






KS3 Spanish Curriculum Map

<p><u>Intent:</u></p> <ul style="list-style-type: none"> • broaden students’ horizons, and to provide them with an opening to, and appreciation of, other cultures. • aid mutual understanding, a sense of global citizenship and personal fulfilment. • provide students with a deep linguistic and cultural experience, through the use of authentic materials which bring the languages studies to life, and show their use in a “real-world” context. • compare and contrast the similarities and differences between English and the languages studied, and learn how languages can be manipulated and applied in different ways. • lay the foundations for future study of other languages and support the development of oracy and literacy skills in the students’ own language. 	<p><u>Intrinsic Subject Value</u></p> <ul style="list-style-type: none"> • increased understanding and acceptance of people/culture/customs from other countries and language groups • development of language-learning skills, transferable to learning ANY language • greater awareness and understanding of how English works • development of problem-solving and communication skills • extension of students’ cultural capital, by exposing them to the language and cultural aspects of the Spanish-speaking communities
<p><u>KS2 MFL Curriculum</u></p> <p>KS2 pupils should be taught to:</p> <ul style="list-style-type: none"> • listen attentively to spoken language and show understanding by joining in and responding • explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help • speak in sentences, using familiar vocabulary, phrases and basic language structures • develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases • present ideas and information orally to a range of audiences • read carefully and show understanding of words, phrases and simple writing • appreciate stories, songs, poems and rhymes in the language • broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary • write phrases from memory, and adapt these to create new sentences, to express ideas clearly • understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. 	<p><u>Themes that run through the curriculum</u></p> <ul style="list-style-type: none">  Phonics  Vocabulary  Grammar  Language-learning skills  Cultural Awareness

Spanish Term 1 – Mi vida

Rationale:

Students will learn some background to the language, including which countries speak Spanish. They will learn how to pronounce Spanish words, making a correlation between the written and spoken word. They will begin to acquire the language needed to introduce themselves, giving (and understanding) basic personal details such as name, age, birthday, pets, siblings.

Substantive Knowledge:

- Where is Spanish spoken? ■
- How do you pronounce Spanish words? ■
- How do I use a dictionary? ■
- Classroom Language ■
- Greetings / Farewells ■
- Introducing Yourself ■
- Discussing Age & Birthdays (including numbers) ■ ■
- Describing your personality ■ ■
- Talking about siblings ■ ■
- Describing pets ■ ■
- How is Christmas celebrated in Spanish-speaking countries? ■

Disciplinary Knowledge:

- Understanding of concept of gender → definite / indefinite articles
- Application of adjectival agreement
- Understanding of verb “paradigm” and concept of conjugation

Prior learning / retrieval:

Students have not previously learned Spanish but may have some prior (general) knowledge, and understanding of similar concepts from KS2 French / other family languages if EAL. They should also be familiar with word “classifications” and “parts of speech”.

Links to KS3 NC:

Spanish Term 2 – Mi tiempo libre y mi insti

Rationale:

Students will develop and expand upon the introductory unit in Term 1. They will begin to acquire the language needed to give (and justify) opinions, and talk about aspects of free time, and school.

Substantive Knowledge:

- Pronunciation of unfamiliar words? ■
- How to understand/produce longer (and more complex) texts (oral & written) ■
- Opinion verbs ■
- Free time activity verbs ■
- Weather vocabulary ■
- Differences & Similarities between schools in UK, and in Spanish-speaking countries ■
- Key vocabulary: School subjects ■
- Key vocabulary: School facilities ■
- Discussing Free time activities ■ ■
- Giving opinions of school subjects ■ ■
- Describing a school ■ ■

Disciplinary Knowledge:

- Understanding / application of opinion verbs such as me gusta + infinitive
- Use of connectives to create longer sentences with subordinate clauses
- Understanding / application of key descriptive verbs such as “hay / no hay / es / tiene”

Prior learning / retrieval:

Spanish pronunciation rules
 Concept of gender → definite / indefinite articles
 Adjectival agreement
 Understanding of verb “paradigm” and concept of conjugation

Links to KS3 NC:

Listen to / read a variety of original or adapted materials to obtain information, and respond appropriately.

Spanish Term 3 – Mi familia, mis amigos y mi pueblo

Rationale:

Students will learn to describe themselves, their wider family and friends in terms of physical appearance and character. They will acquire the language needed to talk about their dwelling, describe a town, and begin to talk about future events, using the NEAR FUTURE tense.

