



Key Stage 3 Spanish Curriculum Map

Department: MFL



An ambitious curriculum that supports the learning of all

Year 7	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 1
Unit Title	Transition/Self and Family		Free Time, Sport, Hobbies		Home and Local Area	
Curriculum Objectives/Skills	Listening and Speaking: <ul style="list-style-type: none">How to engage with the sound patterns and other characteristics of the spoken languageHow to improve their capacity to follow speech of different kinds and in different contextsTo identify gist and some detail in continuous spoken passages about specific contextsHow to respond to face-to-face instructions, questions and explanationsHow to contribute to spontaneous talk in the target languageHow to evaluate and improve the quality and fluency of what they say		Reading and Writing: <ul style="list-style-type: none">How to read and understand simple texts using cues in language, layout and context to aid understandingHow to read aloud a simple written text, attempting authentic pronunciation and some expression with regard to contentHow to assess simple texts for gist, purpose, intended audience and degree of difficulty as a preliminary to readingHow to use a dictionary and other resources appropriately when working on textHow to assemble a short text using familiar sentence structure and known vocabularyHow to use simple texts as models or prompts for their own writingHow to evaluate and improve the quality of their written work		Cultural Knowledge <ul style="list-style-type: none">Learn some basic geographical facts about the country and where its language is spokenLearn about some aspects of everyday culture and how these compare with their ownUse authentic materials and experience direct or indirect contact with native speakers and writersMeet simple stories, songs or jokes, or texts based on them, in the target languageLearn the social and linguistic conventions of common situations	
	Iterative Links <ul style="list-style-type: none">How to build and re-apply a stock of words relating to everyday contextsHow to learn, use and appreciate the importance of some basic high-frequency words found in many contextsHow to accumulate and apply a stock of words for use in language learning and classroom talk.How to find and memorise the spelling, sound, meaning and main attributes of wordsHow to find or work out and give the meaning of unfamiliar wordsHow to work out the gist of a sentence by picking out the main words and seeing how the sentence is constructed compared with EnglishHow to adapt a simple sentence to change its meaning or communicate personal informationHow to formulate a basic questionHow to formulate a basic negative statementHow to formulate compound sentences by linking two main clauses with a simple connectivePunctuation and orthographic features specific to phrases and sentences in the target languageHow to understand and produce simple sentences containing familiar language for routine classroom or social communication					
Knowledge & Understanding	<ul style="list-style-type: none">French phonic awareness & accurate pronunciation & spellingUsing a dictionaryAwareness of target language instructions, modes of addressClassroom itemsBasic personal information – name, ageDays of the week/MonthsBirthdaysAlphabetColoursFamily/PetsPersonality/Appearance		<ul style="list-style-type: none">Free Time, Sport, HobbiesWeatherClothesShopping for clothes; currenciesFood and DrinkOrdering food in a restaurant/café/market		<ul style="list-style-type: none">Locations including compass pointsTypes of housesRoomsFurnitureHelping at homeDaily routinePlaces in a townDescribing a townDirectionsActivities in a townFuture activity plans in the town	
	Grammar <ul style="list-style-type: none">The alphabet sounds; common letter strings and syllables sound patterns and attributes of wordHow to find or work out the meaning of unfamiliar wordsSpanish accents and punctuation		<ul style="list-style-type: none">Opinion + infinitiveJustificationConjugation of regular –ar/er/ir verbs in the present tenseHacer and jugar conjugation		<ul style="list-style-type: none">PrepositionsSubordinate clause ‘donde’ and ‘que’Reinforcing ‘hay’Reinforce present tense	

