

KS3 Spanish Curriculum

CURRICULUM INTENT?

What does **Spanish** help young people achieve at KS3? Why have you made these curriculum choices?

We want to foster a love of learning languages among students at Alec Hunter Academy. We firmly believe that all students should have the opportunity to learn a language and develop an appreciation of how important communication with other nationalities is. We provide opportunities for students to visit France and in Year 9 several of our students attend a Masterclass at Cambridge designed to encourage them to consider studying a language at university.

The curriculum aims to allow students to:

- ✓ express their ideas and thoughts in another language and understand and respond to its speakers, both in speaking and in writing
- ✓ develop a core of grammatical knowledge
- ✓ Cope in unfamiliar and unprepared situations to reflect the reality of being abroad and speaking with sympathetic native speakers
- ✓ develop transferable language skills in listening, speaking, reading and writing
- ✓ communicate for practical purposes and learn new ways of thinking
- ✓ understand that success is achievable by all students regardless of ability
- ✓ understand that learning a foreign language provides students with cultural capital and opens doors to other experiences
- ✓ develop their curiosity and deepen their understanding of the world

TERM BY TERM BREAKDOWN – Knowledge acquired and skills developed:

	Year 8 Course Outline	Year 9 Course Outline	Opportunities beyond the classroom
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Knowledge:**Introducing yourself**

- Alphabet & Phonics
- Numbers 1-31
- Dates
- Birthdays
- Pets
- Describing yourself (character)
- Siblings
- Useful classroom language

My free time

- Free time activities
- Sport
- Opinions
- The weather
- Christmas in Spain

Key Skills:

- Listening - Reading – Writing – Speaking
- LISTENING: Developing confidence using Spanish sounds.
- READING / TRANSLATION SKILLS: Developing confidence translating short sentences into English, reading short texts.
- WRITING: Writing about yourself.
- SPEAKING: Taking part in conversations about yourself, building confidence using question words and classroom language.
- CULTURAL Capital: understanding why Spanish people have two surnames, famous Spanish sportspeople, differences between Spanish and English Christmas

Grammar skills:

- Indefinite and definite articles
- Gender of nouns
- Adjectives (-O/-A) & adjectival agreement
- Regular –AR verbs e.g. HABLAR in PRESENT TENSE
- Irregular verbs: SER, TENER, HACER
- Making verbs negative
- The infinitive (recognising –AR, -ER, -IR)
- Verbs with the infinitive (e.g. opinion phrase + infinitive)
- Stem-changing verbs: JUGAR

Knowledge:**My holidays**

- Talking about a past holiday
- Saying what you did on holiday
- Saying what your holiday was like (opinions)

My life

- Saying what you use your phone for
- Saying what type of music you like
- Talking about TV, comparing TV programmes
- Saying what you did yesterday

Key Skills:

- Listening - Reading – Writing – Speaking
- LISTENING: Introducing TRAPS and listening for distractors.
- READING/TRANSLATION skills: tackling authentic texts (spotting cognates, reading for gist, identifying context)
- WRITING: Revisiting LOVEIT! Writing longer texts.
- SPEAKING: Paying attention to question words in role-plays / when listening to unexpected questions
- Cultural capital – learning about famous touristic destinations and famous singers in the Spanish-speaking world, understanding a Spanish TV guide.

Grammar skills:

- Revising the present tense
- Introducing regular verbs in preterite tense
- Irregular verbs in preterite tense: IR, SER
- Making verbs negative
- Using the comparative (more...than)
- Using the present tense and the preterite together

- ✓ European Day of Languages
- ✓ Have Your Say
- ✓ Spanish Christmas clips

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Knowledge:**My school**

- School subjects
- Talking about your favourite school day
- Opinions on school subjects and teachers
- Describing your school
- Talking about break time

My family and friends

- Describing your family
- Describing your hair/eye colour
- Saying what other people look like
- Describing where you live (house or flat)
- Numbers up to 100

Key Skills:

- Listening - Reading – Writing – Speaking
- LISTENING: Using prediction as a listening strategy
- READING / TRANSLATION skills: Understanding more challenging texts, translating both into/from TL.
- WRITING: Writing a longer text about yourself / your school, introducing LOVEIT!
- SPEAKING: taking part in longer conversations, describing pictures using PALMS.
- Cultural capital: understanding differences between Spanish and English schools, reading about the (lack of) right to education in other countries e.g. Guatemala.

