

Curriculum Intent

Our Spanish curriculum is organised in a way to ensure that learning a language :

- Fosters students' curiosity and deepens their understanding of the world and of the Target Language (TL) culture
- Enables students to express their ideas and thoughts in another language
- Provides opportunities for students to communicate confidently for practical purposes across all 4 skills
- Equips students with skills to understand, respond to, and appreciate spoken and written language from a variety of authentic sources
- Increases confidence, fluency and spontaneity, find ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation, through use of language in real life contexts
- Ensures students can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt e.g. using 5 tenses by the end of Year 9
- Provides the foundation for learning further languages and future language study, equipping students to study and work in other countries
- Promotes literacy and numeracy, where applicable.
- Enables students to understand how language works, both in TL and to support development of literacy in English, by exploring similarities and differences
- Enables students to use and manipulate language, to apply it in different ways
- Equips students with the knowledge + cultural capital they need to succeed in life
- Encourages students to appreciate + celebrate different cultures

Why? To enable students to become more global citizens, communicating in TL and understanding a range of cultures

How does the KS3 curriculum build on that from KS2?

In Key Stage 2 the emphasis is on communication in the classroom, problem-solving and building a firm foundation of key vocabulary about themselves and phrases in preparation for Key Stage 3. In Key Stage 3 students are encouraged to be more independent in their learning and to become more creative and spontaneous in their use of language, exploring different and more complex grammars and syntax in both verbal and written form.

At KS3, students:

- Develop building blocks of the language, through phonics, vocabulary + grammar to enable students to develop linguistic ability
 - Expand in depth and breadth across phonics, vocabulary and grammar in all 4 skills to allow students to confidently express themselves (and the views of others) in the TL
- Build on foundations of language learning skills at KS2, whether students continue with the same language or take up a new one
- Develop language skills, and linguistic knowledge (grammar and vocab)
- Make links between strategies they use and success criteria
- Develop strategies to use when faced with communication difficulties
- Speak spontaneously + take risks in the TL
- Develop strategies + understand relationship between written + spoken forms of the language

What do students *do* with this knowledge or these skills?

Students:

- Communicate with increasing confidence about themselves and others in the target language
- Reflect on the world we live in, using contexts familiar to them in their everyday lives and teaching them the vocabulary that they need to communicate with young people of their own age on topics that interest and stimulate them
- Use skills acquired to adapt and create language independently and in future studies

How does the KS3 curriculum align to the National Curriculum?

The National Curriculum enables students to understand and communicate personal and factual information that goes beyond their immediate needs and interests, developing and justifying points of view in speech and writing, with increased spontaneity, independence and accuracy. Our curriculum takes into account the National Curriculum but we do so much more, going beyond that, increasing in breadth and depth e.g. the NC requires students to be able to identify and use tenses to convey present, past and future events. We go beyond this by studying and using the imperfect and conditional tenses, with a range of pronouns (rather than only first person singular). Consolidation and retrieval of key knowledge is embedded throughout the curriculum to ensure that students are confident. Our extra-curricular programme ensures that students are given multiple opportunities to engage with the language(s) of study and TL cultures both in and out of the classroom.

		What new knowledge or skills are students taught?			
Term	Year 7	Y8	Year 9		
Autumn	<ul style="list-style-type: none"> - Introduce yourself, your pets, your personality and your family (irregular verbs ser and tener) 	<ul style="list-style-type: none"> - Talk about a past holiday (use preterite of ser, ar , er+ir verbs) - Talk about media (present tense, opinions, comparative, use 2 tenses) 	<ul style="list-style-type: none"> -Talk about things you like, your week, films, birthday, famous people, describe a day out, irregular verbs in present, regular in past + near future - Talk about work, future plans, typical day in your job. Use 3 tenses, adjective agreements + tener que 	<ul style="list-style-type: none"> 	
Spring	<ul style="list-style-type: none"> - Talk about your yourself and your family, physical descriptions, where you live (estar, ser+tener, possessive adjectives, adjective agreements) - Talk about your likes + dislikes, weather (me gusta + inf, ar verbs in present tense, hacer and jugar) 	<ul style="list-style-type: none"> - Talk about food + meal times (use more opinions, negatives, near future tense) - Talk about arranging to go out, clothes (use me gustaria + inf, querer + poder, use 3 tenses) 	<ul style="list-style-type: none"> -Talk about fitness + routine (diet, active lifestyle, daily routine, illnesses + problems). Use stem changing verbs, direct object pronoun, reflexive verbs, se debe, me duele(n) - Talk about world issues (childrens' rights, fair trade, recycling, fundraising). Use conditional tense + poder, se deberia 		
Summer	<ul style="list-style-type: none"> - Talk about school – subjects, school, break activities (me gusta(n), er +ir verbs in present tense, ar verbs) - Talk about where you live – your town / village, tell the 	<ul style="list-style-type: none"> - Describing holidays (a holiday home, activities, directions, summer camps) (use comparative + superlative, 3 tenses, major + peor 	<ul style="list-style-type: none"> -Discussing global issues using modal verbs and the superlative, comparative, simple future tense, present, preterite, conditional and imperfect tenses 		

	<p>time, order in a café (use ir , querer + near future tense)</p> <p>Consolidation of all grammar covered in Year 7</p>	<p>Consolidation of all grammar</p>	<p>Discussing myself and the world around me including consolidation of all vocabulary and grammar covered in KS3</p>	
<p>Rationale for this sequencing</p>	<p>Students start communicating in the target language by giving simple personal information + opinions. Topics and grammar are organised in this logical order that builds on vocab acquisition, use of grammar + developing prior knowledge, so that students can reapply this is a new context, using increasingly complex vocabulary + grammar. Phonics is embedded at each stage and taught implicitly and explicitly throughout the KS3 curriculum.</p>	<p>Topics and grammar are organised in this logical order that builds on vocab acquisition, use of grammar + developing prior knowledge, so that students can reapply this is a new context, using increasingly complex vocabulary + grammar. Eg. The present tense is developed in breadth + depth from regular verbs in yr7 to using a wider range of irregular verbs in yr8. This leads on to the perfect tense (regular verbs then</p>	<p>Topics and grammar are organised in this logical order that builds on vocab acquisition, use of grammar + developing prior knowledge, so that students can reapply this is a new context, using increasingly complex vocabulary + grammar.</p> <p>Eg.Regular verbs are studied in 3 tenses in the autumn term before moving on to more complex irregular stem</p>	

	<p>Sentence construction begins in Year 7 with students taught the basics of word order and verb conjugation. We build on these skills with each topic ensuring that students are able to use the 4 essential skills (speaking, listening, reading & writing) within each topic. Eg Students need to understand + be able to conjugate regular present tense verbs (understanding terminology such as infinitive constructions) before moving on more complex grammar eg infinitive constructions, near future tense</p>		
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Additional support at home

<p>Additional reading for enjoyment, enhancement and extension</p>	<ul style="list-style-type: none"> •
<p>Online resources to practice, consolidate and revise</p>	<ul style="list-style-type: none"> •

Workbooks & revision guides

to practice, consolidate and revise

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