

Subject overview: KS3 Spanish

Subject Rationale (Intent)

The MFL department aims for every student to have a strong basis in grammar and memorisation skills and increase their ability to make connections between different areas of study. Throughout all key stages there is a deep desire to enhance the breadth of cultural capital of all students and create truly global citizens.

Ian Bauckham's key findings in his MFL Review form the basis of our approach to the KS3 language curriculum as we think that they will help us to establish the building blocks required for confident KS4 performances in the four skills of **Reading, Writing, Listening and Speaking**. We therefore replicate the KS4 skills requirement as closely as we can at KS3.

We are focussing on three key areas: **Curriculum, Pedagogy and Automaticity**.

In the MFL Curriculum the knowledge to be covered and mastered by students includes: grammar; vocabulary and phonics; the ability to combine these with a degree of automaticity in order to communicate effectively in a range of contexts. We also aim to develop automaticity in a language over time so that through regular meaningful practice students can access language in their long term memory without conscious thought.

It also includes the **explicit** knowledge of the grammar of a language, and the associated **terminology** and is especially important when teaching non-native speakers who have little opportunity to experience the language learned outside of the classroom. Our pedagogical approach to this involves; sequencing, teaching, practising, modelling and assessing. Key elements of this process include **error anticipation, correction and redrafting**. We are also implementing elements of the Conti Method to support this.

The blended learning approach in the MFL curriculum facilitates a high level of challenge for all students be it through differentiated Google Classroom lessons or the use of a plethora of digital platforms, such as Seneca Learning, Memrise or Word Wall. Within lessons, students are pushed through the use of audio-visual resources to stretch their ability to recognise authentic language use. In key stage 3, flipped learning is used to develop vocabulary acquisition.

YEAR 7

Term	Topic sequence (What are you teaching?)	Topic sequence rationale (Why are you teaching this and how does it link to prior learning?)	Main methods of assessment
Term 1:1	Módulo 1- Mi Vida (Book Viva 1) <ul style="list-style-type: none"> ● Definite articles (<i>el, la, los, las</i>) ● Indefinite article (<i>Uno, unas</i>) ● Verb endings in the present tense with <i>ser</i> and <i>tener</i> ● Adjectival agreement (<i>o, a</i>) and negation ● Numbers, dates, birthdays, pets 	<p>We choose this topic as it is directly relatable to personal experience and raises student motivation to describe areas of their own lives.</p> <p>Our aim in this topic is to embed the use of the core verbs to have and to be across the full paradigm as well as developing mastery of the grammar rules relating to adjectival agreement with masculine, feminine, singular and plural adjectives. We are also broadening the range of adjectives so as to be able to structure writing and paragraphs at greater length and</p>	<p>Summative Reading and Writing assessment at the end of term 1. (1:1) This will form the baseline for year 7.</p>

		<p>with greater authenticity by being able to describe oneself, one's family and/or one's friends more extensively. We develop the use of dates up to 31 in the reference to birthdays and learn ordinal number usage.</p> <p>We introduce pets and make use of the third person singular with regular verbs core verbs <i>ser</i> and <i>tener</i>.</p> <p>Cultural context - In the week of All Soul's Day, we present the tradition of the Day of the Dead. In the last week of term 1:2 - present the traditions of help as part of Christmas and new year in the Spanish speaking world.</p>	
<p>Term 1:2</p>	<p>Módulo 2 Mi Tiempo libre - Unidad 1 Opinions <i>me gusta, no me gusta, me gusta mucho, no me gusta nada</i></p> <p>Módulo 2 Mi Tiempo libre - Unidad 2 and Unidad 3</p> <ul style="list-style-type: none"> • Discussing hobbies in the present tense and the weather • AR verbs in the present tense (full paradigm) <p>Módulo 1 - Unidad 4 and Unidad 5</p> <ul style="list-style-type: none"> • Introduction to hobbies and days of the week. • Introduction to the present tense verb - <i>jugar</i> (stem-changing verb, full paradigm) • 	<p>Passive recognition of <i>me gustaria</i> and use thereof by native speakers as extension of tense usage is introduced here for the very able or native speakers.</p> <p>Recapitulation of present tense verb usage with the full paradigms to describe possession in relation to pets. Recapitulation of pets and negation through description of pets.</p> <p>Develop building blocks of term 1 in relation to present tense verbs to deepen use and understanding of AR verbs as well as developing greater understanding of the interrogative form.</p> <p>We develop the use of present tense AR verbs with the weather and seasons such as <i>hace frío, hace sol hace buen tiempo, llueva, nieva, en primavera</i> and <i>en verano</i>.</p> <p>We also introduce the question form, <i>quando</i>.</p> <p>Cultural context - present traditions around the festival of Carnival and Easter (<i>Semana Santa</i>) in the Spanish speaking world Students build on their base-level knowledge of language around hobbies to discuss a wider range of leisure activities.</p> <p>Recapitulation of use of <i>quando</i>.</p> <p>Longer, more complex reading to Develop understanding or longer, more challenging texts.</p> <p>Develop understanding of the interrogative form with questions such as:</p> <ul style="list-style-type: none"> • <i>¿Qué deportes haces? ¿Eres fanático/a?</i> • <i>¿Qué haces en tu tiempo libre?</i> • Core hobbies vocabulary includes • <i>Hago equitación, Hago natación.</i> 	<p>Módulo 2 Assessment - Listening, Reading and Assessment</p>

