



Spanish Key Stage 3 Curriculum Overview

Key Stage 3 Curriculum Journey Overview Spanish

Year 7	Week 1 ← → Week 39				
	<i>Unit of work Title 1: Talking about yourself: personal information</i>	<i>Unit of work Title 2: family and pets</i>	<i>Unit of work Title 3: School, Subjects and Teachers.</i>	<i>Unit of work Title 4: Free Time Activities. Hobbies.</i>	<i>Unit of work Title 5: talking about where I live. Talking about your house</i>
Key content (know that...Know how...)	<ul style="list-style-type: none"> • Getting to know the Spanish speaking countries of the world • Introducing yourself • Greetings / asking people how they are • Numbers 1- 12 • Numbers 13-31 • Months • Colours and opinions • Classroom language/ classroom items 	<ul style="list-style-type: none"> • high numbers • Brothers and sisters and other family members • Pets • Hair and eyes • adjectives 	<ul style="list-style-type: none"> • School subjects - using the verb estudiar • Present tense verbs to talk about what I do and others do in lessons • Adjectives to describe teachers • Opinion words with reasons to talk about school subjects. • Giving positive and negative opinions • Talking about foods / drinks and what you do at break. • The verbs beber and comer 	<ul style="list-style-type: none"> • What you do in your free time and when / how often • Irregular verbs – hacer / ir / salir • Talking about sports using jugar and hacer • Telling the time • Talking about hobbies / free time activities • extended sentences • Using opinion phrases plus infinitive • The weather and what you do in your free time depending on the weather 	<ul style="list-style-type: none"> • To learn a number of countries and the verb vivir • Using the verb estar to talk about regions • Describing the house or flat you live in • The rooms in the house • Present tense – we forms of the verb • What I have in my room • Prepositions to say where things are in their room. • Using present tense verbs and some stem changing verbs • describing your ideal house
Prior Knowledge	Numbers 1-100 Greetings Colours Months				

