

Key Stage Three Spanish Curriculum Outline

Year 8 Curriculum

The majority of pupils will take up a second language in year 8 and continue with it into year 9, as well as studying French. In year 8 we focus right from the outset on communicating at sentence level as well as on structures, building on their knowledge of language acquisition gained in year 7 French. We aim to embed a deeper knowledge of core communicative functions coupled with an understanding of, and ability to use, grammatical structures including present and future tenses which allow for more autonomous use of language. Key skills such as listening, reading, memorisation, translation, coping with complex texts and unfamiliar language as well as developing fluency in speaking and writing about a variety of topics are regularly developed and consolidated in lessons/homeworks. This will provide a strong foundation for the continuation into year 9 and the GCSE course should pupils continue with Spanish at KS4.

The content of our curriculum provides learners with the ability to talk about themselves as well as others and the world around them. Through the teaching of MFL, pupils are taught to accept and embrace other languages and cultures.

Timeline	Content and assessments	Skills/ Keywords
Term 1	Talking about yourself: Introducing yourself, and giving personal information Assessment: Speaking	<ul style="list-style-type: none">● Getting used to Spanish pronunciation,● developing knowledge of key vocabulary to talk about yourself● using adjectives that end in o/a, using the verb tener (to have),● making adjectives agree with nouns,● understanding how to answer simple questions in Spanish,● beginning to learn how to use numbers and the alphabet,● making negative sentences

Term 2	<p>Free Time: Talking about hobbies and what you like doing in your free-time</p> <p>Assessment: Reading and Translation from Spanish into English</p>	<ul style="list-style-type: none"> ● Increasing vocabulary by learning about sports and activities in Spain, ● giving opinions using me gusta and an infinitive, ● using -AR verbs in the present tense, using cuando (when), using hacer (to do) and jugar (to play), ● using connectives and intensifiers, ● beginning to use adverbs of frequency, ● understanding more challenging texts, ● taking part in a longer conversation, ● beginning to understand how to formulate questions in Spanish
Term 3	<p>School: Giving opinions about your school, subjects and teachers</p> <p>Assessment: Writing and Listening</p>	<ul style="list-style-type: none"> ● Increasing vocabulary by learning the names of school subjects and facilities and more words to describe them, ● being able to use hay accurately, ● consolidating knowledge of how to use -AR verbs in the present tense, and using me gusta with nouns, ● being more aware of different articles in Spanish for gender and number, ● being aware of -ER and IR verbs and that they require different endings to -AR verbs. ● Using prediction as a listening strategy and writing longer texts. ● Becoming more aware of how to check that your work is accurate.

Term 4	<p>Family and friends: Describing your family and friends and describing where you live</p> <p>Assessment: Reading</p>	<ul style="list-style-type: none"> ● Extending and developing vocabulary by learning family words, ● using SER and TENER to describe hair and eyes to be able to describe yourself and others, ● using the verb ESTAR to be able to say where your house is, and SER for what it is like, ● and being aware that there is a difference between these two verbs. ● Planning and giving a presentation in Spanish.
Term 5	<p>Town: Talking about things to do in your town and what you are going to do. Ordering food.</p> <p>Assessment: End of Year Exams</p>	<ul style="list-style-type: none"> ● Increasing vocabulary by learning places in the town and typical Spanish drinks and snacks. ● Being able to use hay and indefinite articles to describe what is and isn't in your town, ● consolidating knowledge of how to use me gusta with an infinitive to talk about where you like living, and of using SER with adjectives to describe the town and facilities. ● Understanding how to tell the time accurately and the verb IR to say where you go at what time. ● Using the verb QUERER to be able to say what people want in the café. ● Understanding how to use the verb IR to say what you are going to do (the immediate future). ● Starting to be able to use two tenses together accurately.

Term 6	Start year 9 scheme of work after exams	
	<p>*In addition to the skills listed above the following skills will be taught throughout each year 8 topic:</p> <ul style="list-style-type: none"> ● Understand and apply rules of pronunciation ● Understand familiar language as well as work out the meaning of some unfamiliar language in context, to translate meaning into English and understand reading and listening texts ● Translate phrases into Spanish using both new and previously learnt language. ● Write accurately and in detail about the topics covered using both new and previously learnt language. <p>Assessment: summative assessments every main term covering all 4 skills as well as the end of year exam.</p>	
<p>How to support your son:</p> <ul style="list-style-type: none"> ● Encourage your son to engage with his language-learning regularly - little and often is ideal ● Support with completion of homework in particular with learning vocabulary - cover the English to check understanding from Spanish to English and then cover the Spanish to see what has been retained (English to Spanish) - test them! ● Ensure your son has the correct equipment - in particular his exercise book containing all necessary sentence builders for each topic, glue and green pen. ● Encourage your son to watch any age-appropriate Spanish programmes with subtitles, cartoons or series available on YouTube, Netflix and Amazon Prime. ● Encourage your son to listen to Spanish music eg on Spotify or YouTube ideally with lyrics 		

Year 9 Curriculum

All pupils continue with Spanish in Year 9 in addition to French. In Year 9 we continue to build on core communicative functions and grammatical structures including past and future tenses which allow for more autonomous use of language. This will provide a strong foundation for the GCSE course should pupils continue with Spanish at KS4.