Substantive Knowledge:

- What are the main towns and cities of the Spanish-speaking world? ■
- Pronunciation of unfamiliar words ■
- Using multiple tenses to extend complexity ■
- Extended family ■
- Describing self & others physically ■
- Key intensifiers ■
- Discussing different types of dwelling ■ ■
- SER or ESTAR? ■
- Talking what there is/isn't in town ■ ■
- Telling the time ■ ■
- Using the NEAR FUTURE tense ■

Disciplinary Knowledge:

- When to use SER and when to use ESTAR
- ni....ni in a negative list
- Use of intensifiers
- Understanding and application of how the NEAR FUTURE tense is formed (using the present tense of IR as the auxiliary)

Prior learning / retrieval:

Adjectives to describe personality
 SER and TENER (1st/3rd persons singular)
 Adjectival agreement
 Opinion verbs
 Ability to tell the time in English – digital and analogue
 Numbers

<p>Listen to / read a variety of original or adapted materials to obtain information, and respond appropriately. Speak with increasingly accurate pronunciation and intonation. Express ideas clearly and with increasing accuracy in writing.</p> <p>Disciplinary literacy: Pronunciation Phonics Syllables Emphasis Gender; Feminine; Masculine; Singular; Plural Definite /Indefinite article Adjectival Agreement; Word-Order <i>Target-language vocabulary required for fulfilment of LOs</i></p> <p>Summative assessment: End of Unit “Prueba” - assessment of Listening, Reading, Language & Cultural Awareness, Writing through combination of multi-choice / short answer questions. Speaking – short presentation “<i>Me presento</i>” (with notes)</p>	<p>Speak with increasingly accurate pronunciation and intonation. Express ideas clearly and with increasing accuracy in writing.</p> <p>Disciplinary literacy: Pronunciation Phonics Syllables Tense; Time Frame; Past; Present; Future Opinion Gender; Feminine; Masculine; Singular; Plural Justification Connective <i>Target-language vocabulary required for fulfilment of LOs</i></p> <p>Summative assessment: End of Unit “Prueba” - assessment of Listening, Reading, Language & Cultural Awareness, Writing through combination of multi-choice / short answer questions. Speaking – Q&A “<i>Mi insti</i>” (with notes)</p>	<p>Links to KS3 NC: Identify and use tenses or other structures which convey the past ,present and future as appropriate to the language being studied. Write prose using an increasingly wide range of grammar and vocabulary. Express and develop ideas clearly and with increasing accuracy, both orally and in writing.</p> <p>Disciplinary literacy: Pronunciation Phonics; Syllables; Emphasis Intensifier Sequencer Near Future Tense Auxiliary Verb Negative List <i>Target-language vocabulary required for fulfilment of LOs</i></p> <p>Summative assessment: End of Unit “Prueba” - assessment of Listening, Reading, Language & Cultural Awareness, Writing through combination of multi-choice / short answer questions. Speaking – short presentation “<i>Mi pueblo</i>” (with notes)</p>
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Spanish Term 1 – Mis vacaciones

Rationale:

Students will revisit key structures and vocabulary from Y7, along with pronunciation rules. They will then learn to talk about holidays and holiday activities in increasing detail. They will learn how to use the PRETERITE tense to describe one-off actions and events in the past. They will acquire the language needed to talk about destinations, travel, accommodation, activities and opinions.

Substantive Knowledge:

Key holiday destinations in Spain and Spanish-speaking world

How do you pronounce Spanish words?

Vocabulary learning / memorisation techniques

Using context (& other clues) to decipher longer “unseen” texts

Revisiting/revising key content from Y7 (greetings, personal info, opinions)

Saying where we went on holiday, who with, and how we travelled.

Saying where we stayed on holiday

Describing accommodation

Saying what our holiday was like

Using multiple tenses to extend complexity

Disciplinary Knowledge:

Understanding / application of the *preterite* (past) tense

Exclamations (¡Qué guay!)

Use of sequencers

Contraction of a + el → al

“Backwards working” opinion verbs in the preterite

Prior learning / retrieval:

Key structures/vocabulary from Y7 SoL

Understanding of concept of gender → definite / indefinite articles

Application of adjectival agreement

Spanish Term 2 – Todo sobre mi vida & ¿Qué hacemos?

