

## SPANISH KEY STAGE 3 CURRICULUM OVERVIEW

By the end of Key Stage 3, students should:

<b>Know</b>	<i>Students are expected to gain an increasingly broad vocabulary and understanding of sentence structure and grammatical concepts, including three tenses, which allows them to communicate coherently about a range of personal and wider world topics. Students will develop the skills to enable them to ask and respond to simple questions based on their personal experiences in the present day, the past and the future. They will secure an increasingly accurate level of pronunciation and comprehension of commonly used sound-symbol correspondences.</i>
<b>Do</b>	<i>Students will be able to use a variety of high-frequency verbs in three tenses to discuss a range of topics as well as expressing and justifying opinions using a range of positive and negative adjectives. Students will be able to apply their knowledge of different sound-symbol correspondences to unknown vocabulary to ensure accurate pronunciation. Students will be able to give brief written and verbal responses in the target language and will develop their listening and reading comprehension skills. Students will be able to use their existing knowledge of English and target language vocabulary to decode unfamiliar words in new contexts.</i>
<b>Appreciate</b>	<i>Students will broaden their knowledge and understanding of the world around them including different Hispanic cultures, promoting a culture of tolerance. Pupils will access a curriculum that is diverse, representative and inclusive.</i>

### Curriculum coverage

	<b>Topic</b>	<b>Sub topic</b>	<b>Coverage</b>
<b>Year 9</b>	<b>My town</b>	<i>Where you live</i>	<i>Talking about your house and the area where you live. Using a range of opinions to talk about where you live.</i>
		<i>What you do in your town</i>	<i>Describing what you do in town and when. Using time.</i>
		<i>Making arrangements</i>	<i>Using the conditional tense to make arrangements with people at different places in town</i>
	<b>My holidays</b>	<i>Holiday activities</i>	<i>Giving details about a recent holiday. Talking about activities you did on holiday.</i>
		<i>Opinions of a recent holiday</i>	<i>Giving your opinion of a recent holiday. Saying what happened to make it a good or bad experience.</i>
		<i>Comparing your normal summer activities to holiday activities</i>	<i>Talking about what you usually do in the summer in the present tense and comparing to a recent holiday in the past tense.</i>
	<b>Gastronomy and Food</b>	<i>Food</i>	<i>Giving opinions of different foods. Understanding food eaten in Spain.</i>
		<i>Mealtimes</i>	<i>Talking about what you eat at different mealtimes. Using time.</i>
		<i>Restaurant conversations</i>	<i>Role-playing a restaurant conversation. Ordering starters, mains, desserts and drinks. Understanding Spanish formality.</i>
		<i>Parties</i>	<i>Using the future tense to talk about a future party. Using amounts of food. Using three different tenses.</i>

### Wider Key Stage 3 Curriculum

*Homework expectations: Weekly homework – SatchelOne Quiz or consolidation activity.*

*House Competitions: European Day of Languages (26<sup>th</sup> September)*

## SPANISH KEY STAGE 4 CURRICULUM OVERVIEW

By the end of Key Stage 4, students should:

<b>Know</b>	<i>Students are expected to build on their existing vocabulary and understanding of sentence structure and grammatical concepts from KS3. Students will be exposed to an increasingly sophisticated repertoire of tenses, structures and vocabulary. KS4 students will continue to perfect accurate pronunciation through the identification of different sound-symbol correspondences.</i>
<b>Do</b>	<i>Students will understand and respond to spoken and written language in a range of different ways e.g. transactional role plays, describing photos, dictation and extended written responses. Students will be able to express opinions with increasing fluency and complexity including comparatives and superlatives. Students will continue to use their knowledge of vocabulary and sound-symbol correspondences to decode, understand and pronounce unfamiliar vocabulary.</i>
<b>Appreciate</b>	<i>Students will continue to broaden their understanding of the world around them including different Hispanic cultures including festivals and celebrations in Spanish-speaking countries. Students will explore how and why languages are useful for future life and careers. They will appreciate the cultural norms of Spanish-speaking countries including polite forms of address. Pupils will access a curriculum that is diverse, representative and inclusive.</i>

### Curriculum coverage

	Topic	Sub topics	Coverage
Year 10	Free time	Digital life	Present tense – regular verbs. Activities online.
		Free time hobbies	Present tense – irregular verbs. Sports and hobbies.
		Future plans	Near future tense. Arranging to go out in the future.
		Last weekend plans	Preterite tense. Saying what you did at the weekend.
		Bad days	Direct object pronouns. Days that went wrong.
	Holidays	Transport	Comparatives. Discussing travel plans.
		Festivals	Superlatives. Present tense 'if' clauses. Festivals in Spanish-speaking countries.
		A past holiday	Saying what you did on a past holiday.
		Accommodation	Imperfect tense. Describing where you stayed on holiday.
		Adventures in Latin America	Using a variety of tenses to describe holidays.
	Family and friends	Describing people	Ser and estar. Describing photos with the present continuous. Physical descriptions.
		Role models	Discussing positive role models and who you admire.
		Friendships	Reflexive verbs. Discussing friendships and relationships.
		Identity	Para + infinitive. Discussing what identity means to you.
		Giving advice	Estar to express moods. Problems and giving advice.
	Lifestyle and wellbeing	Eating	Typical Spanish foods. Mealtimes and food trends.
Routine		Tener + noun. Indefinite adjectives. Describing healthy routines.	
Illness and injury		Reflexive verbs in preterite tense. Discussing illness and injury.	
Future plans		Simple future tense. 'If' clauses. Future plans for health and wellbeing.	

**Curriculum Coverage continued:**

	<b>Topic</b>	<b>Sub Topic</b>	<b>Coverage</b>
<b>Year 11</b>	<b>School</b>	<i>Typical school day</i>	<i>Schools in Spain. Superlatives. Relative pronouns. Typical school day.</i>
		<i>Studies and subjects</i>	<i>Lo que. Discussing studies.</i>
		<i>Changing your school</i>	<i>Conditional tense. How you would change your school.</i>
		<i>People in schools</i>	<i>Negatives. Forming questions. Describing teachers and students.</i>
		<i>School trips</i>	<i>Describing a past school trip. Adjectives and adverbs.</i>
	<b>Town and neighbourhood</b>	<i>Cities</i>	<i>Perfect tense. Describing cities.</i>
		<i>Changing cities</i>	<i>Imperfect tense to compare then and now.</i>
		<i>Shopping</i>	<i>Direct object pronouns. Shopping preferences.</i>
		<i>Where to live</i>	<i>Present subjunctive. Comparisons. Preferences about where to live.</i>
		<i>My area</i>	<i>Variety of tenses. Describing your area.</i>
	<b>Our world</b>	<i>Helping your community</i>	<i>Imperative. How to help your community.</i>
		<i>Environmental problems</i>	<i>Passive. Imperfect continuous tense. Discussing climate change.</i>
		<i>Environmental change</i>	<i>Actions to help the environment. Negatives.</i>
		<i>Solutions</i>	<i>Present subjunctive. Solutions to environmental issues.</i>
	<b>Future plans</b>	<i>Future plans</i>	<i>Plans for future life. Seguir / continuar + present participle</i>
		<i>Careers</i>	<i>Jobs. Possessive pronouns. Masculine/feminine jobs.</i>
<i>Languages</i>		<i>Importance of learning languages for the future. Modal verbs.</i>	
<i>World of work</i>		<i>Changes in the world of work. Impact of AI</i>	

**Wider Key Stage 4 Curriculum**

*Homework expectations: Weekly consolidation homework tasks*

*House Competitions: European Day of Languages (26<sup>th</sup> September)*