	<ul style="list-style-type: none">Indefinite and definite articlesGenderHigh frequency wordsNegativesAdjectival agreementHow verbs are conjugated – tener/serSubordinate clause ‘que’ConnectivesIntensifier	<ul style="list-style-type: none">Ir conjugationPara + infinitiveTime phrasesFrequency words; adverbsUse of ‘me gustaría’	<ul style="list-style-type: none">Reflexive verbs in the present tenseUse of ‘se puede’NegativesUse of the immediate future tenseOpinion with the future tense
Cross Curricular Links	SMSC: Learning how to communicate with new people, greetings, introductions and how conventions differ in different countries. PSHE: That families are all different.	SMSC: Learning how to communicate with new people, greetings, introductions and how conventions differ in different countries. PSHE: That food/cuisine/recreational activities can differ across countries. Food Technology: Knowing food/cuisine from other countries.	SMSC: Learning how conventions differ in different countries. PSHE: That living arrangements (houses / towns) can differ across countries. Geography: Directions and reading a map
Literacy	Developing reading skills, speaking, listening, critical thinking, extended writing, spelling (including key words). Use of grammatical terms when teaching and explaining grammar in relation to the English equivalents. Use of cognates and etymology to build knowledge of English Knowledge organisers/sentence builders improve awareness of sentence formation. Pupils will have access to authentic texts in the target language. Big write: All about me – You are taking part in an exchange with a partner school and you are writing an email to your new friend.	Developing reading skills, speaking, listening, critical thinking, extended writing, spelling (including key words). Use of grammatical terms when teaching and explaining grammar in relation to the English equivalents. Use of cognates and etymology to build knowledge of English Knowledge organisers/sentence builders improve awareness of sentence formation. Pupils will have access to authentic texts in the target language. Big write: My hobbies – You are writing a blog about keeping fit and hobbies	Developing reading skills, speaking, listening, critical thinking, extended writing, spelling (including key words). Use of grammatical terms when teaching and explaining grammar in relation to the English equivalents. Use of cognates and etymology to build knowledge of English Knowledge organisers/sentence builders improve awareness of sentence formation. Pupils will have access to authentic texts in the target language. Big write: My house – You are writing an email to your friend from the exchange school and you are describing your house.
Numeracy	Numbers, dates and times.	Numbers, dates, times, frequency and money.	Numbers, dates, times and frequency.
Assessment	Please refer to Assessment Map		

Subject Year	Year 8 Spanish Curriculum Intent: In Year 8, students will study 3 areas pertinent to their life. Grammatical knowledge will be built upon with key structures to each topic alongside a study of knowledge which is transferable and relevant for future learning such as past and future tense. Continual skill development will occur through the inclusion of the four key areas of listening, speaking, reading and writing. Students will make links between these areas to develop their understanding of how languages work. A range of skills within these key areas will be developed throughout each unit with repeated practice. Each assessment will be used to inform future learning in the next unit, allowing teachers to focus on areas of knowledge and understanding which may need more practice.					
No of weeks/lessons	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 1
Objectives/Skills	Listening and Speaking: In addition to working further on objectives from Year 7 pupils should be taught: <ul style="list-style-type: none">To begin to listen for subtleties of speech and imitate themSkills they need to use when listening to mediaHow to relay both the gist and relevant detail in a spoken message or itemHow to add interest to what they say by using extended sentencesHow to take part in short unscripted dialogues and exchangesHow to recognise and add expression in speech		Reading and Writing: In addition to working further on objectives from Year 7 pupils should be taught: <ul style="list-style-type: none">That words and phrases can have different meanings in different contextsTo recognise simple features which add authenticity, expression or emphasis to a written textTo begin to associate aspects of language with different text typesTo make regular use of glossaries and dictionaries, finding the appropriate section readilyHow to extend, link and develop sentences to form continuous textHow to use a given text as a source of information, language and a stimulus for their own writing		Cultural Knowledge <ul style="list-style-type: none">Learn some basic historical facts about the countryLearn about some famous people in popular culture and historyUse direct contact or media to find out about daily life and young people’s interests and attitudesRead, hear and share simple poems, jokes, stories and songs in the target languageUnderstand and use some simple colloquialisms in context.	
Iterative Links	<ul style="list-style-type: none">How to extend their vocabulary and include some abstract itemsConnectives to support sentence building and linking and how to use themTo understand and use words found in comments or advice about their workSome regular patterns of word change linked to gender and plural formsTo use verb patterns and forms to understand and refer to present, past and close future eventsSome common exceptions to the usual patterns of sounds and spellingsHow to use detail and exemplification in dictionaries and other reference materialsHow the main elements of simple and complex sentences are usually sequencedHow compound and complex sentences are built up using connectives, phrases and clausesTo understand and use a variety of question types, including some reflecting an attitude or expectationTo understand and use a variety of negative forms and wordsHow to develop a sentence by adding or replacing elements, making necessary changesTo understand simple sentences using high frequency verbs referring to present, past and future eventsHow to use knowledge of high-frequency words and punctuation to understand sentences					
Topics	School Life		Technology and Media		Holidays and Customs	
Knowledge & Understanding	<ul style="list-style-type: none">I can name school subjects, offering opinions and reasons why on theseI can describe my school, offering opinions and reasons why on thisI can recognise school rules, offering opinions and reasons why on theseI can describe my school uniform, understanding what people wear to school in FranceI can consolidate my knowledge of timeI can describe my daily routine and school routine including break/lunch and after school activitiesI can describe a school tripI can compare school life in Spain to EnglandI can comment on advantages and disadvantages of school/school lifeI can describe my ideal school including uniform, facilities, and rulesRed denotes vocabulary previously covered in Year 7.		<ul style="list-style-type: none">TVFilmMusicFamous French ArtistsReadingSocial MediaMobilesAdvantages/Disadvantages of technology		<ul style="list-style-type: none">CountriesNationalitiesTransportWeatherSeasonsHoliday preferences & accommodationHoliday activitiesFamous cultural landmarksCountries where French is spokenFrench customsFrench festivals	
Grammar	<ul style="list-style-type: none">ComparativesSuperlativesModal verbs (se debe / tengo que)		<ul style="list-style-type: none">Recap of se puedeRecap of present tenseRecap of para + infinitive		<ul style="list-style-type: none">Past tense time phrasesFuture tense time phrasesUse of the preterite with regular ar/er/ir verbs	