Rationale:

Students will learn to talk about what they like doing in their spare time, focusing upon mobile technology, music and TV. They will also use the knowledge gained in Term 1 to talk about free-time activities in the past tense, and make arrangements to go out (using the conditional tense).

Substantive Knowledge:

Pronunciation of unfamiliar words

How to understand/produce longer (and more complex) texts (oral & written)

Vocabulary learning / memorisation techniques

Discussing mobile phone activities and usage

Talking about musical preferences

Describing TV shows (genre, opinion etc)

Talking about what you did yesterday (using the preterite)

Making arrangements to go out

Making excuses

Disciplinary Knowledge:

Understanding & application of adverbs of frequency

Use of connectives to create longer sentences with subordinate clauses

Use of definite article in opinion sentences (me gusta el rap etc)

Understanding & application of comparative (más...que etc)

Understanding and application of “gustar + infinitive” in the conditional tense (Me / te gustaría ...)

Understanding & application of “tener que + infinitive”

Prior learning / retrieval:

Spanish pronunciation rules

Concept of gender → definite / indefinite articles

Adjectival agreement

Understanding of verb “paradigm” and concept of conjugation

Spanish Term 3 – ¡A Comer!

Rationale: Students will acquire the language needed to talk about aspects of food and drink, including their opinions, details of mealtimes, and how to order in a restaurant. They will also explore the traditional / typical dishes of Spain and other Spanish-speaking countries.

Substantive Knowledge:

Pronunciation of unfamiliar words

Food and drink from Spain and Spanish-speaking world

Giving opinions of food/drink items

Using negatives

Describing meals and mealtimes

Strategies for producing longer, more sophisticated responses

Understanding a restaurant menu

Ordering a meal in a restaurant

Using weights and measures

Talking about future events

Describing a party

Disciplinary Knowledge:

Understanding & application of definite articles before foods/drinks with opinions (me gusta el queso)

Me gusta → me gustan with plural foods

More sophisticated negation – nunca, nada

Formal v informal “register” – tú v usted

Understanding & application of the near future tense

Prior learning / retrieval:

Spanish pronunciation rules

Concept of gender → definite / indefinite articles

Adjectival agreement

Understanding of verb “paradigm” and concept of conjugation

Revision of present tense (emphasis upon “I” and “we” forms)

<p>Understanding of verb “paradigm” and concept of conjugation. Basic negation (attention to word order)</p> <p>Links to KS3 NC: Listen to / read a variety of original or adapted materials to obtain information, and respond appropriately. Identify and use tenses or other structures which convey the past, present and future as appropriate to the language being studied. Speak with increasingly accurate pronunciation and intonation. Express ideas clearly and with increasing accuracy in writing.</p> <p>Disciplinary literacy: Pronunciation Phonics Syllables Emphasis Gender; Feminine; Masculine; Singular; Plural Definite /Indefinite article Adjectival Agreement; Word-Order Tense; Time Frame; Past; Present; Future Preterite Sequencers <i>Target-language vocabulary required for fulfilment of LOs</i></p> <p>Summative assessment: End of Unit “Prueba” - assessment of Listening, Reading, Language & Cultural Awareness, Writing through combination of multi-choice / short answer questions. Speaking – Q&A “<i>Mis vacaciones</i>” (with notes)</p>	<p>Revision of present tense (emphasis upon “I” and “we” forms) Opinions with justification (using connectives) Revision of formation/usage of preterite tense Times / days of week Places in town</p> <p>Links to KS3 NC: Listen to / read a variety of original or adapted materials to obtain information, and respond appropriately. Speak with increasingly accurate pronunciation and intonation. Express ideas clearly and with increasing accuracy in writing. Identify and use tenses or other structures which convey the past, present and future as appropriate to the language being studied.</p> <p>Disciplinary literacy: Pronunciation Phonics Syllables Opinion Gender; Feminine; Masculine; Singular; Plural Justification Connective Paradigm Tense; Time Frame; Past; Present; Future Preterite Conditional <i>Target-language vocabulary required for fulfilment of LOs</i></p> <p>Summative assessment: End of Unit “Prueba” - assessment of Listening, Reading, Language & Cultural Awareness, Writing through combination of multi-choice / short answer questions. Speaking – short presentation “<i>La tecnología y yo</i>” (with notes)</p>	<p>Opinions with justification (using connectives) Revision of formation/usage of preterite tense Times / days of week</p> <p>Links to KS3 NC: Identify and use tenses or other structures which convey the past, present and future as appropriate to the language being studied. Write prose using an increasingly wide range of grammar and vocabulary. Express and develop ideas clearly and with increasing accuracy, both orally and in writing.</p> <p>Disciplinary literacy: Pronunciation “Near future” tense Negation Register Formal / informal Definite /Indefinite article Adjectival Agreement; Word-Order Tense; Time Frame; Past; Present; Future Preterite Sequencers <i>Target-language vocabulary required for fulfilment of LOs</i></p> <p>Summative assessment: End of Unit “Prueba” - assessment of Listening, Reading, Language & Cultural Awareness, Writing through combination of multi-choice / short answer questions. Speaking – Q&A “<i>La Comida</i>” (with notes)</p>
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Year 9





