KS3 National Curriculum Links	<ul style="list-style-type: none"> • Identify and use tenses or other structures which convey the present, past, and future • Use and manipulate a variety of key grammatical structures and patterns • Use a wide-ranging and deepening vocabulary • Use accurate grammar, spelling and punctuation. • Initiate and develop conversations • Express and develop ideas clearly • Speak coherently and confidently • Read and show comprehension of original and adapted materials from a range of different source 	<ul style="list-style-type: none"> • Identify and use tenses or other structures which convey the present, past, and future • Use and manipulate a variety of key grammatical structures and patterns • Use a wide-ranging and deepening vocabulary • Use accurate grammar, spelling and punctuation. • Initiate and develop conversations • Express and develop ideas clearly • Speak coherently and confidently • Read and show comprehension of original and adapted materials from a range of different source 	<ul style="list-style-type: none"> • Identify and use tenses or other structures which convey the present, past, and future • Use and manipulate a variety of key grammatical structures and patterns • Use a wide-ranging and deepening vocabulary • Use accurate grammar, spelling and punctuation. • Initiate and develop conversations • Express and develop ideas clearly • Speak coherently and confidently • Read and show comprehension of original and adapted materials from a range of different source 	<ul style="list-style-type: none"> • Identify and use tenses or other structures which convey the present, past, and future • Use and manipulate a variety of key grammatical structures and patterns • Use a wide-ranging and deepening vocabulary • Use accurate grammar, spelling and punctuation. • Initiate and develop conversations • Express and develop ideas clearly • Speak coherently and confidently • Read and show comprehension of original and adapted materials from a range of different source 	<ul style="list-style-type: none"> • Identify and use tenses or other structures which convey the present, past, and future • Use and manipulate a variety of key grammatical structures and patterns • Use a wide-ranging and deepening vocabulary • Use accurate grammar, spelling and punctuation. • Initiate and develop conversations • Express and develop ideas clearly • Speak coherently and confidently • Read and show comprehension of original and adapted materials from a range of different source
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<p style="text-align: center;">Assessments</p>	<p>Pupils complete the speaking assessment answering 5 questions about themselves and their family showing they can talk about themselves and their family using the language learnt in Units 1 and 2 (AO2). listening assessment showing that pupils can understand and respond to questions about the language used in Units 1 and 2</p>	<p>Pupils will complete the written assessment on school (AO4) writing about their subjects they study, subjects they like and dislike and why, their opinion of their teachers and what they do at break. Reading assessment (AO 3) will assess the language learnt in unit 3 about school and some previously learnt language in Unit 2 (family)</p>	<p>Pupils will complete the speaking assessment (AO2) about free time and it will also include language learnt from unit 3 school. The listening assessment (AO1) will assess language learnt in units 3 and 4</p>	<p>Writing assessment about where I live (AO4) Reading assessment on language learnt units 5 and unit 4</p>	
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Y8	Week 1 ← → Week 39				
	<i>Unit of work Title: My town</i>	<i>Unit of work Title: Holidays</i>	<i>Unit of work Title: Food</i>	<i>Unit of work Title: Technology/media</i>	<i>Unit of work Title: Clothes</i>
Key content (know that...Know how ...)	<ul style="list-style-type: none"> • Places in town and describing your town • Saying where you go in town • Directions • Plans for the weekend • Town vs city, using comparatives (tan.../tan...como) • Learning about the different parts of 'ir' in present tense • Using imperative 	<ul style="list-style-type: none"> • Countries, transport and holiday travel • Past tense holiday activities • Extending holiday descriptions and opinions of holiday • Comparing past and present holidays using two tenses (present and past tense) to talk about holidays • Describing future holiday plans • Preterite tense forms (ir/ser) • Methods of transport • Holidays activities 	<ul style="list-style-type: none"> • Food • Opinions on food what I eat and how often • Say what you want to buy in a market and how much • Shopping for food: Say what you want to buy in a market and how much • Shopping for food: In a restaurant • Shopping for food: A special meal • Numbers from 100 to 1000 • Conditional tenses: me gustaría/quiero + infinitive • Past tense time phrases • Past tense of – er verbs comer/ beber/ • Past tense of ir and ser- 	<ul style="list-style-type: none"> • Technology /Internet / social media • Types of TV programmes / films • Music • Writing about a past concert you have been to in the past • Key verbs to do with what I use technology for Usopara • Comparatives (más / menos ..que - peor / mejor que • Past of ser/estar 	<ul style="list-style-type: none"> • Clothes • Fashion • Shopping in Barcelona • Shopping for clothes/visiting the shopping centre • Problems with shopping • Forming the present tense continuous • Use of Comparatives—más / menos • Este / esta / estos / estas • The verb comprar in both present and past tense and all persons • Past tense of ir in all persons • Using direct object pronouns

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Prior Knowledge</p>	<ul style="list-style-type: none"> • Use of adjectives and adjectival agreement (Y7 Unit 2 and Unit 3) • Use of 'hay/no hay' (Y7 Unit 1) 	<ul style="list-style-type: none"> • Countries (Y7 Unit 5) • Use of present tense (Y7 Unit 3 / unit 4) • Use of near future (Y8 Unit 1) • Opinions (Y7 unit 3 and unit 4) • Use of adjectives and adjectives agreement (Y7 Unit 2 and Unit 3) 	<ul style="list-style-type: none"> • Use of adjectives and adjectival agreement(Y7 Unit 2 and Unit 3) • Numbers from 1 to 100 (Y7 Unit 1) • Negative sentences (Y7 Units 2- 3) • Opinion phrases – fue / 'lo pasé' phrases (Y8 Unit 2) 	<ul style="list-style-type: none"> • Use of adjectives and adjectival agreement (Y7 Unit 2 and Unit 3) • Opinions (Y7 unit 3 and unit 4) • Present and past tense verbs (Y7 Unit 3 / unit 4 – Y8 Unit 1 / units 3-4) • Verb conjugation (Y7 Unit 2) 	<ul style="list-style-type: none"> • Use of adjectives and adjectival agreement (Y7 Unit 2 and Unit 3) • Use of present tenses(Y7 Unit 3 / unit 4 – Y8 Unit 1 / units 3-4) • Use of adverbs of frequency (Y7 Unit 2) • Numbers from 1 to 1000 (Y8 Unit 3)
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">KS3 National Curriculum Links</p>	<ul style="list-style-type: none"> • Understand and respond to spoken and written language • Improving the accuracy of pronunciation and intonation • 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 • Initiate and develop conversations 	<ul style="list-style-type: none"> • Understand and respond to spoken and written language • Improving the accuracy of pronunciation and intonation • 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 • Initiate and develop conversations 	<ul style="list-style-type: none"> • Understand and respond to spoken and written language • Improving the accuracy of pronunciation and intonation • 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 • Initiate and develop conversations 	<ul style="list-style-type: none"> • Understand and respond to spoken and written language • Improving the accuracy of pronunciation and intonation • 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 • Initiate and develop conversations 	<ul style="list-style-type: none"> • Understand and respond to spoken and written language • Improving the accuracy of pronunciation and intonation • 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 • Initiate and develop conversations

