

## NATIONAL CURRICULUM | KS3

***“Modern foreign language Teaching may be of any modern foreign language and should build on the foundations of language learning laid at key stage 2, whether pupils continue with the same language or take up a new one. Teaching should focus on developing the breadth and depth of pupils’ competence in listening, speaking, reading and writing, based on a sound foundation of core grammar and vocabulary. It should enable pupils to understand and communicate personal and factual information that goes beyond their immediate needs and interests, developing and justifying points of view in speech and writing, with increased spontaneity, independence and accuracy. It should provide suitable preparation for further study.”***

Pupils should be taught to:

### Grammar and vocabulary

- identify and use tenses or other structures which convey the present, past, and future as appropriate to the language being studied
- 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.

### Linguistic competence

- listen to a variety of forms of spoken language to obtain information and respond appropriately
- transcribe words and short sentences that they hear with increasing accuracy
- initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address
- express and develop ideas clearly and with increasing accuracy, both orally and in writing
- speak coherently and confidently, with increasingly accurate pronunciation and intonation
- read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, 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 short written text accurately into the foreign language.

## SUBJECT OVERVIEW | YEAR 7

|                                           | TOPICS COVERED                                                                                                                                                                                              | GRAMMAR                                                                                                                                                                                             | CULTURE                                                                           | ASSESSMENT                                                                                                                                                          |
|-------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit 1:<br/>Hola</b>                   | Greetings and introductions<br>Alphabet<br>Numbers 1-31<br>Months of the year and days of the week<br>School bag items<br>Classroom items                                                                   | Tener in the present tense<br>Gender of nouns<br>Indefinite articles<br>Definite articles<br>Negative structures                                                                                    | Día de los Muertos<br><br>Cities in Spain seen in ¿Dónde vives? Lesson.           | Vocab tests<br>Memory recall starters<br>Mid-unit standardised writing - 40 words<br>End of unit assessment - speaking and writing<br>+ cultural question           |
| <b>Unit 2:<br/>Mi Familia</b>             | Family members<br>Pets<br>Descriptions of hair and eyes<br>Descriptions of personality                                                                                                                      | Possessive pronouns<br>Recap of indefinite article<br>Etre and avoir in first, second and third person – concept of conjugation<br>Recap of definite article<br>Adjectival agreement – m/f/impl/fpl | Christmas in Spain                                                                | Vocab tests<br>Memory recall starters<br>Mid-unit standardised writing – 40-90 words<br>KAST 1                                                                      |
| <b>Unit 3:<br/>Mi Colegio</b>             | School subjects<br>Opinion phrases + justifications<br>Describing teachers<br>School timetable<br>Classroom activities<br>In the school canteen                                                             | Recap of gender<br>Recap of adjectival agreement<br>Conjugating -ar -er and -ir verbs (e.g. estudiar, leer, comer, escribir) into the present tense<br>Recap of indefinite article                  | Throughout unit – making comparisons between Spanish, French and English schools. | Vocab tests<br>Memory recall starters<br>Mid-unit standardised writing – 40-90 words<br>End of unit assessment – speaking and writing<br>+ cultural question        |
| <b>Unit 4:<br/>Mi Casa</b>                | Describing where you live<br>Adding extra detail to sentences<br>Describing the rooms in your home<br>What do you do at home?<br>Describing what is in your room<br>Daily routine                           | Recap of adjectival agreement<br>Recap of present tense conjugations<br>Intro to stem changing verbs<br>Using prepositions to describe where things are.<br>Intro to reflexive verbs                | Football and Flamenco                                                             | Vocab tests<br>Memory recall starters<br>Mid unit standardised writing – 90-150 words<br>End of unit reading and listening assessment inc grammar/culture questions |
| <b>Unit 5:<br/>Mi Ciudad</b>              | Describing your town and comparing it to another town<br>Saying what is in your town and giving directions<br>Inviting someone out<br>Describing the weather<br>What will you do in your town this weekend? | Recap of adjectival agreement<br>Comparative structures<br>Using estar<br>Intro to the near future tense                                                                                            | Madrid                                                                            | Vocab tests<br>Memory recall starters<br>Mid unit standardised writing – 90-150 words<br>End of year KAST                                                           |
| End of year culture point - Petit Nicolas |                                                                                                                                                                                                             |                                                                                                                                                                                                     |                                                                                   |                                                                                                                                                                     |