	<ul style="list-style-type: none">• Use of the preterite tense with regular ar/er/ir verbs• Opinions in a past tense	<ul style="list-style-type: none">• Me permite + infinitive	<ul style="list-style-type: none">• Use of the past tense with ser• Opinion in a past tense
Cross Curricular Links	SMSC: Learning how to express yourself and respect other people’s views/ culture. PSHE: Use direct contact or media to find out about daily school life and young people’s interests and attitudes Careers: Exploration of jobs/future plans via the consolidation of school subjects.	SMSC: Learning how to express yourself and respect other people’s views/culture. PSHE: Use direct contact or media to find out about the use of technology in Spanish speaking countries and young people’s interests and attitudes towards it. Responsible use of technology. Careers: Exploration of jobs/future plans via the consolidation of technology in the work place.	SMSC: Learning how to express yourself and respect other people’s views/ culture. PSHE: Use direct contact or media to find out about holiday destinations in Spanish speaking countries and young people’s interests and attitudes towards it Careers: Exploration of jobs/future plans via the consolidation of job opportunities abroad Geography: Landmarks and exploration of countries where Spanish is spoken.
Literacy	Developing reading skills, speaking, listening, critical thinking, extended writing, spelling (including key words). Use of grammatical terms when teaching and explaining grammar in relation to the English equivalents. Use of cognates and etymology to build knowledge of English Knowledge organisers / sentence builders improve awareness of sentence formation. Pupils will have access to authentic texts in the target language. Big write: A recent school trip - You are writing a report for a magazine about a recent school trip.	Developing reading skills, speaking, listening, critical thinking, extended writing, spelling (including key words). Use of grammatical terms when teaching and explaining grammar in relation to the English equivalents. Use of cognates and etymology to build knowledge of English Knowledge organisers / sentence builders improve awareness of sentence formation. Pupils will have access to authentic texts in the target language. Big write: Review of a film you have recently watched - You are writing a film review for your school magazine.	Developing reading skills, speaking, listening, critical thinking, extended writing, spelling (including key words). Use of grammatical terms when teaching and explaining grammar in relation to the English equivalents. Use of cognates and etymology to build knowledge of English Knowledge organisers / sentence builders improve awareness of sentence formation. Pupils will have access to authentic texts in the target language. Big write: My holiday - You are writing a blog about a recent holiday.
Numeracy	Numbers, dates and time in analogue and digital form.	Numbers, dates and time in analogue and digital form.	Numbers, dates and time in analogue and digital form.
Assessment	Please refer to Assessment Map		

