# **Spanish KS3 Curriculum Map:**

Content: Grey= vocabulary Blue= Grammar Yellow= yourself/personal Pink= addition to the sentence Green= link to GCSE/ developing ideas
Skills: Red= Speaking Pink= Reading Blue= Writing Green= Listening Yellow= Vocab/ Grammar/ Memory

Literacy: Grey = keywords

**Cultural Capital: Grey = keywords** 

Progression: IN CAPITALS Sequencing: <u>Underlined</u>

Year 7			Year 8			Year 9		
All about me			My interests & Hobbies			Myself and the wider world		
My World	My Opinions	Holidays	Holidays	Hobbies	Going out	Who am I?	Future Plans	My childhood
Introducing yourself. Able to produce basic sentences & give information. Answering questions.  INTRODUCE YOURSELF, FAMILY & THINGS YOU OWN/LIKE  Personal details using basic grammar	Introducing opinions to basic sentences. Justifying your opinion. More personal information - Free time activities, School, Days & times OPINIONS AND ADJECTIVES  Developing grammar, using more verbs, talking about yourself and others	Surrounding area Discussing home town, school buying things. Holiday plans  REASONS FOR OPINIONS, DESCRIBING CHARACTERS	What you did in the holiday. General conversation - Weather	Developing opposing opinions: Technology, Books Films, Food Health	Going to a youth hostel, Daily routine & clothes Directions Going to a festival	Other people: Friends, Role Models & character traits, Achievements Music & festivals with other people Body parts, Injuries	Discussing ambitions Jobs, aspirations Case study: working abroad	Talking about childhood Comparing primary and secondary school Fairy tales
Pedagogy	Pedagogy	Pedagogy	Pedagogy	Pedagogy	Pedagogy	Pedagogy	Pedagogy	Pedagogy

Primary verbs (grammar)	Present tense verbs (links to English grammar)	Future Tense	Perfect tense	Modal verbs, verb	Modal verbs Separable verbs Future tense	Perfect, present & future tenses.	Conditional tense.	Imperfect modal verbs. Comparative structures
Practice via Basic Reading activities Basic Listening skills Memory skills via vocab test	Basic speaking skills, structuring sentences. Prior learning with opinion	Basic Extended writing skills, structuring sentences, word order.	Reading & listening skills Memory skills (grammar test)	Developing speaking skills (links to GCSE format) e.g. Photocard Irregular present tense verbs	structured sentences in extended writing (word order) & speaking activities. Asking questions.	Speaking about others, developing conversation using prior learning, contrasting structures. Listening skills	Using conditional in speaking activities (on one hand, on other hand). Identifying structures in longer text	Understanding authentic material. Reading for gist (GCSE format text) Extended writing several line or paragraph.
Literacy	Literacy	Literacy	Literacy	Literacy	Literacy	Literacy	Literacy	Literacy
My name is, I am Xxyrs old, Greetings (hello, good afternoon, good evening) Punctuation Using variety in language (I have, I am, he/she has, he/she is) Plurals Gender of nouns Brother: masc Sister: fem A house – fem A flat - masc	Using verbs (verb endings to match the personal pronoun) Extending language using conjunctions (and, if, but, however) and time phrases (sometimes, often, never)	Using 2 Tenses Extended writing (I go, I will go, I visit, I will visit, I do, I will do) We see, we will see, we have, we will have)	Using 3 Tenses (I went, I visited, I did, We saw, We had) Using variety of prior language, (greetings, but, however, sometimes) to generate interest	Irregular verbs (to be, to have, to go) Modal verbs ( I want, I have to, I must) Verb chains: (I want to go) Identify language structures (English & TL)	Sequencing ideas (first, next, then, afterwards, finally) Story writing ideas, structuring stories from prior learning Separable verbs (dependent on TL)	Using a variety of language (Synonyms, antonyms) Opinions of others (he thinks that, she prefers) Differences (he doesn't agree, I don't know) Extending reasons (it's good you're your health, it keeps you fit) Developing sentences (although I like to do X, I sometimes)	Using 4 tenses (I would go, I would like to work,he would prefer to do) Conditional language in sentences. Ways to extend speaking & writing (I do X because and in the future it will help me to) Developing arguments (Although, I would say that)	Story telling (generating interest – using a range of adjectives) Sequencing (first, next, then), arguments for/against (although, it is argued that) story endings (to conclude, finally)
Assessment / Retention	Assessment / Retention	Assessment / Retention	Assessment / Retention	Assessment / Retention	Assessment / Retention	Assessment / Retention	Assessment / Retention	Assessment / Retention

