



Key Stage 3 Spanish Curriculum Map

Year 7



Term	Substantive Knowledge (Intent) This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.	Disciplinary Knowledge (Skills) (Implementation) This is the action taken within a particular topic in order to gain substantive knowledge.	Assessment opportunities (Impact) What assessments will be used to measure student progress? Evidence of how well students have learned the intended content.
Term 1 A (Autum)	<u>Mi Familia y mis amigos</u> Students begin learning Spanish by being able to communicate key information about themselves, their friends and family relationships.	<ul style="list-style-type: none">Using phonics to pronounce new Spanish wordsIntroducing yourself and talking about personalitiesTalking about siblings and birthdays using the present tense of tener and adjectives to compare other peopleUsing description to talk about physical appearance using the verb serBeing able to describe physical appearance such as eyes and hairBeing able to write an autobiography with Steps to Success using a range of verbs in the third person (he/she)	Speaking Q+A Translation both ways Reading Listening Memrise % Equally weighted Beths Working towards Scholar (<60%) Beths Scholar - strong competence (60%) Beths Super Scholar - excellent competence (80%) Awarding of Beths Scholar status is judged holistically taking into account starting point and KS3 target grades in addition to behaviour and homework completion.
Term 1 b (Autum)	<u>Mi tiempo libre</u> Students will able to discuss their free time activities and hobbies using expressions of opinion to communicate what they like do and how frequently.	<ul style="list-style-type: none">Giving opinions using me gusta + infinitiveUsing phonics to pronounce new wordsSaying what you do in your spare timeUnderstanding details about schools and opinionsReading about different hobbies	Speaking - One Minute Presentation Creative Writing Task Memrise % (weighted 50/30/20%) Beths Working towards Scholar (<60%) Beths Scholar - strong competence (60%) Beths Super Scholar - excellent competence (80%)

			Awarding of Beths Scholar status is judged holistically taking into account starting point and KS3 target grades in addition to behaviour and homework completion.
Term 2 A (Spring)	<p><u>Mi Insti</u></p> <p>Students will be able to describe their school experience and build upon expressions of opinion. They will discuss subjects, facilities and teachers and begin to write longer texts using more complex phrases.</p>	<ul style="list-style-type: none"> • Subjects, days of the week, time phrases, opinions and reasons comparisons • Describing your school and its facilities. Use of adjectival agreements to describe school subjects, teachers & facilities • Giving opinions about food in school. • Writing longer texts about your school. 	<p>Speaking - Phonics Translation both ways Reading Listening Memrise % Equally weighted</p> <p>Beths Working towards Scholar (<60%) Beths Scholar - strong competence (60%) Beths Super Scholar - excellent competence (80%)</p> <p>Awarding of Beths Scholar status is judged holistically taking into account starting point and KS3 target grades in addition to behaviour and homework completion.</p>
Term 2 A (Spring)	<p><u>Mi ciudad</u></p> <p>Students will be able to describe their school experience and build upon expressions of opinion. They will discuss subjects, facilities and teachers and begin to write longer texts using more complex phrases.</p>	<ul style="list-style-type: none"> • Describing where you live (house, flat etc) • Describing your town or city. • Telling the time • Ordering food in a café • Saying what you are going to do at the weekend. • Understanding people describing their town. • Writing a Blog about your own town and activities. 	<p>Speaking - Photocard Creative Writing Task Memrise % (weighted 50/30/20%)</p> <p>Beths Working towards Scholar (<60%) Beths Scholar - strong competence (60%) Beths Super Scholar - excellent competence (80%)</p> <p>Awarding of Beths Scholar status is judged holistically taking into account starting point and KS3 target grades in addition to behaviour and homework completion.</p>