Subject/Year	Year 9 Spanish Curriculum Intent: In year 9, students will study 3 areas pertinent to their life at this point of the year when making option choices.. Grammatical knowledge will be built upon from Y8 with key structures to each topic, such as expressing hopes, alongside a more in depth knowledge of various past, future and conditional tenses. Continual skill development will occur through the inclusion of the four key areas of listening, speaking, reading and writing. Students will make links between these areas to develop their understanding of how languages work. A range of skills within these key areas will be developed throughout each unit with repeated practice. Each assessment will be used to inform future learning in the next unit, allowing teachers to focus on areas of knowledge and understanding which may need more practice.		
Objectives/Skills	Listening and Speaking In addition to working further on objectives from Years 7 and 8 pupils should be taught: <ul style="list-style-type: none">To begin to interpret what they hear from content and tone and listen for inferencesTo recognise and begin to use rhetorical devices which make spoken language more individualHow to report or paraphrase what they hearHow to use questions or text as a stimulus for a spoken responseHow to make extended and/or frequent contributions to classroom work and talkHow to identify and adapt the degree of formality of language to suit different situations	Reading and writing In addition to working further on objectives from Years 7 and 8 pupils should be taught: <ul style="list-style-type: none">How to use their knowledge of context and grammar to understand texts involving complex languageTo notice simple features used for effect in written textHow to use and develop their language knowledge and skills through contact with authentic textsHow to select from and use appropriately a range of support materials when reading or writingTo begin to write creatively in the target language using simple literary devices and standard text conventions such as paragraphsHow to adapt a simple text for a different audience and purpose	Cultural Knowledge. Learn some demographic facts about the country and its language(s) <ul style="list-style-type: none">Meet the work of some famous figures in the artistic and cultural life of the countryLearn and inform others about some well-known features of the country of the target languageLearn some simple facts about a region of the country
Iterative Links	<ul style="list-style-type: none">To discriminate between words similar in meaning or appearance to others in the target languageTo extend the range of connectives to support the understanding and composition of complex sentences and textTo apply main points of inflection using reference materials if neededHow to collect and learn words independently and form other words in same familyHow to use knowledge of word forms, patterns and context to identify meaningsThat emphasis in a sentence can be changed by positioning words, phrases and clausesTo use knowledge of the order of words, phrases and clauses to find the meaning of a sentenceHow verbs work together in different tenses to extend meaningHow to understand and build extended sentences with clauses of different typesTo recognise and begin to use different tenses of familiar verbs within complex sentences or textThat inflections carry information which can be necessary for understanding		
Topics	Healthy Living	Work and Future Plans	A Spanish/Hispanic Discovery
	<ul style="list-style-type: none">Body partsPain / Illness / injuriesFollowing medical adviceFood and drink itemsMeal timesHealthy/Unhealthy eatingFitnessSmoking / Drugs / Alcohol	<ul style="list-style-type: none">School subjectsOption choices / future studyPost 16 choicesCommon jobsTypical day’s workUse of languages in employmentEarning money (chores / part time jobs)Work experienceJob applicationsIdeal PartnerFuture family plansAdvantages/disadvantages of marriage/children	<ul style="list-style-type: none">At the airport/on a planeLocal travel (taxi/coach/métro)In a hotelExcursionsHaving a breakdown/In an accidentDirectionsBuying souvenirsIn a restaurant
Grammar	<ul style="list-style-type: none">The verb tenerThe verb estarThe verb doler and the difference between me duele and me duelenThe present tenseHace ... que (for/since) + Present TenseModal verbsPara + infinitiveThe preterite tenseThe immediate future tense	<ul style="list-style-type: none">The future tenseAdjectival agreementThe comparativeThe superlativeUse of ‘si’ + tenseMe gustaría/Quisiera/Quiero + infinitiveThe modal verbs deber and tener quePresent TensePreterite TenseImperfect Tense	<ul style="list-style-type: none">The conditional tenseInformal versus formal address in the ‘you’ formAsking questionsImperatives‘hace’ + weather (exceptions to rule)‘querer’ in the present tensePreterite TenseFuture Tense