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Assessments	<p>Writing assessment on my town assessing the language learnt in unit about their town –it will test their ability to write and translate</p> <p>Reading assessment on my town the language learnt in Unit 1</p>	<p>Pupils will complete a speaking assessment answering questions about the language learnt in units 1 and 2</p> <p>Pupils will also complete the listening assessment assessing their knowledge of the language learnt in Unit 1</p>	<p>Pupils will produce a written assessment about food (AO 4)</p> <p>And the reading assessment (AO3) checking pupils understanding of the language learnt in units 3 and unit 2</p>	<p>Pupils will produce a written assessment about media</p>	<p>Pupils will complete the end of year assessment – reading and writing assessing Language learnt in Y8</p>

Y9	Week 1 ← → Week 39				
	<i>Unit of work Title - School</i>	<i>Unit of work Title - Health</i>	<i>Unit of work Title - Latin America and the environment</i>	<i>Unit of work Title - Work, money and jobs</i>	<i>Unit of work Title - The Spanish Speaking world and festivals</i>
Key content (know that...know how...)	<ul style="list-style-type: none"> • School day/ daily routine vocabulary forming questions / reflexive verbs) • Facilities in a school (hay / no hay (there is/there isn't) • conjugation of different parts of tener(to have) and ser(to be),/ extended sentences with poder (where you can) • school subjects – giving opinions with reasons • Describing a recent school day – using past tense • Describing teachers using adjectives / comparatives / superlatives • School rules – using se debe / no se debe 	<ul style="list-style-type: none"> • Body / parts and illnesses • Giving and receiving advice • food and diet – direct /object pronouns / using 3 tenses • Leading a healthier lifestyle - Using para (in order to) and future structures • Giving further advice on leading a healthy lifestyle using deber (to have to) • Building sentences • Extended writing 	<ul style="list-style-type: none"> • Geographical features – 3rd person present tense / negatives • A visit to a Latin American country – 3 tenses • Environmental problems and solutions in Latin America - conditional tense/ complex structures • Famous Latin Americans – 3rd person preterite tense • Fair trade – extended reading • Building sentences • Extended writing 	<ul style="list-style-type: none"> • Earning money • Present tense verbs • Jobs vocabulary (masculine / feminine forms) • adjectives • Previous work experience – past tense • Future plans – future time expressions / conditionals • Future plans with the future tense – I will (and all parts) • Building sentences • Extended writing 	<ul style="list-style-type: none"> • Spanish speaking culture • Comparing Madrid and Barcelona • Perfect tense • La Tomatina • El día de los Muertos • Macchu Pichu – imperfect tense • Using 3 time frames • Opinions

