

# SUBJECT: SPANISH



## KS3 CURRICULUM PLAN

KS1 and 2 Knowledge and Key skills  
Limited and variable student experience of language study at KS1 and 2. Single-words and some short sentences. Use of song.

YEAR 7	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
TOPIC	INTRODUCTIONS	MY FAMILY	PETS AND DESCRIPTIONS	PERSONALITY / WHERE I LIVE	MY HOUSE / SCHOOL	SCHOOL LIFE
<b>Knowledge</b>	1. Teacher's commands in the classroom (ongoing in class) + introduction to Hispanic world 2. Greetings 3. Name and age (numbers 1-31) 4. Birthdays/ dates (months, days, numbers)	1. Opinions and connectives (with colours) 2. Family tree 3. Family descriptions using 'his/hers/their' 4. Pet animals 5. Animal descriptions with colours (agreements) 6. Collaborate with Art department on 'Day of the Dead'	1. Animal description: age, colour and size. 2. Physical descriptions with the verb <i>ser</i>	1. Personality description Where I live: country, compass point, local area. 2.	1. House description and appearance. 2. Rooms in the house -upstairs, downstairs, outside. 3. School subject with basic opinions.	1. Opinions, reasons and subjects 2. The time - analogue clock 3. Spanish v British schools
<b>Skills</b>	Understand basic commands / Develop basic pronunciation / Gaining initial cultural understanding of the Hispanic world /Take part in a brief exchange in Spanish	Start using Spanish grammar accurately / Exchange at least three utterances in Spanish in a conversation / Use simple sentences independently / Start adapting previously learnt language	Can use high-frequency verb forms, nouns, articles and adjectives (agreement and position) to form simple sentences	Use a developing knowledge of simple grammar to adapt and substitute single words and phrases from a model and write a detailed, accurate paragraph. Use high-frequency adverbs and connectives.	Master the use of <i>tener</i> in the present tense, all 6 persons / Demonstrate some ability to write unfamiliar words heard predicting their spelling / Can translate short paragraphs of more complex sentences	Write a detailed, accurate paragraph, expressing a range of justified opinions / Adapt previous grammar to form more complex structures.
<b>Key Vocab</b>	buenos días, buenas tardes, buenas noches. Rojo, amarillo, negro, blanco, azul. Hola, Adiós, bien, mal, regular.	un/una ... gato, pájaro, perro, cobyaya, caballo, conejo/, pez, ratón, háminster, madre/padre, tía/ta, primo/a, abuelo/a	pecas, gafas, bigote, barba, alto/a, bajo/a, delgado/a, gordo/a, guapo/a, feo/a, muy, un poco, bastante	antipático, simpático, aburrido, divertido, torpe, Perezoso, inteligente, norte, sur, este, oeste...	viejo/a, bonito/a, antiguo/a, un salón, un comedor, el español, el inglés	divertido, bueno, fácil, difícil, útil, y - menos... veinte, veinticinco, cuarto, diez, media

Key Knowledge Transfer

-Tener in the present tense / number and gender formations / Numbers 1-100 / Colours / basic punctuation / Question making / Phonics: R, RR, L, LL, B/V.

1. Latin America cultural awareness / 2. Present tense and near future in full / 3. Weather phrases to be applied to different situations / 4. Writing at paragraph level.