### LOW RISK ASSESSMENT

#### RAP PIECES

#### REVISITING TOPIC/GRAMMAR POINT

## SUBJECT OVERVIEW | YEAR 8

|                                                     | TOPICS COVERED                                                                                                                                                                          | GRAMMAR                                                                                                                                                            | CULTURE                                                                                  | ASSESSMENT                                                                                                                                                   |
|-----------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit 1:<br/>Mi Tiempo Libre</b>                  | Free time activities<br>Frequency phrases<br>Telling the time – <b>recapping numbers 1-25</b><br>Sports<br>Places in town<br>Plans for next weekend                                     | Key infinitive verbs<br><b>Recap of the present tense of regular verbs</b><br>Present tense of irregular verbs<br>Near future tense                                | Cities in Spain - Madrid and Bilbao                                                      | <b>Vocab tests</b><br><b>Memory recall starters</b><br><b>Mid-unit standardised writing – 90-150 words</b><br>End of unit assessment – speaking and writing  |
| <b>Unit 2:<br/>Diviertete</b>                       | Types of TV programmes<br>Types of films<br><b>Recap of opinion phrases with justifications</b><br>Inviting someone to go out – <b>revisiting places in town.</b>                       | <b>Recap of definite and indefinite articles</b><br>Recap of adjectival agreement<br>Comparatives and superlatives<br>Basic conditional “Te gustaria” + infinitive |                                                                                          | <b>Vocab tests</b><br><b>Memory recall starters</b><br><b>Mid-unit standardised writing – 90-150 words</b><br>KAST 1 – reading and listening                 |
| <b>Unit 3:<br/>El Mundo<br/>Hispano-hablante</b>    | Peru and Argentina<br>Colonial past<br>Where I am going to visit -<br>Machu Pichu and Iguazu falls<br>Daily routine of inhabitants                                                      | <b>Recap of the future tense</b><br><b>Recap of reflexive verbs</b>                                                                                                | Throughout unit                                                                          | <b>Vocab tests</b><br><b>Memory recall starters</b><br><b>Mid-unit standardised writing – 90-150 words</b><br>End of unit assessment – speaking and writing  |
| <b>Unit 4:<br/>La Ropa</b>                          | Items of clothing<br>Describing your style<br>Discussing different types of shops<br>Describing and giving opinions on school uniform                                                   | <b>Recap of articles</b><br><b>Recap of adjectival agreement</b>                                                                                                   | Barcelona                                                                                | <b>Vocab tests</b><br><b>Memory recall starters</b><br><b>Mid-unit standardised writing – 90-150 words</b><br>End of unit assessment – reading and listening |
| <b>Unit 5:<br/>Vacaciones</b>                       | Holiday destinations – names of countries<br>Modes of transport<br>Holiday activities<br>Describing a past holiday<br>Giving opinions on a past holiday.<br>Travelling to South America | Preterit tense of ir and ser<br>Preterit tense of regular verbs<br>Use of “Lo pasé” + adjective                                                                    | Latin American countries (Spanish speaking)<br>History of the Spanish in Mexico and Peru | <b>Vocab tests</b><br><b>Memory recall starters</b><br><b>Mid-unit standardised writing – 90-150 words</b><br>End of year KAST                               |
| <b>End of year culture point - Extra en español</b> |                                                                                                                                                                                         |                                                                                                                                                                    |                                                                                          |                                                                                                                                                              |

### LOW RISK ASSESSMENT

#### RAP PIECES

#### REVISITING TOPIC/GRAMMAR POINT

## SUBJECT OVERVIEW | YEAR 9

|                                      | TOPICS COVERED                                                                                                                                                                                          | GRAMMAR                                                                                                                                                                                   | CULTURE                              | ASSESSMENT                                                                                                                              |
|--------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit 1:<br/>La Comida</b>         | Items of food and drink<br>Describing mealtimes<br>Ordering food in a restaurant<br>Talking about a special meal                                                                                        | Recap of the definite and indefinite articles<br>Recap of the preterit tense                                                                                                              | Food from the Spanish speaking world | Vocab tests<br>Memory recall starters<br>Mid-unit standardised writing – 90-150 words<br>End of unit assessment – speaking and writing  |
| <b>Unit 2:<br/>Sevilla</b>           | Places in Sevilla – what are you going to do there?<br>Buying souvenirs<br>Asking for directions<br>Going for tapas<br>Describing a past visit                                                          | Recap of the near future tense<br>Recap of the definite article<br>Recap of the preterit tense – regular and irregular verbs                                                              | Throughout                           | Vocab tests<br>Memory recall starters<br>Mid unit standardised writing – 90-150 words<br>KAST 1 – reading and listening                 |
| <b>Unit 3:<br/>El Trabajo</b>        | Jobs and places of work<br>Saturday jobs<br>Work experience<br>Post-16 plans<br>My CV and job interview                                                                                                 | Recap of masculine and feminine nouns<br>Tengo que + infinitive<br>Recap of the preterit and near future tenses<br>Two verb structures – querer + infinitive and me gustaria + infinitive |                                      | Vocab tests<br>Memory recall starters<br>Mid unit standardised writing – 90-150 words<br>End of unit assessment – speaking and writing  |
| <b>Unit 4:<br/>Nuestro Planeta</b>   | Environmental problems and potential solutions<br>Volunteering<br>Social issues e.g. homelessness                                                                                                       | Se debe/Es Necesario/Es mejor + infinitive<br>Para+infinitive<br>Using all three non-negotiable tenses together                                                                           |                                      | Vocab tests<br>Memory recall starters<br>Mid unit standardised writing – 90-150 words<br>End of unit assessment – reading and listening |
| <b>Unit 5:<br/>La Salud</b>          | Parts of the body<br>Illnesses and injuries<br>In the pharmacy<br>Do you have a healthy diet? <b>Healthy vs unhealthy foods</b><br><b>Recap of frequency phrases</b><br>Talking about lifestyle changes | Using me duele(n)<br><b>Recap of estar</b><br>Using hay que + infinitive and debes que +infinitive<br><b>Using all three non-negotiable tenses together</b>                               | Las Fallas and Los Castels           | Vocab tests<br>Memory recall starters<br>Mid unit standardised writing – 90-150 words<br>End of year KAST                               |
| End of year culture point - Valentin |                                                                                                                                                                                                         |                                                                                                                                                                                           |                                      |                                                                                                                                         |

### LOW RISK ASSESSMENT

#### RAP PIECES

#### REVISITING TOPIC/GRAMMAR POINT