

PORTUGUESE CURRICULUM MAP 2025 – 2026

Intent:

The Portuguese curriculum intends to provide students with the lexical and grammatical tools to communicate effectively about a range of topics in Portuguese. Students start by learning the most basic grammatical rules and vocabulary needed to speak about themselves and cultures of Portuguese-speaking countries. They then go on to learn the more advanced rules and vocabulary needed to speak about more abstract topics, such as environmental issues and one's place in the wider community. They use their understanding of Spanish to support them in learning this language. The curriculum refers repeatedly to case studies and authentic material from different communities in the Portuguese-speaking world, giving them an in-depth understanding of the diverse cultures across it and providing them with the tools to communicate effectively in each of them.

Implementation:

Year	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
11	<p>Productive skills: Students learn core Portuguese grammar when they learn the main tenses and other useful grammar points (such as the imperative) in order to be able to speak and write about their holiday experiences, Portuguese-speaking regions.</p> <p>Receptive skills: students learn how to answer multiple-choice reading and listening questions in Portuguese and English, and selecting answers from a list.</p>	<p>Productive skills: Students learn the more complex modes and grammar points (such as the subjunctive) in order to be able to speak and write in more detail about their daily life, cultural life and school life (whilst also comparing this to life for young Portuguese people).</p> <p>Receptive skills: students learn how to give short answers to reading and listening questions in Portuguese and English, and how to answer gap-fill questions.</p>	<p>Productive skills: Students revisit the most complex modes and grammar points (such as indirect and direct object pronouns) in order to be able to speak and write about their role in the wider community, including the world of work, and their opinions and beliefs about campaigns and environmental issues.</p> <p>Receptive skills: students learn how to answer 'who said what?' reading and listening questions before applying all of their prior knowledge to a variety of receptive-skill question.</p>	<p>Productive skills: Students revisit all of the main tenses and grammar points used to access the highest marks in the writing and speaking exams. They revisit this key content in the context of Themes 1, 2, 3 and 4 to enable students to speak confidently about these topics in their speaking exam which takes place at the beginning of the Summer Term.</p> <p>Receptive skills: students apply all of their prior knowledge to a variety of receptive-skill question.</p>	<p>Productive skills: Students revisit the more niche grammar points in the context of Themes 2, 3, 4 and 5 so that they are able to apply this knowledge to their written work.</p> <p>Receptive skills: students apply all of their prior knowledge to a variety of receptive-skill question.</p>	<p><i>All students taking this course sit their GCSE in June of Year 11.</i></p>

Enrichment Opportunities:

Portuguese students are given a range of authentic reading materials from newspapers, magazines and websites to support their receptive skills and to broaden and deepen their cultural knowledge and understanding.

Impact:

Formative assessment is an integral part of our approach to Teaching and Learning. Over the course of their study, we will use weekly/fortnightly cumulative formative diagnostic assessments (in class or for homework) to ensure that students are consistently retrieving their knowledge of different components. The purpose of this is to ensure all knowledge is retained (and any gaps are identified and addressed promptly) and also to inform teachers' planning. Using this style of assessment, we will make use of the advantages of spaced practice as well as allowing pupils to be able to apply their knowledge to a wide variety of contexts.

Students will also sit a summative assessment every term. This assessment will be cumulative and will assess not only what the students have learned over the previous term, but also their understanding of all relevant material previously taught. Staff are supported to mark these accurately and post assessment moderation also takes place to ensure the validity of the data. All data is analysed centrally (not by teachers) and each Subject Leader is given a report outlining the areas of strength and weakness. This is used to inform future planning and to support with additional interventions.