



KS3 Curriculum Map – Spanish: Year 7

Topic	Knowledge	Skills	Assessment Opportunities
<p>Module 1 Mi Vida</p>	<p>Substantive knowledge: This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.</p> <p>Language</p> <ul style="list-style-type: none"> • Introduce students to Spanish speaking countries • Reinforce the importance of learning new languages • Getting used to the Spanish pronunciation • Talking about your personality • Talking about age • Saying when your birthday is • Talking about pets • Using numbers and alphabet <p>Grammar</p> <ul style="list-style-type: none"> • Using adjectives that end in –o/a • Using the verb tener (to have) • Using the verb ser (to be) • Understanding word order • Introduction to – ar/-er/ -ir infinitive verbs • Using – ar verbs in all subject pronouns • Use the definite article • Use intensifiers • Use adjective correctly • Word order 	<p>Disciplinary knowledge: This is the action taken within a particular topic in order to gain substantive knowledge.</p> <ul style="list-style-type: none"> • Say hello and goodbye • Ask questions • Say what I am called • Say where I live • Ask someone how they are and say how I am • Use phonics to help me pronounce words • Ask someone what they are like • Say what I am like • Say what my passion is and who my hero is • Count up to 15 • Ask someone their age and say my age • Ask someone if they have any brothers or sisters • Say whether I have brothers and sisters • Count up to 31 • Ask someone when their birthday is • Say when my birthday is • Say the Spanish alphabet • Ask and say how to spell words • Ask someone whether they have a pet and say what pet I have • Say what colour my pet is • Describe my pet • Describe a photo • Add variety to my writing by using connectives and intensifiers, different verb 	<p>What assessments will be used to measure student progress?</p> <ul style="list-style-type: none"> • Baseline Assessment • Vocabulary and grammar tests • End of Module Assessments – Reading/Listening and extended piece of writing • Dictation into Spanish • Speaking on going in class

		<p>forms, adjectives</p> <ul style="list-style-type: none"> • Reading a variety of authentic material • Listen to a variety of authentic material 	
<p>Module 2 Mi tiempo libre</p>	<p>Language</p> <ul style="list-style-type: none"> • Freetime activities • Weather • Sports <p>Grammar</p> <ul style="list-style-type: none"> • Using me gusta + infinitive • Using – ar verbs in the present tense • Using cuando • Using hacer (to do) and jugar (to play) • Using questions words • Use of the “no” to make sentences negative • Use “porque” to give a reason <p>Exams Skills</p> <ul style="list-style-type: none"> • Use previous language • Not to see modules in isolation • Use language from previous modules • Develop answers in the writing assessments with connectives, opinions, expressions of frequency • Use the assessment time to the maximum • Do not rush assessments • Listening for cognates 	<ul style="list-style-type: none"> • Say what I like and don’t like doing • Ask someone what they like doing • Say what I do in my spare time • Say what the weather is like • Say what I do in different weather • Say what sports I do • Ask someone what sports they do • Say what I do on different days of the week • Read longer texts by recognizing cognates and near cognate and working out words from content 	<ul style="list-style-type: none"> • Vocabulary and grammar tests • End of Module Assessments – Reading/Listening and extended piece of writing • Dictation into Spanish • Speaking on going in class

<p>Module 3 Mi insti</p>	<p>Language</p> <ul style="list-style-type: none"> • School subjects • Opinions • School break time activities <p>Grammar</p> <ul style="list-style-type: none"> • Using – ar verbs to say what “we” do • Using me gusta(n) + el/la/los/las • Using the correct words for “a” “some” and “the” • Using – er and –ir verbs • Use hay and no hay • Use sequencers <p>Exams Skills</p> <ul style="list-style-type: none"> • Use previous language • Not to see modules in isolation • Use language from previous modules • Develop answers in the writing assessments with connectives, opinions, expressions of frequency • Use the assessment time to the maximum • Do not rush assessments • Listening for cognates • Predicting vocabulary 	<ul style="list-style-type: none"> • Say what subjects I study • Ask someone what they study • Say what I study on different days • Say what my favourite day is • Give a reason • Ask someone what their favourite day is • Give my opinion about school subjects • Justify my opinions • Describe my school • Ask someone about their school • Describe things in my school • Talk about what I do during break time • Ask someone what they do during break time • Use listening strategies (predict before listening using pictures and questions, predict while listening) • Make sure my written work is accurate by checking spellings, accents and grammar 	<ul style="list-style-type: none"> • Vocabulary and grammar tests • End of Module Assessments – Reading/Listening and extended piece of writing • Dictation into Spanish • Speaking on going in class
<p>Module 4 Mi familia y mis amigos</p>	<p>Language</p> <ul style="list-style-type: none"> • Family members (immediate and extended) • Hair colour and style • Eye colour • Types of houses <p>Grammar</p> <ul style="list-style-type: none"> • Using possessive adjectives • Using the verbs ser and tener • Using the verb estar 	<ul style="list-style-type: none"> • Say how many people there are in my family • Give information about family members • Count up to 1007 • Ask what colour eyes someone has • Ask what someone’s hair is like • Describe my hair and eyes • Describe other people • Ask someone what their home is like • Say what my home is like • Ask someone where their home is 	<ul style="list-style-type: none"> • Vocabulary and grammar tests • End of Module Assessments – Reading/Listening and extended piece of writing • Dictation into Spanish • Speaking on going in class

