

KS3 Spanish Curriculum Overview

Links to KS2		At the current time, there are no former links with Spanish at ks2 and no prior knowledge is much in evidence, however, most pupils during the induction process opt to choose Spanish, wishing to start a completely new language after having studied a little French. There are useful links with french etc eg both romance languages with similar rules of grammar eg gender of nouns, agreement of adjectives with nouns and word order being the opposite to English.					
Intent	Statement of Intent	Our curriculum intends to provide a language learning experience, which is both engaging and enjoyable, as well as ensuring pupils' potential is turned into performance. We intend to ensure that each pupil has equal access to high quality teaching, opportunities and resources, so that their language skills and knowledge can be developed to the best of their ability, as well as gaining a general undersatnding of the culture in the countries, where the language is spoken. Their languages journey will allow a steady development in understanding phonics, grammar and high frequency vocabulary. The learning journey will be structured, cumulative, sequential and provide oportunitites for overlearning. It will be supported by teachers, who have high expectations, but who will also provide the right amount of support and challenge.					
	Timeline	Term 1 - 7 Weeks	Term 2 - 7 Weeks	Term 3 - 7 Weeks	Term 4 - 6 Weeks	Term 5 - 5 Weeks	Term 6 - 6 Weeks
Implementation (Year 7)	Year Overview	Pupils will begin by learning the core vocabulary of the language to give them the skills to interact and comprehend in a variety of conversational topics. The content from the five modules aim to provide pupils with a range of skills and vocabulary from topics within the future GCSE. Pupils begin by asking and answering simple questions about themselves in Module 1 (Self). In Module 2 (free time activities), they develop their ability to give opinions and justify them, and looks at how verbs work in the present tense. Module 3 (school) looks at extending writing and speech further by using connectives, time phrases how verbs work in the present tense and . Module 4 (Family) moves onto describing people, as well as themselves, using common irregular verbs in the present tense. Module 5 (my town) moves on to introducing the near future tense in simple sentences, telling the time, and transactional role plays (in a Spanish café). It is our intention that, in addition to the alphabet and numbers up to 100, pupils will learn the rudiments of grammar, gender of nouns, agreement of adjectives, subject pronouns, regular verb conjugation in the present tense, opinions, common irregular verbs (ser,ir,hacer,jugar) in the present tense (Band 2), and using the near Future tense (Band 3). They will meet a broad range of vocabulary across 4 modules and be expected to complete weekly homework encorporating the web programme Active learn to enable them to consolidate their learning across the skills of Reading, Listening, Speaking, Writing, Translation and Grammar. Phonics instruction will be explicit throughout the year as the different sounds are met. Bands E - 3					
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	Assessment Type & Unit Focus	Module 1 - Speaking assessment Conversation, introducing yourself (recorded and peer assessed) Viva 1 Module 1 Reading Assessment/ Translation	Module 2 Written Assessment 'All about me' Viva 1 Module 2 listening assessment/ Transcription.	Module 5 peer assessed Speaking and performances (café role-plays). Viva 1 Module 5 Reading assessment/translation. Students can now access Band 3.	Module 3 Written Assessment- Poster about your school. Viva 1 Module 3 listening assessment/Transcription.	Module 4 Listening , Reading, and peer assessed Speaking .	End of Year Final written assessment (in the form of family members booklet project) and teacher assessed speaking.
Implementation (Year 8)	Year Overview	Building on the basics of Y7, we immediately give pupils access to Band 4 by introducing them to the High Frequency verb IR in the past tense. Tense work is key for progression in MFL and in addition a number of higher level structures are beginning to be met in addition to the basic topic vocabulary. Pupils now meet the Preterite tense and it's usage with 1st person in Regular verbs to describe and give opinions on past holidays. The Immediate Future tense is retrieved from y7 to describe what food is going to be bought and what clothes are going to be worn. They meet structures which use the two verb rule and also reflexive verbs, a conditional verb phrase as well as an introduction to comparative and superlatives. Hallmarks of what makes a good linguist are continuously being embedded by the weekly homework set and expectation of working independently on consolidation revision booklets and retrieving language previously taught.					
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	Assessment Type & Unit Focus	Module 1 - Speaking assessment. Conversation-Describing a past holiday. Viva 2 Module 1 Reading Assessment/ Translation	Module 2 Written Assessment 'Mobile phones and Media' Viva 2 Module 2 Listening assessment/ Transcription.	Module 3 Speaking Assessment- Restaurant Role-play competition. Viva 2 Module 3 Reading Assessment/ Translation. Students can now access Band 4.	Module 4 Written assessment - Arranging to meet up scripts. Viva 2 Module 4 Listening assessment/Transcription	Module 5 peer assessed Speaking questions and answers.. Viva 2 Module 5 Reading assessment/translation.	End of Year Final written assessment (holidays using 3x tenses) and teacher assessed speaking.
	Topic Texts	Te Toca a ti Retrieval and also Literary Texts as per SoW					

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Implementation (Year 9)	Year Overview	Building on the basics of Y7 and last year's y8 course, we introduce them to the Conditional Tense and retrieve the Immediate Future tense. Tense work is key for progression in MFL and in addition a number of higher level structures are beginning to be met in addition to the basic topic vocabulary. Pupils now meet more Conditional usage with Modal verbs and in addition learn the Future tense giving access to Band 6/7 in addition to exemplifying some complex structures which can help pupils gain the very top bands at GCSE and already working at that level whilst still in y9/ks3.					
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	Assessment Type & Unit Focus	Module 1 - Speaking assessment- Conversation questions.. Viva 3 Module 1 Reading Assessment/ Translation	Module 2 Written Assessment 'Jobs' Viva 3 Module 2 Listening assessment/ Transcription.Students can now access Band 5.	Module 3 Speaking Assessment- In the Pharmacy. Viva 3 Module 3 Reading Assessment/ Translation.	Module 4 Written assessment - Environment. Viva 3 Module 4 Listening assessment/Transcription	Module 5 Speaking Assessment - In Madrid Role Plays.. Viva 3 Module 5 Reading assessment/translation.	End of Year Final written assessment (All about me using 3x tenses) and teacher assessed speaking. Those on the MFL Pathway will have the opportunity to see a GCSE Foundation Listening and Reading paper.
	Topic Texts	Te Toca a ti Retrieval and also Literary Texts as per SoW					
	Year Tracking	Year 7- Entry Band to Band 4		Year 8- Band 1 to Band 4		Year 9- Band 1 to Band 5	
Impact	Literacy and Numeracy links	s with both their literacy and their numeracy eg expanding their basic vocabulary in English to teaching pupils how to tell the time and read analogue clocks. etc					
	How It is Used / Skills Set Developed / Outcomes	See SoW for details on how the skills become embedded and developed over time. The outcomes were seen during the pandemic where very many pupils routinely coped independently with eg accessing listening tasks to complete the work set Pupils also acquire many coping strategies eg when dealing with unfamiliar language using eg common sense and context to work out meaning etc.					
	Links to Higher Education	KS3 links to ks4 and prepares for GCSE and making explicit that Russell group universities especially are looking to have students who have at least GCSE in MFL due to the skills pupils have to acquire to be competent linguists.					
	Careers in the Curriculum	Y9 module 2 looks at Careers and ambitions for the Future					