		<ul style="list-style-type: none"> Conditional Tense 	
Cross Curricular Links	<p>SMSC: Learning how to express yourself and respect other people’s views/ culture, the importance of exercise and healthy eating choices and the dangers of drugs and smoking; thank God for our healthy bodies and understand that we need to care for them.</p> <p>PSHE: Use direct contact or media to find out about healthy lifestyle choices and young people’s attitudes towards these.</p> <p>Careers: Consider skills, qualities and interests to work in the sector of lifestyle and health; meet the work of some famous figures in this career of the country.</p> <p>Food and Nutrition/Science: Healthy food choices</p>	<p>SMSC: Learning how to express yourself and respect other people’s views/ culture, consider how you can participate in the local community through paid and voluntary work</p> <p>PSHE: Use direct contact or media (job adverts) to discuss the qualities required in particular jobs</p> <p>Careers: Consider skills, qualities and interests to work in various sectors, consider post 16 and 18 options and the requirements for these and understand the importance of languages and how these can be useful not only in future careers but in other aspects of life. (Gatsby Benchmark 2 – Learning from career and labour market information, Gatsby Benchmark 4 – Linking curriculum learning to careers).</p> <p>Work Related Learning: speaking about options and post-16 choices.</p>	<p>SMSC: Learning how to express yourself and respect other people’s views/ culture, consider how you can politely use your knowledge of the language on a trip.</p> <p>PSHE: Use direct contact or media to understand how to successfully and politely board a plane, buy tickets, book accommodation .etc.</p> <p>Careers: Consider skills, qualities and interests to work in various sectors such as the hospitality sector, the transportation sector and the services industry.</p>
Literacy	<p>Developing reading skills, speaking, listening, critical thinking, extended writing, spelling (including key words).</p> <p>Use of grammatical terms when teaching and explaining grammar in relation to the English equivalents. Use of cognates and etymology to build knowledge of English Knowledge organisers / sentence builders improve awareness of sentence formation. Pupils will have access to authentic texts in the target language.</p> <p>Big write: Mealtimes – you are writing a blog about your eating habits.</p>	<p>Developing reading skills, speaking, listening, critical thinking, extended writing, spelling (including key words).</p> <p>Use of grammatical terms when teaching and explaining grammar in relation to the English equivalents. Use of cognates and etymology to build knowledge of English Knowledge organisers / sentence builders improve awareness of sentence formation. Pupils will have access to authentic texts in the target language.</p> <p>Big write: Why I want the job – you are writing a response to a job advert.</p>	<p>Developing reading skills, speaking, listening, critical thinking, extended writing, spelling (including key words).</p> <p>Use of grammatical terms when teaching and explaining grammar in relation to the English equivalents. Use of cognates and etymology to build knowledge of English Knowledge organisers / sentence builders improve awareness of sentence formation. Pupils will have access to authentic texts in the target language.</p> <p>Big write: At the tourist information office – write a dialogue of a customer and employee booking a trip.</p>
Numeracy	Numbers, dates and times.	Numbers, dates, time, salaries and money.	Numbers, dates, time and money.
Assessment	Please refer to Assessment Map		
National Curriculum Links	<p>Grammar and Vocabulary:</p> <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, develop and use a wide-ranging and deepening vocabulary, allowing pupils to give and justify opinions and take part in discussion about wider issues use accurate grammar, spelling and punctuation <p>Linguistic Competence</p> <ul style="list-style-type: none"> 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 		