Term 3 A (Summer)	<p><u>Mis vacaciones</u></p> <p>Students will learn how to describe preferences for holidays and past holiday experiences. They will develop the skills to deliver a presentation and answer questions related to holiday experiences.</p>	<ul style="list-style-type: none"> • Talking about past holiday • Using the Past Preterite tense of ir (the verb 'to go') • Describing what you did on holiday • Describing the last day on holiday • Saying what your holiday was like • Giving a presentation about your past holiday • Making your texts interesting 	<p>Speaking Q+A Translation both ways Reading Listening Memrise % Equally weighted</p> <p>Beths Working towards Scholar (<60%) Beths Scholar - strong competence (60%) Beths Super Scholar - excellent competence (80%)</p> <p>Awarding of Beths Scholar status is judged holistically taking into account starting point and KS3 target grades in addition to behaviour and homework completion.</p>
Term 3 A (Summer)	<p><u>Operación Verano</u></p> <p>Students will learn how to describe preferences for holidays and past holiday experiences. They will develop the skills to deliver a presentation and answer questions related to holiday experiences.</p>	<ul style="list-style-type: none"> • Talking about summer camps. • Describing a holiday home and holidays activities • Asking for directions • Describing a world trip & tackling challenging listening • Review of all topics seen in the Units <p>EOY EXAMS (week may vary)</p>	<p><u>Assessment Schedule - EOY Exam</u></p> <p>Reading & Listening Speaking - Answering to unexpected Questions Translation both ways Memrise %</p> <p>Beths Working towards Scholar (<60%) Beths Scholar - strong competence (60%) Beths Super Scholar - excellent competence (80%)</p> <p>Awarding of Beths Scholar status is judged holistically taking into account starting point and KS3 target grades in addition to behaviour and homework completion.</p>



Key Stage 3 Spanish Curriculum Map

Year 8



Term	Substantive Knowledge (Intent) This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.	Disciplinary Knowledge (Skills) (Implementation) This is the action taken within a particular topic in order to gain substantive knowledge.	Assessment opportunities (Impact) What assessments will be used to measure student progress? Evidence of how well students have learned the intended content.
Term 1 A (Autum)	<p><u>¡Toca a Ti!</u> <u>Viva 1 Recall Module</u></p> <p>Students begin the year recalling previously learnt vocab, grammar and important structures to prepare them for the coming Year 8 modules.</p>	<ul style="list-style-type: none">• Te Toca a Ti Module 1 - Review Module 1• Te Toca a Ti Module 2 - Review Module 2• Te Toca a Ti Module 3 - Review Module 3• Te Toca a Ti Module 4 - Review Module 4• Te Toca a Ti Module 5 - Review Module 5• Recap all Modules - Revision all tenses YR 7 (M1-M5)	<p>Speaking Q+A Translation both ways Reading Listening Memrise % Equally weighted</p> <p>Beths Working towards Scholar (<60%) Beths Scholar - strong competence (60%) Beths Super Scholar - excellent competence (80%)</p> <p>Awarding of Beths Scholar status is judged holistically taking into account starting point and KS3 target grades in addition to behaviour and homework completion.</p>
Term 1 b (Autum)	<p><u>Todo sobre mi vida</u></p> <p>Students will build upon the Free time module in Year 7. Students will be able to discuss their preferences for entertainment focussing on music, TV and cinema and using the past tense.</p>	<ul style="list-style-type: none">• Saying what you use your mobile for• Saying what type of music you like• Talking about TV• Saying what you did yesterday• Understand a TV guide• Revision of Module 2 for creative writing task	<p>Speaking - One Minute Presentation Creative Writing Task Memrise % (weighted 50/30/20%)</p> <p>Beths Working towards Scholar (<60%) Beths Scholar - strong competence (60%) Beths Super Scholar - excellent competence (80%)</p>

			Awarding of Beths Scholar status is judged holistically taking into account starting point and KS3 target grades in addition to behaviour and homework completion.
Term 2 A (Spring)	<p><u>¡A Comer!</u></p> <p>Students will develop their cultural knowledge by learning about typical Spanish meals. They will be able to talk about experiences of food in the past, present and future tense, combining tenses to develop narrative skills.</p>	<ul style="list-style-type: none"> • Saying what food you like, introduce wide range of food vocab, cultural knowledge - tapas • Describing mealtimes, ordering a meal, to have dinner with a celebrity • Discuss food for a party, go to the market/shops. Intro to Photocards • Giving an account of a party using three tenses • Using coping strategies when speaking. Responding to what people say 	<p>Speaking Phonics Translation both ways Reading Listening Memrise % Equally weighted</p> <p>Beths Working towards Scholar (<60%) Beths Scholar - strong competence (60%) Beths Super Scholar - excellent competence (80%)</p> <p>Awarding of Beths Scholar status is judged holistically taking into account starting point and KS3 target grades in addition to behaviour and homework completion.</p>
Term 2 A (Spring)	<p><u>¿Qué hacemos?</u></p> <p>Students will be able to describe their school experience and build upon expressions of opinion. They will discuss subjects, facilities and teachers and begin to write longer texts using more complex phrases.</p>	<ul style="list-style-type: none"> • Arranging to go out and making excuses - using 'I would like' and negation" • Discussing getting ready to go out - using reflexive verbs • Talking about clothes - using demonstrative pronouns • Talking about sporting events • Describing a fancy dress outfit 	<p>Speaking - Photocard Creative Writing Task Memrise % (weighted 50/30/20%)</p> <p>Beths Working towards Scholar (<60%) Beths Scholar - strong competence (60%) Beths Super Scholar - excellent competence (80%)</p> <p>Awarding of Beths Scholar status is judged holistically taking into account starting point and KS3 target grades in addition to behaviour and homework completion.</p>