	<p><u>Exams Skills</u></p> <ul style="list-style-type: none"> • Use previous language • Not to see modules in isolation • Use language from previous modules • Develop answers in the writing assessments with connectives, opinions, expressions of frequency • Use the assessment time to the maximum • Do not rush assessments • Reading for and listening for cognates • Predicting vocabulary • Using prior vocabulary 	<ul style="list-style-type: none"> • Say where it is • Say who I live with 	
<p><u>Module 5</u> Mi ciudad</p>	<p><u>Language</u></p> <ul style="list-style-type: none"> • Types of facilities in a town • Telling the time • Food and drink • Weekend activities <p><u>Grammar</u></p> <ul style="list-style-type: none"> • Using the verb vivir • Using the verb ir • Using the verb querer • Using the near future tense • Using “a” “some” and “many” <p><u>Exams Skills</u></p> <ul style="list-style-type: none"> • Use previous language • Not to see modules in isolation • Use language from previous modules • Develop answers in the writing assessments with connectives, opinions, expressions of frequency • Use the assessment time to the maximum • Do not rush assessments 	<ul style="list-style-type: none"> • Say what there is in my town or village • Ask someone about their town or village • Ask the time • Tell the time • Say at what time I do something • Understand a tapas menu • Order food and drink in a café • Ask how much something is • Understand price (Euros) • Say what I am going to do at the weekend • Ask someone what they are going to do • Listen carefully for small words like “no” • Identify positive and negative opinions • Identify distractors or “red herrings” • Write a longer text using two tenses together • Check my own and others people’s written work. 	<ul style="list-style-type: none"> • Vocabulary and grammar tests • End of Module Assessments – Reading/Listening and extended piece of writing • Dictation into Spanish • Speaking on going in class.

<p>Module 5 Mi ciudad</p>	<p>Language</p> <ul style="list-style-type: none"> • Types of facilities in a town • Telling the time • Food and drink • Weekend activities <p>Grammar</p> <ul style="list-style-type: none"> • Using the verb vivir • Using the verb ir • Using the verb querer • Using the near future tense • Using “a” “some” and “many” <p>Exams Skills</p> <ul style="list-style-type: none"> • Use previous language • Not to see modules in isolation • Use language from previous modules • Develop answers in the writing assessments with connectives, opinions, expressions of frequency • Use the assessment time to the maximum • Do not rush assessments 	<ul style="list-style-type: none"> • Say what there is in my town or village • Ask someone about their town or village • Ask the time • Tell the time • Say at what time I do something • Understand a tapas menu • Order food and drink in a café • Ask how much something is • Understand price (Euros) • Say what I am going to do at the weekend • Ask someone what they are going to do • Listen carefully for small words like “no” • Identify positive and negative opinions • Identify distractors or “red herrings” • Write a longer text using two tenses together • Check my own and others people’s written work. 	<ul style="list-style-type: none"> • Vocabulary and grammar tests • End of Module Assessments – Reading/Listening and extended piece of writing • Dictation into Spanish • Speaking on going in class.
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KS3 Curriculum Map – Spanish: Year 8