Spanish Term 1 – Somos así

(Viva 3V Mod 1 - Viva 3R for extensión)
Max 18 lessons

Rationale:

Students will revisit key structures and vocabulary from Y7 & 8, along with pronunciation rules. They will then learn to talk about the things they like and dislike, describe a typical week, and discuss upcoming events using the near-future tense. They will also discuss film and cinema, and adapt an example to produce a “review” of a film of their choice.

Substantive Knowledge:

How do you pronounce Spanish words? 
Vocabulary learning / memorisation techniques 
Using context (& other clues) to decipher longer “unseen” texts 
Revisiting/revising key content from Y7&8  
Using multiple tenses to extend complexity 
Talking about likes & dislikes  
Describing a typical week  
Discussing film & cinema  
Researching cinema from Spain (& Spanish-speaking world) 
Producing a “film review”  
Talking about upcoming events  
Developing listening skills 
Strategies for accessing “authentic texts” (reading) 
The significance in Latin America of La quinceañera 

Disciplinary Knowledge:

Using opinion verbs (gustar, encantar, chiflar) with nouns (present tense) and infinitives
Understanding & application of regular verbs in present tense (-ar/-er/-ir)
Use of irregular verbs SER & IR (full paradigm – present tense)
Understanding & application of the near future tense (IR + infinitive)
Listening for specific details (the 4 Ws)














Spanish Term 2 – Oriéntate!

Viva 3V Mod 2 - Viva 3R for extension)
Max 20 lessons

Rationale:

Students will learn to talk about the world of work. They will acquire the language needed to discuss different jobs, and say what they would like/dislike to do as a job in the future. They will talk about events in the past tense (using the preterite) and develop their competence in using reference materials such as dictionaries and verb-tables.

Substantive Knowledge:

Pronunciation of unfamiliar words 
How to understand/produce longer (and more complex) texts (oral & written) 
Vocabulary learning / memorisation techniques 
Discussing different jobs  
Saying what jobs you would like / not like to do  
Describing events in the past using the PRETERITE tense  
Talking about a “typical” day, using the PRESENT tense  
How to use reference materials 
Strategies for accessing “authentic texts” (reading) 

Disciplinary Knowledge:

Understanding and application of “gustar + infinitive” in the conditional tense (Me / te gustaría ...)
Understanding & application of “tener que + infinitive”
Understanding & application of regular verbs in preterite tense (-ar/-er/-ir)
Strategies for understanding longer, authentic written texts for gist and detail
Using reference materials accurately (eg finding correct translation of words with multiple meanings)
Understanding & application of adverbs of frequency
Use of connectives to create longer sentences with subordinate clauses

Spanish Term 3 – En forma

Viva 3V Mod 3 - Viva 3R for extension)
Max 18 lessons

Rationale:

Students will acquire the language needed to talk about their lifestyle in terms of diet and exercise habits, and how to lead a more healthy lifestyle. They will learn to discuss different sports and physical activities, and talk about illness and injuries. They will learn what is meant by “idiomatic” language, and use this to increase the range and sophistication of their responses.