The content of our curriculum continues to provide learners with the ability to talk about themselves as well as others and the world around them building upon vocabulary and structures learnt in year 8. Key skills such as listening, reading, memorisation, translation, coping with complex texts and unfamiliar language as well as developing fluency in speaking and writing about a variety of topics are regularly developed and consolidated in lessons/homeworks. We start GCSE content from Term 5 in year 9. This allows us the time to focus on learning topics and vocabulary as well as developing skills required to succeed in communication and understanding at a more complex level.

Through the teaching of MFL, pupils continue to be taught to accept and embrace other languages and cultures.

We start GCSE content after the exams in year 9. This allows us the time to focus on learning topics and vocabulary as well as developing skills required to succeed in communication and understanding at a more complex level.

Timeline	Content and assessments	Skills/ Keywords
Term 1	Holidays: Being able to give a detailed account of a past holiday including where you went, transport, activities and your opinion. Being able to compare what you did last year with what you normally do Assessment: Writing	<ul style="list-style-type: none">• Developing further knowledge of vocabulary with countries, transport and more activity verbs and opinions.• Being able to use IR in the preterite tense to say where you went and how you got there.• Using SER accurately to say what the holiday was like.

		<ul style="list-style-type: none"> ● Beginning to be able to use -AR, -ER and -IR verbs in the preterite to talk about the activities you did on holiday. ● Consolidating knowledge of key verbs in the present tense (year 8) and being able to contrast with the preterite. ● For extension the ability to use 3 tenses by also talking about where you will go next year.
Term 2	<p>My life:</p> <p>Saying what you use your phone for, saying what type of music you like, talking about film preferences and programmes you watch on the TV.</p> <p>Saying what you did yesterday.</p> <p>Assessment: Reading</p>	<ul style="list-style-type: none"> ● Developing further knowledge of vocabulary with mobile vocab, music, tv and film types. ● Consolidating knowledge of preterite and present tense in key verbs. Being able to use HACER in the preterite tense accurately to say what you did. ● Giving a range of opinions and using the comparative. ● Negative expressions.
Term 3	<p>Food:</p> <p>Saying what food you like and dislike, describing what you eat at different mealtimes, ordering a meal in a restaurant, planning a party</p>	<ul style="list-style-type: none"> ● Expanding further vocab with a wide variety of food and drink items. ● Embedding knowledge of how to accurately use me gusta + noun, and me gusta + infinitive. ● Using a wide range of opinion verbs and adjectives to describe your tastes, understanding how meal verbs are used

	<p>Assessment: Speaking</p>	<p>different in Spanish,</p> <ul style="list-style-type: none"> • being able to use quantities with food. • Understanding the difference between tu/usted. • Using 3 tenses together to give an account of a party.
Term 4	<p>Going out:</p> <p>Arranging to go out, making excuses, discussing how you get ready, talking about the clothes you wear</p> <p>Assessment: Listening</p>	<ul style="list-style-type: none"> • Developing knowledge of vocab with more places in the town, prepositions, and clothes. • Using me gustaría to talk about where you would like to go, making excuses using QUERER, PODER and TENER que. • Using llevar to talk about what you wear. • Appreciating the existence of reflexive verbs in Spanish and beginning to understand how to use them. • Using reflexive verbs in the first person to talk about getting ready. • Saying these and those. • Practising using 3 tenses to talk about sporting events.
Term 5	<p>Operation Summer:</p> <p>Describing holiday homes, describing what you can do in different places, asking for directions, talking about summer camps.</p>	<ul style="list-style-type: none"> • Extending vocabulary by learning rooms of the house, more places in the town, and holiday activities. • Using comparatives and superlatives to be able to describe different holiday accommodation and activities. • Using se puede and PODER to describe

	Assessment: End of Year Exams	<p>what you can do in different places.</p> <ul style="list-style-type: none"> ● Being able to ask for directions and use the imperative to give directions. ● Embedding use of 3 tenses by talking about holiday camps.
Term 6	Start GCSE course after the exams	
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