Topic	Knowledge	Skills	Assessment Opportunities
<p>Module 1 Mis Vacaciones</p>	<p><i>Substantive knowledge:</i> This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.</p> <p>Language</p> <ul style="list-style-type: none"> • Countries • Past holidays • Holiday activities • Last day on holidays • Opinions on holidays • Transport <p>Grammar</p> <ul style="list-style-type: none"> • Preterite tense of key regular and irregular verbs • Questions starters • Time phrases <p>Exams Skills</p> <ul style="list-style-type: none"> • Use previous language • Not to see modules in isolation • Use language from previous modules • Develop answers in the writing assessments with connectives, opinions, expressions of frequency • Use the assessment time to the maximum • Do not rush assessments 	<p><i>Disciplinary knowledge:</i> This is the action taken within a particular topic in order to gain substantive knowledge.</p> <ul style="list-style-type: none"> • Say where I went on holiday and when • Say who I went with • Say how I travelled • Ask someone what they did on holiday • Say what I did on holiday • Say what I did on the last day • Ask someone what their holiday was like • Say what my holiday was like • Use complex language to compare and give justified opinions about transport • Explain activities you (and other people) do on holiday using the present tense in more extended sentences • Explain future holiday plans using the near future tense in extended sentences with justified opinions.(extension) • Describe past holiday activities you & other people <u>did</u> using a wide range of preterite tense verbs and justified opinions. • Translation—complete translations with accuracy whilst remaining true to the original meaning using a range of tenses. • Listen to a variety of forms of spoken language to obtain information • Read and show comprehension of a range of original & adapted materials 	<p>What assessments will be used to measure student progress?</p> <ul style="list-style-type: none"> • Vocabulary and grammar tests • End of Module Assessments – Reading/Listening and extended piece of writing • Dictation into Spanish • Speaking on going in class

		<ul style="list-style-type: none"> • Make my sentences more interesting by using connectives and time expressions, verbs in the “I” and “we” forms, opinions with reasons, exclamations 	
<p>Module 2 Todo sobre mi vida</p>	<p>Language</p> <ul style="list-style-type: none"> • Activities on your mobile phone • Different types of music • TV programmes • Past activities <p>Grammar</p> <ul style="list-style-type: none"> • Revising the present tense • Giving a range of opinions • Using the comparative • Using the present and the preterite tense together • Expressions of frequency • Agree or disagree • Using articles correctly • Use the preterite of hacer <p>Exams Skills</p> <ul style="list-style-type: none"> • Use previous language • Not to see modules in isolation • Use language from previous modules • Develop answers in the writing assessments with connectives, opinions, expressions of frequency • Use the assessment time to the maximum • Do not rush assessments 	<ul style="list-style-type: none"> • Gain an understanding of the relevance of Hispanic music and singers • Ask someone what they use their phones for • Say what I use my phone for • Ask someone what type of music they like • Say what type of music I like and dislike • Say what type of music I listen to • Describe free time activities in longer sentences with justified opinions • Ask someone what type of TV programmes I like • Say what types of TV programmes I like • Say what types of TV programmes I prefer • Use the comparative to justify opinions when discussing films and TV shows. • Ask someone what they did yesterday • Say what I did yesterday • Translation—complete translations with accuracy • Listen to a variety of forms of spoken language to obtain information • Read and show comprehension of a range of original & adapted materials. • Tackle an authentic text by using layout and pictures, looking for words I know or can work out, not trying to understand everything, focusing on what I need to understand to do the task. 	<ul style="list-style-type: none"> • Vocabulary and grammar tests • End of Module Assessments – Reading/Listening and extended piece of writing • Dictation into Spanish • Speaking on going in class