		<ul style="list-style-type: none"> • <i>Juego al fútbol, Juego al tenis.</i> • <i>Juego al voleibol, Juego al baloncesto.</i> <p>Students build on their base-level knowledge of language around hobbies to discuss a wider range of leisure activities.</p> <p>Recapitulation of use of <i>quando</i>.</p> <p>Longer, more complex reading to Develop understanding or longer, more challenging texts.</p> <p>Develop understanding of the interrogative form with questions such as:</p> <ul style="list-style-type: none"> • <i>¿Qué deportes haces? ¿Eres fanático/a?</i> • <i>¿Qué haces en tu tiempo libre?</i> • Core hobbies vocabulary includes • <i>Hago equitación, Hago natación.</i> • <i>Juego al fútbol, Juego al tenis.</i> • <i>Juego al voleibol, Juego al baloncesto.</i> • 	
Term 2:1	Módulo 3 Mi Insti - Unidad 1,2,3,4,5,6. <ul style="list-style-type: none"> • Daily Routine using ER and IR verbs (full paradigm) • School subjects • using <i>me gusta(n) + el/lallos/las</i> when giving opinions about subjects • definite articles and adjectival agreement in sentences giving opinions • plural indefinite articles <i>unos/unas</i> (meaning 'some') • plural definite articles <i>los/las</i> (meaning 'the') • present tense of regular <i>-er</i> and <i>-ir</i> verbs (full paradigms) 	<p>New adjectives to describe school subjects introduced for the first time. Adverb, <i>normalmente</i> introduced for the first time.</p> <p>Develop listening strategies to identify specific details from longer passages of spoken Spanish.</p> <p>Cultural context - Compare school in UK, Spain and the Spanish-speaking world; choose places that some of your Spanish speakers originate from.</p> <p>Review of use of when to use the definite and indefinite article and plurals. Recapitulation of opinions.</p>	Módulo 3 Assessment Listening, Reading and 40/90 Writing to be completed before reports due
Term 2:2	Módulo 4 Mi Familia y mis amigos - Unidad 1,2,3,4,5 Describing your family Describing your hair and eye colour Saying what other people look like	<p>This is the first point of contact that year 7 will have with the topic of Family and friends which is also one of the compulsory topics taught at GCSE.</p> <p>Possessive adjectives <i>mi/tu/su</i> and <i>mis/tus/sus</i> irregular verbs <i>tener</i> and <i>ser</i></p>	Módulo 4 Assessment Listening, Reading and 40/90 Writing

	<p>Describing where you live Reading about the carnival in Cadiz Looking up new Spanish words in a dictionary</p>	<p>position of adjectives (after the noun) Agreement of adjectives with nouns the verb <i>estar</i> Using verbs in the third person</p>	
Term 3:1	<p>Módulo 5 Mi Ciudad</p> <ul style="list-style-type: none"> • Describing your town or village • Using 'a', 'some' and 'many' in Spanish • Telling the time • Using the verb <i>ir</i> (to go) • Ordering in a café • Using the verb <i>querer</i> (to want) • Saying what you are going to do at the weekend • Using the near future tense • Understanding people describing their town • Listening for detail 	<p>This topic allows pupils to be able to describe and give opinions using knowledge of their own town and the world they live in.</p> <p><i>un/una, unos/unas</i> and <i>muchos/muchas</i> <i>ir</i> – to go (present tense) stem-changing verb <i>querer</i> the near future tense (<i>voy, vas, va, etc.</i> + infinitive)</p>	<p>Módulo 5 Assessment Listening, Reading and 40/90 Writing as part of the summer examination cycle</p>
Term 3:2	<p>Módulo 5 Mi Ciudad cont'd Cultural awareness project</p>	<p>In the summer term we aim to deepen and broaden understanding of the Hispanic world. This is of particular importance as a number of our pupils originate from Latin America and this series of lessons allows us to recognise and validate their heritage.</p> <p>We plan to deepen and broaden cultural appreciation of the Hispanic world.</p> <p>Focussing on: Cuba: Revolution, History, Relationship with USA, The status of Cuba in the world today. Teachers will present this country as part of cross curricular understanding of geopolitics and then this will act as a model for our pupils to conduct research projects on: Mexico, Argentina, Colombia and Chile Venezuela, Costa Rica, Dominican Republic and Panama and Peru. The Incan Empire and Mythology will form our final cross curricular activity and aims to demonstrate both history, architecture and art. Pupils will develop their ability to: Read for gist- understanding data from authentic materials and websites Develop research skills and better use of the chromebook to find authentic data</p>	<p>Speaking as part of the summer examination cycle</p>