Term 3 A (Summer)	<p><u>Recall and extension work</u></p> <p>Students will develop speaking, listening, reading and writing skills in preparation for the End of Year exams. Students will focus on practise of all three tenses and ability to narrate verbally and through written texts. Extension materials to stretch and challenge students will be provided as they prepare for the End of Year exams.</p>	<ul style="list-style-type: none"> • Te Toca a Ti / Adelante / Extensión Module 1 • Te Toca a Ti / Adelante / Extensión Module 2 • Te Toca a Ti / Adelante / Extensión Module 3 • Te Toca a Ti / Adelante / Extensión Module 4 • Te Toca a Ti / Adelante / Extensión Module 5 	<p><u>Assessment Schedule - EOY Exam</u></p> <p>Reading & Listening Speaking - Answering to unexpected Questions Translation both ways Memrise %</p> <p>Beths Working towards Scholar (<60%) Beths Scholar - strong competence (60%) Beths Super Scholar - excellent competence (80%)</p>
Term 3 A (Summer)	<p><u>Operación Proyecto Cultural</u></p> <p>Students study cultural characteristics of Spanish speaking countries and complete a project on Latin America and the artist Picasso amongst other aspects.</p>	<ul style="list-style-type: none"> • Latin America – Countries, Capitals and Flags of the continent • Research into LA culture • Producing a leaflet for the Tourist board • Learning and performing a Latin American song • Practice of grammar points – recall • Picasso project – cubism and describing its style 	<p><u>In class assessment:</u></p> <p>Memrise % Presentation and extended writing tasks</p> <p>Beths Working towards Scholar (<60%) Beths Scholar - strong competence (60%) Beths Super Scholar - excellent competence (80%)</p> <p>Awarding of Beths Scholar status is judged holistically taking into account starting point and KS3 target grades in addition to behaviour and homework completion.</p>



Key Stage 3 Spanish Curriculum Map

Year 8 (L2)



Term	Substantive Knowledge (Intent) This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.	Disciplinary Knowledge (Skills) (Implementation) This is the action taken within a particular topic in order to gain substantive knowledge.	Assessment opportunities (Impact) What assessments will be used to measure student progress? Evidence of how well students have learned the intended content.
Term 1 A (Autum)	<u>Mi vida & ¡Mi familia y yo!</u> Students begin the year with an intensive introduction to Spanish. They will be able to describe themselves and their families, give personal information such as talking about their birthdays and learn how to use words for colour and shape to describe images.	<ul style="list-style-type: none">• Greetings and introducing myself using the alphabet in Spanish• Saying when your birthday is – using the verb ‘ser’ and verbs of opinion• Talking about age, brothers and sisters - Describing your family• Talking about your pets -• Describing colours and shapes, introduction to Picasso and Miró, describing people and things• Consolidation of grammar	Speaking Q+A Translation both ways Reading Listening Memrise % Equally weighted Beths Working towards Scholar (<60%) Beths Scholar - strong competence (60%) Beths Super Scholar - excellent competence (80%) Awarding of Beths Scholar status is judged holistically taking into account starting point and KS3 target grades in addition to behaviour and homework completion.
Term 1 b (Autum)	<u>Mi familia y amigos</u> Students will build upon term 1 by further describing their friends and family using hair, eye colour and complexion. They will learn to use the present tense to describe current actions and move onto the immediate future tense to describe what they will do.	<ul style="list-style-type: none">• Describing Height, hair eyes, adjective agreement, opinions,• Describing what other people look like - Using verbs in third person• saying which activities you do• Saying what you are going to do• Learning the time, invitations and acceptance/rejection	Speaking - One Minute Presentation Creative Writing Task Memrise % (weighted 50/30/20%) Beths Working towards Scholar (<60%) Beths Scholar - strong competence (60%) Beths Super Scholar - excellent competence (80%)