<p>Module 3 ¡A comer!</p>	<p><u>Language</u></p> <ul style="list-style-type: none"> • Food • The differences between mealtimes in Spain and England • Negatives • Adjectives to describe food • Healthy lifestyle • Comparative and superlative • Ordering food • Problems in a restaurant <p><u>Grammar</u></p> <ul style="list-style-type: none"> • Using a wider range of opinions • Using negatives • Using usted/ustedes • Near future tense • Using three tenses together • Using direct object pronouns <p><u>Exams Skills</u></p> <ul style="list-style-type: none"> • Use previous language • Not to see modules in isolation • Use language from previous modules • Develop answers in the writing assessments with connectives, opinions, expressions of frequency • Use the assessment time to the maximum • Do not rush assessments 	<ul style="list-style-type: none"> • Explain the cultural differences around food between England and Spain • Explain what food you eat/don't eat with justified opinions in brief sentences • Ask someone what they like to eat and drink • Ask someone at what time they eat • Say what I eat for different meals • Understand a menu • Order a meal in a restaurant • Say I am hungry and thirsty • Ask for the bill • Understand dishes and ingredients • Say what I am going to bring to a party • Say what ingredients I will buy • Give an account of a party • Comparing different types of food with justified opinions • Understand a Spanish menu and order food accordingly with formal and informal language • Express your feelings in a restaurant and be able to complain if there is a problem • Translation—complete translations with accuracy whilst remaining true to the original meaning. • Listen to a variety of forms of spoken language to obtain information • Read and show comprehension of a range of original & adapted materials • Cope when speaking by using fillers, asking someone to repeat, explain. Listening and responding appropriately. • 	<ul style="list-style-type: none"> • Vocabulary and grammar tests • End of Module Assessments – Reading/Listening and extended piece of writing. • Dictation into Spanish • Speaking on going in class
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<p>Module 4 ¿Qué hacemos?</p>	<p>Language</p> <ul style="list-style-type: none"> • Arranging to go out • Making excuses • Clothes • Buying clothes • Getting ready to go out • Sporting events • Fancy dress outfits <p>Grammar</p> <ul style="list-style-type: none"> • Me gustaría + infinitive • Querer and poder • Reflexive verbs • This/these • Using and understanding three tenses together • Adjectives of colour • Use sequencers and frequency words <p>Exams Skills</p> <ul style="list-style-type: none"> • Use previous language • Not to see modules in isolation • Use language from previous modules • Develop answers in the writing assessments with connectives, opinions, expressions of frequency • Use the assessment time to the maximum • Do not rush assessments 	<ul style="list-style-type: none"> • Ask someone if they would like to go out • Ask where and when to meet • Say where and when to meet • Give a positive or negative reaction • Make excuses not to go out • Use exclamations • Use verb endings to translate accurately into English • Say what I do to get ready • Say what I normally wear • Say what I am going to wear • Talk about sporting events • Describe a fancy dress outfit • Use verb endings to translate accurately into English 	<ul style="list-style-type: none"> • Vocabulary and grammar tests • End of Module Assessments – Reading/Listening and extended piece of writing. • Dictation into Spanish • Speaking on going in class
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<p style="text-align: center;">Module 5 Operación verano</p>	<p>Language</p> <ul style="list-style-type: none"> • Holiday homes • Holiday activities • Giving and asking for directions • Summer camps • World trip activities • Holiday destinations <p>Grammar</p> <ul style="list-style-type: none"> • Comparatives • Superlatives • Using the imperative • Mejor and peor <p>Exams Skills</p> <ul style="list-style-type: none"> • Use previous language • Not to see modules in isolation • Use language from previous modules • Develop answers in the writing assessments with connectives, opinions, expressions of frequency • Use the assessment time to the maximum • Do not rush assessments 	<ul style="list-style-type: none"> • Describing a holiday home • Saying what holiday home you prefer • Describing what you do on holidays according to where you are (mountain, beach etc..) • Understanding holiday activities leaflets • Saying the activities you can do on holidays • Listening for directions • Giving directions • Understanding the importance of holidays camps in Spain • Describing a world trip • Listening to unfamiliar language • Listening for opinions and verb tenses • Ask what you can do in a holiday location 	<ul style="list-style-type: none"> • Vocabulary and grammar tests • End of Module Assessments – Reading/Listening and extended piece of writing. • Dictation into Spanish • Speaking on going in class • • End of Year Assessment Reading Writing Translation Grammar Extended piece of writing
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KS3 Curriculum Map – Spanish: Year 9

