Key Stage 3 Curriculum

Spanish

THE WINSFORD ACADEMY

In Year 7 Students will study:

	Winter Term	Spring Term	Summer Term	
Curriculum Intent Statement	The languages department seeks to give students an insight into other cultures through the vehicle of learning a foreign language. We seek to develop our students into ever more sophisticated linguists whose love of languages gives them a skill set they would not otherwise have had. To give them the confidence to express themselves in a foreign language through deepening knowledge of the target language which will allow them to reflect on their mother tongue. We passionately believe that empowering our students with a foreign language will help foster tolerance of other cultures as well raising their own aspirations. We seek to equip our students with a language skill set that will allow them to compete in a jobs market on an equal footing with other young people throughout the nation.			
	Half Term 1 & 1st ½ of Half Term 2	**2nd ½ of Half Term 2 & Half Term 3**	**Half Term 4 & 1st ½ of Half Term 5**	**2nd ½ of Half Term 5 & Half Term 6**
Content	**Viva 1 Module 1 Mi Vida (My life)** Exploring **patterns** and **sounds** (**phonics**) of language Exchanging personal information. Using **tener** to talk about age and siblings, using numbers 1-30. Using **ser** to describe personality. The relationship between **adjectives** and **nouns**.	**Viva 1 Module 2 Mi tiempo libre (My free time)** Recapping **phonics** and adding new sounds. Giving **opinions** with the **infinitive** of verbs and justifying **opinions**. Manipulating **regular –ar verbs** in the **present tense**. Using **cuando** + weather + present tense. Sports that you **do** (**hacer**) and sports that you **play** (**jugar**). Frequency adverbs and days of the week	**Viva 1 Module 3 Mi insti (My school)** Using the **regular –ar verb** estudiar with school subjects. Giving **opinions** about school subjects. **Justifying opinions**. Describing our school using **hay/no hay**. Manipulating **regular –er/-ir verbs** in the **present tense**.	**Viva 1 Module 4 Mi familia y mis amigos (My family and my friends)** Family members. Possessive adjectives. Numbers 31-100, recapping 1-30. Reading and describing a family tree. Physical descriptions of people using **ser** and **tener**. Describing where you live using **estar** and **ser**.

Homework	Homework will be set fortnightly and students will be asked to complete a specific course or spend a specific amount of time on the interactive vocabulary learning platform *Memrise.* Memrise is a British language platform that uses spaced repetition of flashcards to increase the rate of learning and allows students to transfer vocabulary learnt in class into the long-term memory in a fun and interactive way. Class teachers will monitor the use of Memrise using the statistics from their class groups. Memrise will give students the opportunity to consolidate the important vocabulary and grammar structures learnt in class and will allow them to progress in their language learning journey at a much quicker rate.			
Wider Curriculum Offer	Discussing Spanish-speaking countries across the world. Learning a range of Spanish names. Comparing phonics in the English and Spanish language.	Discussing weather & climate in Spain and South America. Careers week – stand-alone lesson on careers in languages.	Comparing and contrasting British and Spanish schools and the education system.	Discussing Evaluating the differences between Spanish and British housing.
Assessment	On entry we will conduct a baseline assessment for all Y7 intake. This will include awareness of grammar, parts of speech, ability to use linguistic skills to work things out etc. to check readiness to use these terms in a new language. First half term's teaching aims to level up all students so they have a grasp of phonics and basic transferable grammar knowledge Assessment for learning takes place within every lesson by the classroom teacher, predominantly through the use of mini-whiteboards which are an integral part of our Spanish curriculum. Teachers use mini-whiteboards and other Assessment for Learning strategies each lesson to respond to the needs of the students in front of them and to inform future planning. Throughout the year, end of unit assessments take place and the end of each module. Class teachers use these to look for gaps in knowledge and misconceptions which can then be addressed in future lessons and revisited in 'Do Now' tasks at the start of lessons. Students will also complete extended writings in the target language every 6-8 lessons which will be formatively assessed by the class teachers. The students will have specific success criteria to follow so that they are clear about what to include in their extended writing. These will also include recent grammar structures taught in class, giving them the opportunity to apply what they have learnt and manipulate the language. The extended writings will be marked by the teachers and individual feedback given. Students will then be given sufficient lesson time to redraft and improve their writings and we encourage them to become autonomous learner by self-correcting using the MFL marking codes. There are two summative assessment points, one towards the beginning of the year and one towards the end of the year. The summative assessment at the end of year 7 will assess all four modules to see how much of the curriculum has been retained. The summative assessments will assess a variety of skills: speaking, listening, reading, writing, grammar & translation. The summative assessments will include a dictation, whereby students have to use their listening skills and knowledge of phonics and pronunciation to transcribe Spanish words. They will also include a read-aloud, where students will be given a short paragraph which, after a small amount of preparation, they will be asked to read it aloud to the teacher, focussing on pronunciation, intonation and interaction.			