		<ul style="list-style-type: none"> consolidation of grammar and vocab learnt 	Awarding of Beths Scholar status is judged holistically taking into account starting point and KS3 target grades in addition to behaviour and homework completion.
Term 2 A (Spring)	<p><u>Mi Insti</u></p> <p>Students will be able to describe their school experience and build upon expressions of opinion. They will discuss subjects, facilities and teachers and begin to write longer texts using more complex phrases.</p>	<ul style="list-style-type: none"> Subjects, days of the week, time phrases, opinions and reasons comparisons - using opinion verbs, intensifiers, connectives, time phrases, opinions, negatives. "Describing your school and its facilities and understanding details about schools and 'hay' for there is/are Using adjectival agreement to describe school facilities." Talking about break time, snacks, fruits & giving opinions about food - using 'er and ir' verbs Saying what other people look like Using verb in 3rd person Giving an account of a party using three tenses - saying what I am going to wear using immediate future tense 	<p>Speaking - Phonics Translation both ways Reading Listening Memrise %Equally weighted</p> <p>Beths Working towards Scholar (<60%) Beths Scholar - strong competence (60%) Beths Super Scholar - excellent competence (80%)</p> <p>Awarding of Beths Scholar status is judged holistically taking into account starting point and KS3 target grades in addition to behaviour and homework completion.</p>
Term 2 A (Spring)	<p><u>Mi Ciudad</u></p> <p>Students will describe their surrounding, where they live, their houses and towns. This combines with talking about what they will do in their town using the near future tense depending on the type of weather.</p>	<ul style="list-style-type: none"> Describing where you live, Using verb estar for location (eg. in the mountains) Describing your house - Describing rooms Describing your own town or own village - Telling the time Saying what you are going to do at the weekend Using near future for future plans in home/town with justifications Describing weather Using cuando (when) and descriptions of weather 	<p>Speaking - Photocard Creative Writing Task Memrise % (weighted 50/30/20%)</p> <p>Beths Working towards Scholar (<60%) Beths Scholar - strong competence (60%) Beths Super Scholar - excellent competence (80%)</p> <p>Awarding of Beths Scholar status is judged holistically taking into account starting point and KS3 target grades in addition to behaviour and homework completion.</p>

Term 3 A (Summer)	<p><u>De vacaciones</u></p> <p>Students will learn how to describe preferences for holidays and past holiday experiences. They will develop the skills to deliver a presentation and answer questions related to holiday experiences.</p>	<ul style="list-style-type: none"> • Talking about past holiday • Using the Preterite of 'ir' and other verbs • Describing what you did on holiday • Describing the last day on holiday. • Saying what your holiday was like • Giving a presentation about your past holiday - making your texts interesting. 	<p><u>Assessment Schedule - EOY Exam</u></p> <p>Reading & Listening Speaking - Answering to unexpected Questions Translation both ways Memrise %</p> <p>Beths Working towards Scholar (<60%) Beths Scholar - strong competence (60%) Beths Super Scholar - excellent competence (80%)</p>
Term 3 A (Summer)	<p><u>Operación Proyecto Cultural</u></p> <p>Students study cultural characteristics of Spanish speaking countries and complete a project on Latin America and the artist Picasso amongst other aspects.</p>	<ul style="list-style-type: none"> • Latin America – Countries, Capitals and Flags of the continent • Research into LA culture • Producing a leaflet for the Tourist board • Learning and performing a Latin American song • Practise of grammar points – recall • Picasso project – cubism and describing its style 	<p><u>In class assessment:</u></p> <p>Memrise % Presentation and extended writing tasks</p> <p>Beths Working towards Scholar (<60%) Beths Scholar - strong competence (60%) Beths Super Scholar - excellent competence (80%)</p> <p>Awarding of Beths Scholar status is judged holistically taking into account starting point and KS3 target grades in addition to behaviour and homework completion.</p>



Key Stage 3 Spanish Curriculum Map

Year 9



Term	Substantive Knowledge (Intent) This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.	Disciplinary Knowledge (Skills) (Implementation) This is the action taken within a particular topic in order to gain substantive knowledge.	Assessment opportunities (Impact) What assessments will be used to measure student progress? Evidence of how well students have learned the intended content.
Term 1 A (Autum)	<u>Somos Así</u> Students begin the year recalling opinion, the three main tenses and being able to describe weekend activities. They will discuss celebrities and describe typical days out.	<ul style="list-style-type: none">Talking about things you like and using irregular verbs in the present tenseTalking about your week & using regular verbs in the present tenseTalking about films & using the near future tenseTalking about a birthday & using the preterite tenseTalking about life as a celebrity & using three tenses togetherUnderstanding descriptions of days out & using the four Ws when listening	Speaking Q+A Translation both ways Reading Listening Memrise % Equally weighted Beths Working towards Scholar (<60%) Beths Scholar - strong competence (60%) Beths Super Scholar - excellent competence (80%) Awarding of Beths Scholar status is judged holistically taking into account starting point and KS3 target grades in addition to behaviour and homework completion.
Term 1 B (Autum)	<u>¡Oriéntate!</u> Students will discuss the work of work, pocket money and chores. They will practise the three main tenses again to describe past, present and future as well as develop their writing skills further.	<ul style="list-style-type: none">Saying what you have to do at work - using "tener que"Saying what you would like to do - Using correct adjectival agreementTalking about your future using near futureDescribing your job - Practice of the three tenses	Speaking - One Minute Presentation Creative Writing Task Memrise % (weighted 50/30/20%) Beths Working towards Scholar (<60%) Beths Scholar - strong competence (60%) Beths Super Scholar - excellent competence (80%)

