












Key Stage 3 Curriculum Overview 2023-24: Spanish

Progression from Key Stage 2 and Progression through Key Stage 3:

	Autumn Term	Spring Term	Summer Term
Year 6	<p>Students at the end of Key Stage 2 should be able to:</p> <p>Know:</p> <ul style="list-style-type: none">• The patterns and sounds of the language studied• how to broaden vocabulary by using dictionaries• how to read carefully• how to appreciate the culture studied <p>Do:</p> <ul style="list-style-type: none">• Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help• Listen attentively to spoken language and show understanding by joining in and responding• Speak in sentences• Present ideas and information orally to a range of audiences• Describe places, people and things orally and in written forms• Understand simple written phrases• Create sentences and express ideas clearly <p>Remember:</p> <ul style="list-style-type: none">• The basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine forms and the conjugation of high-frequency verbs• Key features and patterns of the language and how to apply these, for instance, to build sentences; and how these differ from or are similar to English.• Phrases from memory, how to adapt them and create new sentences and express ideas clearly		
Year 7	<p>Key question: What is Spanish culture?</p> <p>-Where is Spanish spoken? -Introductions</p> <div data-bbox="235 1348 660 1436" style="border: 1px solid black; padding: 5px; display: inline-block;"><p><u>The Spanish-speaking world</u></p></div> 	<p>Key question: How do I talk about my free time?</p> <p>-Free time activities -Introduction to conjugation -Describing sports -Describing the weather</p>	<p>Key question: How do I talk about where I live?</p> <p>-Describing different types of homes -Describing towns -Recognising past, present and future events</p>

	<p>Key question: How do I talk about myself? -Describing my personality</p> <p>Key question: How do I talk about my family and friends? -Describing people's physical appearance -Giving extended descriptions of family and friends</p> <p>How are customs and festivals celebrated?</p> <p><u>My family, my friends, and me</u> </p>	<p>-Activities with family and friends -Enhancing our linguistic skills</p> <p><u>Free time and hobbies</u> </p>	<p>Key question: How are customs celebrated? -Exploring Spanish festivals and towns -Revision of topics seen so far</p> <p><u>My area</u> </p> <p><u>The Spanish-speaking world</u> </p>
<p>Year 8</p>	<p>Key question: What's my daily life like? -Use of technology -Music -TV</p> <p>-Opinions on food -Healthy living -Authentic dishes -Routines</p> <p><u>My daily life</u> </p>	<p>Key question: How do I make plans? -Giving excuses and negotiating plans -Getting ready and routines -Clothes and traditional clothing/culture</p> <p>Key question: How do I talk about holidays? -Case study of tourism in Mallorca -Types of accommodation -Describing a past holiday -Semana Santa</p> <p><u>My area</u> </p> <p><u>Travel and The Spanish-speaking world</u> </p>	<p>Key question: How do I talk about global issues? -Children of the world and children's rights -Issues in the local area -Fairtrade -Sporting events/festivals</p> <p>Consolidation</p> <p><u>The Spanish-speaking world</u> </p> <p>End of year presentations</p>
<p>Year 9</p>	<p>Key question: How do I describe my relationships with family and friends? Describing relationships with friends and family</p>	<p>Key question: How do I talk about my life at school? -School subjects</p>	<p>Key question: How do I talk about Spanish-speaking cultures? -Festivals</p>

- What makes a good friend
- Making plans with friends and family
- Reading and leisure

My family, my friends, and me



- Describing teachers
- Describing facilities
- Comparing school with primary school
- School rules

School Life



- Events
- Weather and climate change in the Hispanic world

Key question: **How do I operate in Spanish-speaking countries?**

- Shopping
- Asking for directions
- Booking a hotel

The Spanish-speaking world



By the end of Key Stage 3, a student should be able to:

Appreciate the importance and value of language learning, have an appreciation and understanding of other cultures and be equipped with the skills required to continue language learning. They should also be aware of the transferrable skills and benefits that learning a language brings. Throughout this period, they should be inspired to develop a love of learning. Language learning is also complimented with opportunities for enrichment.

In addition, students should:

Know

- Customs and celebrations related to the Hispanic world
- Understand the Hispanic world and its history of the people and language
- Identify and use tenses or other structures which convey the present, past, and future as appropriate to the language being studied
- The grammatical terminology which linguists use
- A variety of forms of the spoken language
- The benefits of learning a language and how diversity is an integral part of British Values and the multicultural world that we live in

Do

- 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
- Speak and write using authentic communication, reflective of authentic communication (not simply relying on pre-learned structures)
- Write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- 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
- Discover and develop an appreciation of a range of writing in the language studied
- Transcribe words and short sentences that they hear with increasing accuracy – using phonics awareness to support accurate spellings
- Initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address – learning and utilising repair strategies
- Express and develop ideas clearly and with increasing accuracy, both orally and in writing
- Speak coherently and confidently, with authentic pronunciation and intonation as a result of phonic awareness
- Read and show comprehension of original and adapted materials from a range of different sources including authentic resources, understanding the purpose, important ideas and details, and provide an accurate English translation of, 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
- Write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate written text accurately into the foreign language

Remember

- The difference between past, present and future time frames and that different tenses are used in these time frames
- The similarities and differences between English, Spanish and other languages that they speak or have studied
- How to conjugate verbs in three time frames in a range of paradigms
- Phonics rules for pronunciation
- Key vocabulary taught throughout the course