YEAR 8			
Term	Topic sequence (What are you teaching?)	Topic sequence rationale (Why are you teaching this and how does it link to prior learning?)	Main methods of assessment
Term 1:1	Viva 2 - Módulo 1 Mis vacaciones <ul style="list-style-type: none"> • Saying what you did on holidays 	Introduction to the preterite for the first time. This vocabulary and grammatical structure is taught for the first time at this point. <i>¿Adónde fuiste de vacaciones?</i> <i>el año pasado</i> <i>el verano pasado</i> <i>Fui a...</i> <i>Escocia, España, Francia</i> <i>¿Con quién fuiste?</i> <i>Fui con...</i> <i>mi clase, mi familia, mis padres</i> <i>¿Cómo fuiste?</i> <i>Fui/Fuimos en...</i> <i>autocar, avión, barco, coche</i> Reference to family members, days and months will be reviewed here. Transition is made from the present to the past. AR,IR and ER verbs are now presented in the preterite. The verb <i>ser</i> is also introduced in the past tense to be able to express opinions in the past tense. Focus on identification of the difference between present and preterite forms in relation to -AR verbs in the “we” form. New adjectives relating to holidays are presented as well as longer phrases to develop more complex justification of opinion. The interrogative is reviewed in the context of the past rather than the present. Cultural context - In the week of All Soul’s Day, we present the tradition of the Day of the Dead. In the last week of term 1:2 - present the traditions of help as part of Christmas and new year in the Spanish speaking world.	Module 2 Assessment Listening, Reading and Writing- focus on consolidation of the preterite and 90 word writing and translation into Spanish
Term 1:2	Viva 2-Módulo 2 <i>Todo sobre mi vida</i> Explaining how you use your phone	Reference to family members, days and months will be reviewed here. The present tense is consolidated from year 7. AR,IR and ER verbs are now presented in the full paradigm.	Viva 2- Module 2 Assessment Listening, Reading and Writing 40/90

		<p>New adjectives relating to technology and freetime are presented as well as longer phrases to develop more complex justification of opinion and build on year 7 knowledge.</p> <p>The interrogative in the present tense is reviewed.</p>	word essay
Term 2:1	<p>Viva 2 Módulo 3 - A comer</p> <ul style="list-style-type: none"> • Giving opinions about food • Agreement of adjectives • Comparisons 	<p>Use of <i>me gusta</i> reviewed and extended to <i>mi gusta</i> with the use of the infinitive. Broadening of adjective bank from self and personal appearance in year 7 and holidays in term 1 of year 8.</p> <p>Mastery of recognition of the preterite and the present tense with regular and irregular verbs with particular focus on the 3rd person singular. Regular and irregular verbs in the present are now recycled.</p>	<p>Module 3 Assessment Listening, Reading and Writing with particular focus on the 40/90 word essay using 2 tenses.</p>
Term 2:2	<p>Viva 2 Módulo 4-¿Qué hacemos? Discussing what to buy for a party</p> <ul style="list-style-type: none"> • Give an account of a party • Arranging to go out using 	<p>Use of <i>me gusta(n)</i> + definite article developed.</p> <p>Development of the use of negation with, <i>no, nunca, no...nada</i> Formal and informal address introduced in the use of "You", <i>Tú/usted/ustedes</i> Using the present and the preterite together. Consolidation of verb use in the past and review of the present. Consolidation of adjectival agreement within the broader context of the topics taught across the year. Greater ability to recognise the differences between the tenses. Use of <i>me gustaría</i> reviewed.</p>	<p>Module 4 Assessment Speaking and role play, practice writing assessment 40/90 words using three tenses</p>
Term 3:1	<p>Viva 2 Módulo 5 Operación verano</p> <ul style="list-style-type: none"> • Clothes • Talking about sporting events using three tenses 	<p>Use of <i>poder</i> and <i>querer</i> (Stem changing verbs in the present tense) Reflexive verbs in the present tense Sequencing - <i>primero, Luego, Después, finalmente, siempre, veces, nunca</i> Introduction to demonstrative adjectives - This/these <i>este/esta/estos/estas</i> Review of the indefinite article Review of colours</p>	<p>Module 4 Assessment Listening, Reading, Translation and 40/90 word essay This will form part of the summer exams</p>
Term 3:2	<p>Módulo 5</p> <ul style="list-style-type: none"> • Unidad 5,6 - Operación verano • revision and summer project 	<p>Extensive practice of three tenses More complex opinions and descriptions using new adjectives to be practised. Recycling of all tenses, sequencing, opinions, justification of</p>	<p>Module 5 Assessment Reading, Writing and</p>