		<ul style="list-style-type: none"> • Checking for accuracy, looking up new words - Using reference materials • Coping with authentic texts-skimming and scanning a text. 	Awarding of Beths Scholar status is judged holistically taking into account starting point and KS3 target grades in addition to behaviour and homework completion.
Term 2 A (Spring)	<p><u>En forma</u></p> <p>Students will be able to describe their diet and give opinions on a healthy lifestyle. They will be able to discuss ailments and possible cures as well as how to improve their health through fitness and better eating.</p>	<ul style="list-style-type: none"> • Talking about diet & an active lifestyle & Using direct object pronouns - Using stem-changing verbs • Talking about your daily routine • Talking about getting fit - Using reflexive verbs +se debe / no se debe • Talking about ailments - Using me duele todo • Discussing remedies and cures • Developing a conversation about fitness and routine by using more complex sentences 	<p>Speaking - Phonics Translation both ways Reading Listening Memrise %Equally weighted</p> <p>Beths Working towards Scholar (<60%) Beths Scholar - strong competence (60%) Beths Super Scholar - excellent competence (80%)</p> <p>Awarding of Beths Scholar status is judged holistically taking into account starting point and KS3 target grades in addition to behaviour and homework completion.</p>
Term 2 B (Spring)	<p><u>Jóvenes en acción</u></p> <p>Students will become activists by discussing global and social issues which affect them, their communities and other communities around the world.</p>	<ul style="list-style-type: none"> • Talking about children's rights - Using the verb poder • Talking about fair trade & expressing your point of view • Talking about recycling & using se debería • Talking about how a town has changed & using the Imperfect tense • Writing about fundraising • Reading about world issues and working out the meaning using common sense and context. 	<p>Speaking - Photocard Creative Writing Task Memrise % (weighted 50/30/20%)</p> <p>Beths Working towards Scholar (<60%) Beths Scholar - strong competence (60%) Beths Super Scholar - excellent competence (80%)</p> <p>Awarding of Beths Scholar status is judged holistically taking into account starting point and KS3 target grades in addition to behaviour and homework completion.</p>
Term 3 A (Summer)	<p><u>Una aventura en Madrid</u></p> <p>Students will explore the city of Madrid, going on a treasure hunt and learning about cultural landmarks. They will be able to buy souvenirs and make themselves understood. They will be</p>	<ul style="list-style-type: none"> • Meeting and greeting people - Using expressions with tener • Talking about a treasure hunt - using the superlative • Discussing buying souvenirs - Using the comparative 	<p><u>Assessment Schedule - EOY Exam</u> Reading & Listening Speaking - Answering to unexpected Questions Translation both ways Memrise %</p> <p>Beths Working towards Scholar (<60%)</p>

	able to use comparative and superlative expressions to describe the city.	<ul style="list-style-type: none"> • Saying what you will do - Using the simple future tense • Making yourself understood - Reading authentic texts about Madrid 	Beths Scholar - strong competence (60%) Beths Super Scholar - excellent competence (80%)
Term 3 B (Summer)	<p><u>¡Desconéctate!</u></p> <p>Students will have a full review of the present tense and preterite tenses whilst discussing holidays. They will give opinions about popular activities to do depending on the weather.</p>	<ul style="list-style-type: none"> • Discussing holidays and weather • Revising the present and preterite tense • Saying what you do in summer + Using present tense • Saying what you do in summer + Using present tense 	<p><u>In class assessment:</u></p> <p>Memrise % Speaking practice and extended writing tasks</p> <p>Beths Working towards Scholar (<60%) Beths Scholar - strong competence (60%) Beths Super Scholar - excellent competence (80%)</p> <p>Awarding of Beths Scholar status is judged holistically taking into account starting point and KS3 target grades in addition to behaviour and homework completion.</p>