Substantive Knowledge:

Pronunciation of unfamiliar words 
Discussing diet (healthy / unhealthy)  
Talking about sports / physical activities  
Describing daily routine  
Identifying parts of the body  
Talking about ailments / injuries and illnesses  
Using Spanish idiomatic phrases 
Developing speaking skills 
Discussing how to lead a healthier lifestyle  

Disciplinary Knowledge:

Using an increased range of negatives
hacer or jugar with sports / physical activities
Understanding and applying stem-changing verbs
Understanding and applying REFLEXIVE verbs (1st person singular in first instance → other persons)
Using the verb DOLER (me duele etc)
Using idiomatic expressions to increase variety / complexity of productive language
Strategies for delivering (and improving) a presentation
Using se debe + infinitive to express what you should / must do

<p>Understanding longer, authentic written texts for gist and detail Using sequencers when talking about a series of activities</p> <p>Prior learning / retrieval: Spanish phonics “rules” Key structures/vocabulary from Y7 & Y8 SoL Understanding of concept of gender → definite / indefinite articles Application of adjectival agreement Understanding of verb “paradigm” and concept of conjugation. Basic negation (attention to word order) Variety of opinion verbs Key common verbs (infinitives) Connectives Adverbial words/expressions of frequency</p> <p>Links to KS3 NC: Listen to / read a variety of original or adapted materials to obtain information, and respond appropriately. Identify and use tenses or other structures which convey the past, present and future as appropriate to the language being studied. Speak with increasingly accurate pronunciation and intonation. Express ideas clearly and with increasing accuracy in writing.</p> <p>Disciplinary literacy: Pronunciation Phonics Syllables Emphasis Near-Future Tense Gender; Feminine; Masculine; Singular; Plural Definite /Indefinite article Adjectival Agreement; Word-Order Tense; Time Frame; Past; Present; Future</p>	<p>Prior learning / retrieval: Spanish pronunciation rules Concept of gender → definite / indefinite articles Adjectival agreement Understanding of verb “paradigm” and concept of conjugation Revision of present tense (emphasis upon “I” and “we” forms) Opinions with justification (using connectives) Revision of formation/usage of preterite tense Connectives Sequencers Adverbial words/expressions of frequency</p> <p>Links to KS3 NC: Listen to / read a variety of original or adapted materials to obtain information, and respond appropriately. Speak with increasingly accurate pronunciation and intonation. Express ideas clearly and with increasing accuracy in writing. Identify and use tenses or other structures which convey the past, present and future as appropriate to the language being studied.</p> <p>Disciplinary literacy: Pronunciation Phonics Syllables Opinion Gender; Feminine; Masculine; Singular; Plural Justification Connective Paradigm Tense; Time Frame; Past; Present; Future Preterite Conditional Skimming & scanning</p>	<p>Prior learning / retrieval: Spanish pronunciation rules Concept of gender → definite / indefinite articles Basic negation Food & drink items (from Y8) Expressing time (requires revision of numbers) Connectives Sequencers Adverbial words/expressions of frequency</p> <p>Links to KS3 NC: Identify and use tenses or other structures which convey the past, present and future as appropriate to the language being studied. Write prose using an increasingly wide range of grammar and vocabulary. Express and develop ideas clearly and with increasing accuracy, both orally and in writing.</p> <p>Disciplinary literacy: Pronunciation “Near future” tense Negation Register Formal / informal Definite /Indefinite article Adjectival Agreement; Word-Order Tense; Time Frame; Past; Present; Future Preterite Sequencers “idiomatic” expression (compare and contrast with English)</p> <p><i>Target-language vocabulary required for fulfilment of LOs</i></p> <p>Summative assessment: End of Unit “Prueba” - assessment of Listening, Reading, Language & Cultural Awareness, Writing through combination of multi-choice / short answer questions.</p>
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	<p>Preterite Sequencers Gist / detail <i>Target-language vocabulary required for fulfilment of LOs</i></p> <p>Summative assessment: End of Unit “Prueba” - assessment of Listening, Reading, Language & Cultural Awareness, Writing through combination of multi-choice / short answer questions. Speaking – short presentation “<i>Soy así</i>” (with notes)</p>	<p><i>Target-language vocabulary required for fulfilment of LOs</i></p> <p>Summative assessment: End of Unit “Prueba” - assessment of Listening, Reading, Language & Cultural Awareness, Writing through combination of multi-choice / short answer questions. Speaking – Q&A “<i>El trabajo</i>” (with notes)</p>	<p>Speaking – short presentation “<i>¿Estás en forma?</i>” (with notes)</p>
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