	<ul style="list-style-type: none"> Talking about sporting events using three tenses 	opinions and use of a range of pronouns to be mastered in writing and recognised in longer reading and listening passages. Strategies for information gathering in listening and reading passages reviewed in preparation for year 9.	translation. This will form part of the summer assessment
Year 9			
Term	Topic sequence (What are you teaching?)	Topic sequence rationale (Why are you teaching this and how does it link to prior learning?)	Main methods of assessment
Term 1:1	Viva 3 Module1 Somos asi (Identity and Culture) <ul style="list-style-type: none"> Things we like Daily Routine Fims Birthdays Describing outings 	<p>This module is a recapitulation of the present tense, regular and irregular verbs. The preterit is revisited and the future tense is explored in greater depth. Grammatical points covered in years 7 and 8 are recycled here as a starting point for year 9.</p> <p>definite article with opinions present tense of <i>ir, hacer, ser</i> (full paradigm) pronunciation of <i>c</i> present tense of regular <i>-ar, -er and -ir</i> verbs (full paradigm) near future tense definite and indefinite articles the preterite (full paradigm) recognising tenses preterite of <i>hacer</i> (full paradigm)</p>	Module 1 Assessment Listening, Reading, Translation and 40/90 word essay This will form part of the summer exams
Term 1:2	Viva 3 Module 2 Oriéntante (Work- current and future employment) <ul style="list-style-type: none"> What you do at work Job preferences Future plans Describing jobs 	<p>This module is timely as it corresponds with the Pathways programme that occurs at this point in year 9. The topic of work is being taught for the first time at KS3 and is an important topic at KS4 as part of Theme 3. In this module the following grammatical points are studied:</p> <p><i>tener que</i> + infinitive adjective agreement present tense <i>v.</i> near future tense verb patterns: regular and irregular Skills covered in this module include: Coping with authentic texts Skimming and scanning texts using reference materials Research skills Vocabulary problem solving</p>	Module 2 Assessment Listening, Reading, Translation and 40/90 word essay This will form part of the summer exams

Term 2:1	Viva 3 Module 3 En forma (Health) <ul style="list-style-type: none"> ● Talking about diet ● Talking about an active lifestyle ● Daily Routine ● Getting fit ● Talking about ailments 	<p>This module is the first time that the topic of health is tackled at KS3 and is a core component of GCSE particularly with regard to role plays. In this module the following grammatical points are studied:</p> <p>direct object pronouns stem-changing verbs <i>jugar</i> and <i>preferir</i> preterite of <i>jugar</i> and <i>empezar</i> reflexive verbs (no) <i>se debe</i> <i>me duele(n)</i></p>	Module 3 Assessment Listening, Reading, Translation and 40/90 word essay This will form part of the summer exams
Term 2:2	Viva 3 Module 4 Jóvenes en acción (Local area, and charities) <ul style="list-style-type: none"> ● Talking about childrens' rights ● Fairtrade ● Recycling ● Changes in towns ● Find-raising 	<p>This module introduces themes of charity and local area for the first time and forms a key part of GCSE. Pupils will be able to draw upon their own experiences of fund-raising and charitable work as a school to develop richer responses on this topic. In this module the following grammatical points are studied:</p> <p>The irregular verb <i>poder</i> 3rd person present tense (singular and plural) <i>se debería</i> + infinitive the imperfect tense The use of a range of tenses and how best to apply this to a 90 and a 150 bullet point writing questions will be taught at this point.</p>	Module 4 Assessment Listening, Reading, Translation and 90/150 word essay This will form part of the summer exam requirement in term 3:1
Term 3:1	Viva 3 Module 5 Une aventure en Madrid (Local area, travel and tourism) <ul style="list-style-type: none"> ● Meeting and greeting people ● Understanding instructions ● Buying souvenirs ● Future plans ● Comparing people and things 	<p>This module focuses on transactional language used ,”in situ” and forms an important introduction to the speaking components of the GCSE examination. In this module the following grammar points and skills are studied:</p> <p>the irregular verbs <i>tener, poder and querer</i> the comparative, the superlative The future tense</p>	Module 5 Assessment Listening, Reading, Translation, speaking and 90/150 word essay This will form part of the summer exam requirement.
Term 3:2	End of year assessments and consolidation of skills	<p>This last half term includes KS3 summer examinations. As part of our enrichment programme for year 9 this last half term includes a series of projects based on the Spanish speaking world(this mirrors year 8) using the past and future tenses in the context of holidays.</p>	Low- stakes formative assessment on speaking post summer exams.