Grammar skills:

- The definite and indefinite articles
- Adjectival agreement
- Using ME GUSTA/ME GUSTAN + articles
- Present tense of –AR, -ER and –IR verbs (regular)
- Irregular verbs: TENER, SER & ESTAR
- Using ESTAR (for location)
- Using SER (to describe characteristic of people, houses)

Knowledge:**Let's eat!**

- Saying what food you like
- Using a wider range of opinions
- Describing meal-times
- Ordering a meal at a restaurant
- Discussing what to buy for a party
- Giving an account of a party

Arranging to go out

- Arranging to go out with a friend
- Revising the time / places in town
- Making excuses
- Discussing getting ready to go out
- Talking about clothes
- Talking about sporting events

Key Skills:

- Listening - Reading – Writing – Speaking
- LISTENING: Revisiting TRAPS, focusing on Tenses and Reflect.
- READING/TRANSLATION: Strategies for more complex translation, dictionary skills.
- WRITING: Using three tenses in your writing.
- SPEAKING: Using coping strategies when speaking, responding to what people say. Describing pictures in more detail.
- Cultural capital: learning about food in other countries, famous Spanish football clubs.

Grammar skills:

- Revising the Near Future Tense
- Using three tenses together
- Introducing reflexive verbs
- Introducing *Me gustaría + infinitive*
- Revisiting Stem-changing verbs: QUERER, PODER
- Revisiting adjectival agreement (with colour words)
- Using negatives (No+ verb, Nunca, No...nada)

- ✓ Year 7 Skills Day
- ✓ Design a Valentine's Day card in Spanish -House competition

	<ul style="list-style-type: none">• Using HAY• Possessive adjectives	<ul style="list-style-type: none">• The formal/informal YOU (usted/tú)• This/These	
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Knowledge:

My town

- Describing your town or village
- Saying where you go in town
- Telling the time
- Ordering in a café
- Saying what you are going to do at the weekend
- Understanding people describing their town

Spanish Arts and Culture

- The Spanish speaking world
- Festivals in the Spanish speaking world
- Creating a brochure about a *fiesta*

Key Skills:

- Listening - Reading – Writing – Speaking
- LISTENING: Listening for detail.
- READING: Coping with reading longer texts.
- WRITING: Describing your town using LOVEIT! Using two tenses together.
- SPEAKING: Delivering a short presentation on a topic studied in Year 7 followed by a short Q/A.
- Cultural Capital: Learning about famous Festivals in the Spanish speaking world.

Grammar skills:

- The words for “a”, “some” and “many”
- Using HAY
- Using SER (to tell the time)
- The verb IR (to go)
- The near future tense
- Using two tenses together (Present & Near Future)
- Using QUERER (link to stem-changing verb JUGAR)

Knowledge:

Jobs

- Saying what people have to do at work
- Saying what job you would like to do
- Talking about your future
- Describing a typical day at work

Young people in action

- Talking about children’s rights
- Talking about fair trade
- Talking about recycling
- Talking about how a town has changed
- Reading about fundraising and world issues.

Key Skills:

- Listening - Reading – Writing – Speaking
- LISTENING & READING: Coping with longer / more complex texts. Continue embedding TRAPS.
- WRITING: Writing longer more complex texts. Continue embedding LOVEIT!
- SPEAKING: Delivering a presentation on a topic of their choice followed by Q/A.
- Cultural capital: Opportunities to discuss the importance of languages for future careers, talking about wider global issues.

Grammar skills:

- Using expressions with infinitives: *tener que + inf*, *Se debería + inf*
- Revising PRESENT, PRETERITE and NEAR FUTURE and using three tenses together.
- Irregular verbs: SER, ESTAR, IR, HACER & TENER.
- Revising different ways to refer to the FUTURE i.e. using NEAR FUTURE, *Me gustaría + inf*, QUIERO + inf
- Introducing the IMPERFECT tense

- ✓ Visit to Cambridge University for an MFL masterclass
- ✓ Film trip and film review?

		<ul style="list-style-type: none"> Using ANTES / AHORA 	
Key Independent Learning Resources			GREAT READS
ActiveLearn Quizlet YouTube for authentic material			Check poems from the Toolkit for Year 8? Opportunities to read literary texts extracts from Year 9? Articles from Mary Glasgow Magazine “El Sol”