YEAR 8	SUMMER 2	SUMMER 1	SPRING 2	SPRING 1	AUTUMN 2	AUTUMN 1
TOPIC	WEATHER AND CLIMATE	CLOTHES AND FASHION	HOBBIES AND SPORTS	AT THE DOCTOR'S	FOOD AND DRINK	DAILY ROUTINE
<b>Knowledge</b>	1. To be able to describe the weather with basic phrases. 2. Use numbers to describe temperatures. 3. Latin America awareness.	1. To be able to say what you wear using <i>llevar</i> . 2. To describe clothes with colours and patterns 3. Express likes and dislikes using subordinate clauses with <i>porque</i> and opinions. 4. Use <i>llevar</i> in full in the present tense and near future.	1. To be able to say what sports one plays. 2. Hobbies (infinitive form) and opinions. 3. What you are going to do in the near future tense.	1. To label and use body parts and be able to say what hurts and how long. 2. At the chemist: symptoms and ailments.	1. Use the present tense in full. 2. Describe food routines during the day. 3. Understand restaurant menus and order food.	1. Revision of descriptions from Y7: hair, eyes and personality/physical descriptions 2. To be able to describe daily routine.
<b>Skills</b>	Dealing with different accents and intonation. Hearing spoken Spanish at speed. Increase the level of Maths and Geography in the language as cross- curricular content.	Take part in a longer oral exchange of at least six utterances. Understand longer reading passages with some unfamiliar language.	Broaden cultural horizons about Hispanic countries and cultural events Adapt previous grammar to start using compound verb structures with infinitives.	Use the verb <i>doler</i> like <i>gustar</i> in year 7. Introduce a range of new time phrases such as <i>desde hace</i> .	Master the use of the regular present tense in full for all three types of infinitives Recreate role plays about real- life situations Develop listening skills and deal with unexpected language.	Write an accurate paragraph with connectives and descriptive language, using the reflexive pronoun. Adapt structures from Y7 to enhance speaking Start reading for gist.
<b>Key Vocab</b>	llueve, nieva, hace frío, calor, buen tiempo, mal tiempo sol, hay niebla, tormenta.	unas botas, un jersey, unos zapatos, unos vaqueros, una falda, una corbata, una chaqueta, una gorra, una sudadera	hacer atletismo, navegar por internet, ir al cine, salir con mis amigos, ver la televisión, hacer mis deberes	tengo, tiene... fiebre, una picadura, una quemadura, diarrea, tos, gripe, catarro, vómitos	De primer plato, segundo plato, postre, pollo, carne, arroz, verdura, Cola Cao, tomar	me levanto, me acuesto, meriando, veo la tele, me ducho

YEAR 9	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
TOPIC	MY CITY	MEDIA AND FILMS	A PAST HOLIDAY	CHORES AND JOBS	SCHOOL FACILITIES	ENVIRONMENT
<b>Knowledge</b>	1. Be able to describe hometown using a range of places in town 2. City descriptions. What there is and what it looks like. 3. Comparisons 4. Be able to say what certain shops sell 5. Be able to understand and give directions in Spanish.	1. Activities on the Internet. 2. Television. Favourite programs and extended opinions. 3. Films and types of films 4. Music genres.	1. The preterite tense -All six endings, regular verbs. 2. To describe a basic holiday in the past 3. Add time frames and past activities to a holiday account.	1. To be able to say what chores and small jobs you do to help at home. 2. To be able to discuss what you spend your money on 3. Say what kind of person you are as a skill for a future job 4. Express where/ how you would like to work. 5. Full time jobs and places.	1. To describe the facilities in our school with basic specific vocabulary. 2. To be able to describe extra curricular activities and subjects in detail. 3. To be able to discuss future GCSE options. 4. To give an account of the facilities in a school.	1. To be able to use three tenses (First-person singular) in speaking and writing and identify them. 2. To be able to describe basic environmental problems and solutions. 3. To discuss FAIR TRADE in Latin American countries.
<b>Skills</b>	Adapting and extending previous Y8 vocabulary to improve descriptive language to GCSE-level Use a range of comparisons. Use conversation fillers to give an impression of spontaneity.	Further develop cultural awareness and use of modern terminology. Using sophisticated opinions and subordinate clauses as explanations.	Active grammar in use in two dimensional situations (present and past) Adapt grammar to suit tense and mood. Use of idiomatic expressions.	Listening to longer passages and dealing with unpredictable vocabulary linked to cognates Using synonyms and antonyms to enrich vocabulary and register.	Exchanging up to 6 questions and answers in longer conversations, including improvised short responses Reading and answering regularly in the target language.	Dealing with 3 dimensional language (present, past and future) and adapt grammar accordingly Using GCSE- type structures and vocabulary to describe complex situations.
<b>Key Vocab</b>	hay... una plaza de toros, una tienda, un cine, un parque, un mercado, un polideportivo, un centro comercial.	la tableta , móvil, ordenador, leo y paseo al perro, descargo música, navego por internet	coche, tren, avión, bicicleta, barco, monopatin, el verano pasado	lavo el coche, hago de canguro, limpio la casa, paseo al perro, paso la aspiradora, pongo la mesa	instituto, alumnos, clases, profesoras, uniforme	trafico, contaminación, basura, fábricas, mucho ruido, mucha gente usa el carro