Key Stage 3 Curriculum

Spanish

In Year 8 Students will study:

	Winter Term	Spring Term	Summer Term	
Curriculum Intent Statement	The languages department seeks to give students an insight into other cultures through the vehicle of learning a foreign language. We seek to develop our students into ever more sophisticated linguists whose love of languages gives them a skill set they would not otherwise have had. To give them the confidence to express themselves in a foreign language through deepening knowledge of the target language which will allow them to reflect on their mother tongue. We passionately believe that empowering our students with a foreign language will help foster tolerance of other cultures as well raising their own aspirations. We seek to equip our students with a language skill set that will allow them to compete in a jobs market on an equal footing with other young people throughout the nation.			
	Half Term 1 & 1st ½ of Half Term 2	**2nd ½ of Half Term 2 & Half Term 3**	**Half Term 4 & 1st ½ of Half Term 5**	**2nd ½ of Half Term 5 & Half Term 6**
Content	**Viva 1 Module 5 Mi ciudad (My city)** Describing your town using **hay/no hay**. Telling the time. Using **ir** in the **present tense**. Ordering food in a café. Using **ir** to form the **future tense**.	**Viva 2 Module 1 Mis vacaciones (My holidays)** Giving details about a holiday using the **past tense** of **ir**. Describing a holiday in the **past tense**. Giving **opinions** in the **past tense**. Using the **present** and **past tenses** together to describe holidays.	**Viva 2 Module 2 Todo sobre mi vida (All about my life)** Recapping the **present tense** to say what you do on your phone. **Justifying opinions** about music. Using **comparatives** to describe TV programmes. Using **past** and **present** tenses together.	**Viva 2 Module 3 ¡A comer! (To eat!)** Giving your food **preferences**. Ordering a meal in a restaurant. Formal register. Using the conditional. Planning a party in the **future**. Giving an account of a party using **three tenses together**.

<table>
<tr><td>Homework</td><td colspan="4">Homework will be set fortnightly and students will be asked to complete a specific course or spend a specific amount of time on the interactive vocabulary learning platform Memrise. Memrise is a British language platform that uses spaced repetition of flashcards to increase the rate of learning and allows students to transfer vocabulary learnt in class into the long-term memory in a fun and interactive way. Class teachers will monitor the use of Memrise using the statistics from their class groups. Memrise will give students the opportunity to consolidate the important vocabulary and grammar structures learnt in class and will allow them to progress in their language learning journey at a much quicker rate.</td></tr>
<tr><td>Wider Curriculum Offer</td><td>Looking at different Spanish cities and the different cultures and traditions.

Telling the time.

Discussing tapas and comparing and contrasting Spanish and British eating habits and mealtimes.</td><td>Looking at touristic destinations within Spain and South America.

Careers week – stand-alone lesson on careers in languages.</td><td>Looking at famous/traditional Spanish pastimes e.g. Flamenco. Discussing Spanish music festivals e.g. Benacassim in Barcelona and famous Spanish songs and artists as well as the Spanish/Latinamerican influence in music today.</td><td>Opportunity to try Spanish food.</td></tr>
<tr><td>Assessment</td><td colspan="4">Assessment for learning takes place within every lesson by the classroom teacher, predominantly through the use of mini-whiteboards which are an integral part of our Spanish curriculum. Teachers use mini-whiteboards and other Assessment for Learning strategies each lesson to respond to the needs of the students in front of them and to inform future planning.

Throughout the year, end of unit assessments take place and the end of each module. Class teachers use these to look for gaps in knowledge and misconceptions which can then be addressed in future lessons and revisited in ‘Do Now’ tasks at the start of lessons.

Students will also complete extended writings in the target language every 6-8 lessons which will be formatively assessed by the class teachers. The students will have specific success criteria to follow so that they are clear about what to include in their extended writing. These will also include recent grammar structures taught in class, giving them the opportunity to apply what they have learnt and manipulate the language. The extended writings will be marked by the teachers and individual feedback given. Students will then be given sufficient lesson time to redraft and improve their writings and we encourage them to become autonomous learner by self-correcting using the MFL marking codes.

There are two summative assessment points, one around Christmas and one towards the end of the year. The summative assess a mixture of topics to see how much of the curriculum has been retained. The summative assessments will assess a variety of skills: speaking, listening, reading, writing, grammar & translation. The summative assessments will include a dictation, whereby students have to use their listening skills and knowledge of phonics and pronunciation to transcribe Spanish words. They will also include a read-aloud, where students will be given a short paragraph which, after a small amount of preparation, they will be asked to read it aloud to the teacher, focussing on pronunciation, intonation and interaction.</td></tr>
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Key Stage 3 Curriculum

Spanish

THE WINSFORD ACADEMY

In Year 9 Students will study:

	Winter Term	Spring Term	Summer Term	
Curriculum Intent Statement	The languages department seeks to give students an insight into other cultures through the vehicle of learning a foreign language. We seek to develop our students into ever more sophisticated linguists whose love of languages gives them a skill set they would not otherwise have had. To give them the confidence to express themselves in a foreign language through deepening knowledge of the target language which will allow them to reflect on their mother tongue. We passionately believe that empowering our students with a foreign language will help foster tolerance of other cultures as well raising their own aspirations. We seek to equip our students with a language skill set that will allow them to compete in a jobs market on an equal footing with other young people throughout the nation.			
	Half Term 1 & 1st ½ of Half Term 2	**2nd ½ of Half Term 2 & Half Term 3**	**Half Term 4 & 1st ½ of Half Term 5**	**2nd ½ of Half Term 5 & Half Term 6**
Content	**Viva 3 Module 1 Somos así (This is us)** Preferences in life: **justifying opinions**. Recapping **irregular verbs** in the **present tense.** Daily routine: recapping **regular verbs** in the **present tense**. Talking about films using the **future tense**. Talking about a birthday using the **past tense.** Talking about life as a celebrity using **three tenses together**.	**Viva 3 Module 2 ¡Oriéntate! (Jobs)** Using **ser** to say what job you have. Talking about a part-time job using **tener que.** Saying what **you would like to do**, recapping **adjective agreement.** Talking about your future: using the **future tense**. Skimming and scanning texts: reading an authentic text.	**Viva 3 Module 3 En forma (Staying fit)** Talking about diet and healthy eating: recapping **justifying opinions** as well as **regular verbs** in the **present tense**. Using **direct object pronouns**. Talking about what an active lifestyle looks like using **stem-changing verbs** and **hacer** in the **present tense**. Describing your daily routine: **recapping reflexive verbs**. Talking about getting fit using **(no) se debe** and **se debería**. Describing an ailment using **me duele(n).**	**Viva 3 Module 4 Jóvenes an acción (Young people in action)** Talking about children's rights using **poder**. Discussing Fair Trade. Discussing recycling, recapping **se debería.** Writing about fund raising. **Travel Agents/Spanish Phrase book Project OR Euros/World Cup project if applicable OR Spanish film project** **production of Holy Grail Booklets in preparation for GCSE**

Homework	Homework will be set fortnightly and students will be asked to complete a specific course or spend a specific amount of time on the interactive vocabulary learning platform *Memrise.* Memrise is a British language platform that uses spaced repetition of flashcards to increase the rate of learning and allows students to transfer vocabulary learnt in class into the long-term memory in a fun and interactive way. Class teachers will monitor the use of Memrise using the statistics from their class groups. Memrise will give students the opportunity to consolidate the important vocabulary and grammar structures learnt in class and will allow them to progress in their language learning journey at a much quicker rate.			
Wider Curriculum Offer	Discussing the 'quinceañera' celebration in Spain.	Looking at a variety of careers where languages are useful. Discussing the high street giants Zara & Mango – originate from Spain and 50% of production takes place Spain. Careers week – a week of lessons around language jobs ahead of options week. Languages in Football day – external company 'mingalaba' come in to work with Y9 about the importance of languages in the football and sporting world. This includes a motivational talk, classroom based language lessons writing football match reports and practical football coaching sessions where the target language is used.	Discussing the Mediterranean diet.	Discussing differences between South-American and Castilian Spanish. Looking at childrens' rights. Cultural project towards the end of Y9 (travel agents / Spanish phrase book / Euros/World Cup / Spanish film. Trip to an authentic Spanish tapas restaurant in Chester.
Assessment	Assessment for learning takes place within every lesson by the classroom teacher, predominantly through the use of mini-whiteboards which are an integral part of our Spanish curriculum. Teachers use mini-whiteboards and other Assessment for Learning strategies each lesson to respond to the needs of the students in front of them and to inform future planning. Throughout the year, end of unit assessments take place and the end of each module. Class teachers use these to look for gaps in knowledge and misconceptions which can then be addressed in future lessons and revisited in 'Do Now' tasks at the start of lessons. Students will also complete extended writings in the target language every 6-8 lessons which will be formatively assessed by the class teachers. The students will have specific success criteria to follow so that they are clear about what to include in their extended writing. These will also include recent grammar structures taught in class, giving them the opportunity to apply what they have learnt and manipulate the language. The extended writings will be marked by the teachers and individual feedback given. Students will then be given sufficient lesson time to redraft and improve their writings and we encourage them to become autonomous learner by self-correcting using the MFL marking codes. There are two summative assessment points, one around Christmas and one towards the end of the year. The summative assess a mixture of topics to see how much of the curriculum has been retained. The summative assessments will assess a variety of skills: speaking, listening, reading, writing, grammar & translation. The summative assessments will include a dictation, whereby students have to use their listening skills and knowledge of phonics and pronunciation to transcribe Spanish words. They will also include a read-aloud, where students will be given a short paragraph which, after a small amount of preparation, they will be asked to read it aloud to the teacher, focussing on pronunciation, intonation and interaction.			