Vocab quiz on question words, numbers. Reading & Listening texts about other people & personal descriptions	Grammar quiz on present tense verbs Peer assessment on opinions Listening & speaking assessment on days/ times Promote Home learning	Vocab Quizzes on Town, items. Writing assessment on Holidays Reading & writing translation on holiday plans	Vocab Quizzes on weather. Grammar test on Perfect tense Reading & Listening Assessment on holidays in the past	hohhiac	Grammar Quizzes on separable verbs. Writing assessment on going out. Translation assessments on Recall tests incorp Knowledge tests?	Vocab Quizzes on other people. Reading & Listening Assessment on festival & music Writing grammar test on all 3 orrated with	Grammar Quizzes on future tense. Speaking peer assessment on future plans. Listening & speaking assessment on jobs	Vocab Quizzes on school Writing assessment on school in the past. Reading & translation assessment on school. Grammar quiz on imperfect tense.
Cultural Capital	Cultural Capital	Cultural Capital	Cultural Capital	Cultural Capital	Cultural Capital	Cultural Capital	Cultural Capital	Cultural Capital
Why learn a language Cultural differences & similarities Culture days via Language day & Spanish/German lunch club	Links with a MFL school//pen pals	Holidays in MFL speaking countries. Different Currency School Trips – day trip (cost of Benidorm/Berlin) and/or theatre trip to Mcr	Case study: City – similarities & differences. Cultural awareness	Traditional MFL food Eating traditions, staple food differences Spanish/German lunch event.	Festivals in MFL speaking countries. Celebrations, links to UK festivals, Recreate a Spanis/Germah festival	Role Models across nationalities. Spanish literacy evening via book club review evening.	Alternate job opportunities (ski resorts) Types of jobs working abroad School outreach opportunities/ university links	Authors from around the world Study of KS4 overseas trip opportunities
Link to prior learning	Link to prior learning	Link to prior learning	Link to prior learning	Link to prior learning	Link to prior learning	Link to prior learning	Link to prior learning	Link to prior learning
Knowledge of different cultures from KS2. Recognising question words to answer questions.	Able to use basic sentences to introduce oneself to others. Using question words to ask questions of others.	Using opinions with the Present Tense Numbers	Free time & holiday activities Present tense	Present tense Model verbs	Modal Verbs Time Free time activities Places in town	Adjectives/ descriptions Using a variety of tenses	Opinions Places in town	Talking about school Free time activities
Cross Curricular	Cross Curricular	Cross Curricular	Cross Curricular	Cross Curricular	Cross Curricular	Cross Curricular	Cross Curricular	Cross Curricular

	Maths- telling time Drama – personal presentation	History - School trips . Geography.	History – cultural awareness. English – Reading skills	Food & PE (health) Display of food / hobbies around school in departments in Target language.	Drama, Dance, Music. Review of festivals, dress codes, music, dance routines	PSHE- jobs & working abroad	English- story telling	
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#### **Aims**

The national curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

## **Subject content**

### Key stage 3: Modern foreign language

Teaching may be of any modern foreign language and should build on the foundations of language learning laid at key stage 2, whether pupils continue with the same language or take up a new one. Teaching should focus on developing the breadth and depth of pupils' competence in listening, speaking, reading and writing, based on a sound foundation of core grammar and vocabulary. It should enable pupils to understand and communicate personal and factual information that goes beyond their immediate needs and interests, developing and justifying points of view in speech and writing, with increased spontaneity, independence and accuracy. It should provide suitable preparation for further study.

Pupils should be taught to:

#### Grammar and vocabulary

- identify and use tenses or other structures which convey the present, past, and future as appropriate to the language being studied
- use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate
- develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues
- use accurate grammar, spelling and punctuation.

### Linguistic competence

- listen to a variety of forms of spoken language to obtain information and respond appropriately
- transcribe words and short sentences that they hear with increasing accuracy
- initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address
- express and develop ideas clearly and with increasing accuracy, both orally and in writing
- speak coherently and confidently, with increasingly accurate pronunciation and intonation
- read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material
- read literary texts in the language [such as stories, songs, poems and letters], to stimulate ideas, develop creative expression and expand understanding of the language and culture

2

Languages - key stage 3

 write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language.