Topic	Knowledge <i>Substantive knowledge:</i> This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.	Skills <i>Disciplinary knowledge:</i> This is the action taken within a particular topic in order to gain substantive knowledge.	Assessment Opportunities What assessments will be used to measure student progress?
<p>Module 1 VIVA Higher/ Foundation ¡Desconectate!</p>	<p>Language</p> <ul style="list-style-type: none"> • Regions of Spain • Weather • Holiday accommodation • Complaints and dealing with problems • Holiday activities • Importance of holidays • Past holidays • Future holiday plans • Writing using a range of tenses <p>Grammar</p> <ul style="list-style-type: none"> • Using the Preterite & Imperfect Tenses together • Using the present tense • Using verbs of opinions • Using different structures to give opinions • The verb hacer in the preterite tense • Sequencers • Verbs in the “we” form • Lo major/lo peor 	<ul style="list-style-type: none"> • Understand and describe the different regions of Spain using a range of vocabulary. • Understanding the importance of Summer camps in Spanish speaking countries • Exploring Barcelona • Book holiday accommodation using appropriate language. • Explain why holidays are important with justified opinions using a range of vocabulary. • Describe past and future holidays with justified opinions, a range of tenses in extended sentences. • Describe an ideal holiday with justified opinions using the conditional tense • Translation (into English & Spanish) accurately whilst remaining true to the original meaning of the text. • Listen to a variety of forms of spoken language to obtain information and respond appropriately. • Read and show comprehension of a range of original, adapted and literary materials • 	<p>Half term</p> <ul style="list-style-type: none"> • Picture based task • 40-50 word task <p>End of Module</p> <ul style="list-style-type: none"> • Reading • Listening • 80-90 word task • Translation into Spanish

<p>Module 2 Mi vida en el insti</p>	<p>Language</p> <ul style="list-style-type: none"> • School subjects & opinions • School day and timetable • School facilities • Extra-curricular activities • Problems in school • Uniform and rules • Talking about activities and achievements • Talking about plans for a school exchange • Differences between in English & Spanish schools <p>Grammar</p> <ul style="list-style-type: none"> • Opinions • The present tense • Using negatives • Adjectival endings for colours • Los + days of the week • Comparatives • The imperfect tense • Verbs with an infinitive to describe rules • The near future • Time expressions • Sequencers • Direct object pronouns • Desde hace + present tense 	<ul style="list-style-type: none"> • Describe school subjects with justified opinions, a range of tenses and a wide range of vocab in extended sentences. • Describe the school day and timetable with justified opinions, a range of tenses and a wide range of vocab in extended sentences. • Describe school facilities with justified opinions, a range of tenses and a wide range of vocab in extended sentences. • Describe school uniform with justified opinions, a range of tenses and a wide range of vocab in extended sentences. • Talk about school problems and worries • Talk about extra curricular activities and achievements • Talk about and describe plans for a school exchange and the benefits of this • Understand and use command forms • Translation (into English & Spanish) accurately whilst remaining true to the original meaning of the text. • Listen to a variety of forms of spoken language to obtain information and respond appropriately. • Read and show comprehension of a range of original, adapted and literary materials 	<p>Half term</p> <ul style="list-style-type: none"> • Picture based task • 40-50 word task <p>End of Module</p> <ul style="list-style-type: none"> • Reading • Listening • 80-90 word task • Translation into Spanish <p>Extension</p> <ul style="list-style-type: none"> • 130-150 word task
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<p>Module 3 Mi gente</p>	<p>Language</p> <ul style="list-style-type: none"> • Family members • Adjectives • Physical and character descriptions • Digital technology • Making arrangements to go out • Reading preferences • Relationships with friends <p>Grammar</p> <ul style="list-style-type: none"> • The Present Tense • Reflexive verbs • Ser & Estar, • Preterite tense • Adjectival agreements • Using para with infinitives • Extending responses by referring to others • Present continuous tense • Improvising • Connectives • Similar ideas expressed differently • Using a range of relationship verbs 	<ul style="list-style-type: none"> • Talking: socialising with family and friends • Describing relationships with family and friends • Saying what you use digital technology for • Talking about social networks • Talking about social media • Explain how technology is used in day-to-day life with justified opinions in extended sentences. • Explain how technology has changed our lives using the perfect and present tenses in extended sentences. • Explain the advantages and disadvantages of technology using justified opinions in extended sentences. • Making arrangements to go out • Say what you are currently doing • Studying Salamanca • Saying what you like to read and why • Saying if you prefer hard back books or digital books with extended opinions and justifications • Adapting language • Understanding Miguel de Cervantes • Understanding who Malfada is • Listening out for negatives • Describing a good friend and the qualities of a good friend • Understand and use command forms • Translation (into English & Spanish) accurately whilst remaining true to the original meaning of the text. • Listen to a variety of forms of spoken language to obtain information and respond appropriately. • Read and show comprehension of a range of original, adapted and literary materials 	<p>Half term</p> <ul style="list-style-type: none"> • Picture based task • 40-50 word task <p>End of Module</p> <ul style="list-style-type: none"> • Reading • Listening • 80-90 word task • Translation into Spanish <p>Extension</p> <ul style="list-style-type: none"> • 130-150 word task
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