	<p>(you must / must not</p> <ul style="list-style-type: none"> Talking about extra curricular activities – using 3 tenses Building sentences / Extended writing 				
Prior Knowledge	<p>Opinions (Y7 unit 3 and unit 4)</p> <p>Adjectives (Y7 Unit 2 and Unit 3)</p> <p>Preterite tense (Y8 Unit 3 and unit 4)</p>	<p>Some foods (Y8 Unit 3)</p> <p>Immediate future (Y8 Unit1)</p>	<p>Present tense (Y7 Unit 3 / unit 4 – Y8 Unit 1 / units 3-5)</p> <p>Some negatives (Y7 Units 2-3 /Y8 units 1,3,4,5)</p> <p>preterite tense (Y8 Unit 3 and unit 4)</p>	<p>Present tense(Y7 Unit 3 / unit 4 – Y8 Unit 1 / units 3-5)</p> <p>Adjectives (Y7 Unit 2 and Unit 3)</p>	<p>Opinions (Y7 unit 3 and unit 4)</p> <p>Past / present and future time frames (Y7 units 3-4, Y8 units 2-4)</p>
KS3 National Curriculum Links	<ul style="list-style-type: none"> identify and use tenses / structures which convey the present, past, and future use / manipulate a variety of grammatical structures/patterns, use a wide-ranging and deepening vocabulary use accurate grammar, spelling and punctuation. express and develop ideas clearly and with increasing accuracy, both orally and in writing listen to a variety of forms of spoken 	<ul style="list-style-type: none"> identify and use tenses / structures which convey the present, past, and future use / manipulate a variety of grammatical structures/patterns, use a wide-ranging and deepening vocabulary use accurate grammar, spelling and punctuation. express and develop ideas clearly and with increasing accuracy, both orally and in writing listen to a variety of forms of spoken 	<ul style="list-style-type: none"> identify and use tenses / structures which convey the present, past, and future use / manipulate a variety of grammatical structures/patterns, use a wide-ranging and deepening vocabulary use accurate grammar, spelling and punctuation. express and develop ideas clearly and with increasing accuracy, both orally and in writing. listen to a variety of forms of spoken 	<ul style="list-style-type: none"> identify and use tenses / structures which convey the present, past, and future use / manipulate a variety of grammatical structures/patterns, use a wide-ranging and deepening vocabulary use accurate grammar, spelling and punctuation express and develop ideas clearly and with increasing accuracy, both orally and in writing listen to a variety of forms of spoken 	<ul style="list-style-type: none"> identify and use tenses / structures which convey the present, past, and future use / manipulate a variety of grammatical structures/patterns, use a wide-ranging and deepening vocabulary use accurate grammar, spelling and punctuation. express and develop ideas clearly and with increasing accuracy, both orally and in writing listen to a variety of forms of spoken

	<p>language to obtain information and respond appropriately</p> <ul style="list-style-type: none"> • read and show comprehension of original and adapted materials from a range of different sources, , 	<p>language to obtain information and respond appropriately</p> <ul style="list-style-type: none"> • read and show comprehension of original and adapted materials from a range of different sources 	<p>language to obtain information and respond appropriately</p> <ul style="list-style-type: none"> • read and show comprehension of original and adapted materials from a range of different sources. 	<p>language to obtain information and respond appropriately</p> <ul style="list-style-type: none"> • read and show comprehension of original and adapted materials from a range of different sources 	<p>language to obtain information and respond appropriately</p> <ul style="list-style-type: none"> • read and show comprehension of original and adapted materials from a range of different sources
Assessments	<p>Pupils will produce a written paragraph about school. Pupils will complete a reading assessment in assessing their knowldege of the topic of the school</p>	<p>Pupils will answer five questions about health / school. Pupils will complete a listening assessment in class assessing knowledge of school and healthy lifestyles language</p>	<p>Pupils will Pupils will complete the written assessment in class. - Written piece about the geography of Latin America and environmental problems/ solutions, famous Latin Americans and a future visit to a Latin American country.</p> <p>Reading assessment will assess knowledge of the topic of Latin America and healthy lifestyles</p>	<p>Pupils will answer five questions on jobs/ Latin America. Pupils will complete a listening assessment assessing knowledge of earning money, work and jobs and Latin America</p>	<p>End of year exam – writing and reading assessing knowledge of language taught in Year 9</p>