain and its key locations to encourage pupils to visit in the future</p>	<p>¿Dónde está? Estar all forms + en + locations (en casa/en cama)</p> <p>En España/Inglaterra/Escocia/Irlanda del norte/Gales</p> <p>En el norte/el sur/el este/el oeste/el noreste/el noroeste</p> <p>Passive knowledge of countries: Malasia /China/Tailandia/Japón/Polonia/ Finlandia /Francia/Suecia</p> <p>Passive knowledge of days of the week (visual will do)</p>	<p>I can give the meaning of the verb estar</p> <p>I can explain how estar is used to talk about current feelings and location or position of things</p> <p>I can ask where things are</p> <p>I can state where things are using geographical compass points</p> <p>I can state where major cities are in England and Spain</p>	
Enabling Learning	Grammar	Phonics / root words	
<p>Recall question words introduced in previous lessons: ¿Cómo? ¿Qué? ¿Dónde?</p> <p>Recall the verb Estar from the previous lesson to be used in a new context - location.</p>	<p>What is conjugation?</p> <p>ESTAR - point out subject pronoun difference/no use</p> <p>Preposition 'en'</p> <p>Passive use of el/la</p> <p>¿Donde? Start to talk about cognates/near cognates eg.Polonia/ Malasia</p>	<p><b>Phonic sound: 'E'</b> (estar/ espalda/elefante/en/tener)</p> <p><b>Root words:</b></p> <p>Esta/estar</p>	
Key Vocabulary			Wider Learning
<p><b>Tier 2: High frequency</b></p> <p>El mundo hispánico/ me llamo/ estoy/ está/ Tengo/ vivo/ soy/ es/ no es/ hay</p>			<p><b>Geography:</b> Using compass points/ geographical locations of cities and famous landmarks in Spain. Studying a map of Spain.</p> <p><b>Literacy:</b> recognising cognates/near cognates.</p>