

MAGHULL HIGH SCHOOL – CURRICULUM MAP



	Lesson 1	Lesson 2	Lesson 3	Lesson 4
Module 3: Mi gente, mi mundo	Zona de cultura - ¡No hay dos familias iguales!	Unit 1: Esta es mi gente	Unit 2: ¿A quién sigues?	Unit 3: ¡Amigos para siempre!
Knowledge & Skills development	Grammar • Possessive adjectives • Present continuous tense Estar + present participle • Full paradigm Irregulars – leer, sonreír • Ser and Estar (Ser – physical descriptions, Estar – location) • Desde hace + period of time • Personal a • Reflexive verbs (Llevarse - full paradigm, pelearse, sentirse, divertirse, reírse) • para + infinitive • Verbs of opinion interesar/preocupar			
Assessment / Feedback Opportunities	Formative Assessment Mini-whiteboards Cold call Live marking Self-assessment		Summative assessment	
Key Vocabulary	Thematic context(s): My personal world, Media and technology			
Literacy/Reading opportunities	Reading in Spanish Read aloud Reciprocal reading			
Cross Curricular Themes	I.T			

Personal Development (Including British Values, RSE, Citizenship)	British Values: • Individual Liberty – Students are encouraged to express their opinions and explore their interests through Spanish. Through extra-curricular opportunities, students can enhance their languages experience, explore interests in other languages and develop leadership qualities by becoming a Languages Ambassador. • Mutual Respect – Students encourage each other and celebrate their successes in an environment of respect. Through group work students develop social skills and learn to work collaboratively. • Tolerance of Those of Different Faiths and Beliefs – Students develop an understanding and appreciation for Hispanic culture and traditions. Through group work students learn to tolerate peers and embrace differences. RSE: • Develop healthy relationships through groupwork (R1) • Families (F1, F2, F4, F6) • Respectful relationships, including friendships (R1, R4, R6) • The Law (L1, L7, L8)
Career Opportunities	• Language skills can be used in almost any career, and particularly in businesses that trade internationally. Students are taught about jobs which directly relate to languages (Academic researcher, Diplomatic service officer, English as a foreign language teacher, Intelligence analyst, International aid/development worker, Interpreter, Political risk analyst, Secondary school teacher, Translator). In addition, students are taught about jobs where languages are useful (Broadcast journalist, Detective, Education consultant, Logistics and distribution manager, Marketing executive, Patent examiner, Private tutor, Publishing rights manager, Sales executive, Tour manager). • Language Ambassadors: complete an application form, develop leadership qualities