

KS3 Spanish Curriculum Map 2023-2024

Curriculum intent				The Bigger Picture			
The intent of the Spanish curriculum at Netherwood Academy is to ensure that students get well-sequenced opportunities to develop, practise and value their knowledge of the Spanish language, in four main communication skills: Speaking, Listening, Reading and Writing. By the end of Y9, students are expected to be able to: A) communicate for practical purposes, B) discuss cultural aspects, and C) read and understand authentic materials.  More importantly, we aim at delivering an engaging, ambitious and culturally enriching curriculum that fosters a wide array of lifelong skills such as critical thinking, multicultural awareness and curiosity, public speaking, foreign travel and tourism. We know that learning a modern foreign language empowers students not only cognitively, but also personally, economically, culturally and socially. Developing global citizens is therefore at the heart of our staff ethos and extracurricular activities.				- <b>Personal development:</b> we model a culture of high personal aspirations with a focus on self-actualisation, world knowledge and health. In Y8, for example, our students enjoy discussions revolving around: seeking help from the doctor, healthy lifestyles, etc. In Y9, pupils venture themselves into a foreign cuisine trip to a Spanish Tapas restaurant that broadens their understanding of diversity. - <b>Academic development:</b> we routinely work on strategies to 1) cope with unfamiliar vocabulary, 2) resort to critical thinking and 3) make conceptual and multisensory connections to aid memory. Concept modelling (the explicit discussion of key terms and vocabulary) is the foundation where progress is built on in every Spanish lesson. - <b>Social development:</b> we believe that awareness, tolerance and celebration of diversity are essential contributions to society. So we make sure our students thoroughly enjoy the cultural capital aspect of the subject and confidently bring their cultural knowledge into lesson discussions. The considerable lack of ethnic diversity of our student population makes lessons unquestionably valuable.			
Rationale		Skills		Cross Curricular and Curriculum Enrichment Opportunities			
Our KS3 curriculum follows the national curriculum priorities for languages: a sound foundation of core vocabulary and grammar, interleaved with linguistic competence and cultural capital. Students enjoy different topics (e.g. Spanish festivals) as well as authentic materials (e.g. Spanish series) to enhance their cultural awareness and submerge into the Spanish-speaking world.		Skills are consistently modelled, practised and applied: <ul style="list-style-type: none"><li>✓ Listening</li><li>✓ Speaking</li><li>✓ Reading</li><li>✓ Writing</li><li>✓ Translation</li></ul>		<ul style="list-style-type: none"><li>• <b>Numeracy:</b> numbers 1-1000, telling the time, use of prices in €, analysis of patterns/problem-solving skills, metric systems, etc.</li><li>• <b>Literacy:</b> grammatical terms (e.g. pronoun, verb, adjective...), use of cognates and, reading skills (gist, skimming, scanning), etc.</li><li>• <b>Oracy:</b> phonics, giving and explaining opinions, public speaking skills, debating skills, etc.</li><li>• <b>Geography:</b> flags, weather conditions, Latin American countries, geographical accidents, capitals, the environment, etc.</li><li>• <b>History:</b> Spanish history, history of languages and language families, etymology to build knowledge of English, the origins of popular festivities, etc.</li><li>• <b>Health &amp; food tech:</b> nutritional awareness, tapas field trips, tapas videos on how to prepare them, PE knowledge, etc.</li><li>• <b>Pop culture:</b> Spanish-speaking celebrities, sports personalities, painters, influencers, popular songs, performing role-plays, etc.</li></ul>			
OVERVIEW		HT1	HT2	HT3	HT4	HT5	HT6
Year 7	Topic	Everything about me	My family	My spare time	My school	My house	My city
	Iterative concept	Parts of speech	Linguistic gender	Question words	Opinions	Reasons	indefinite articles
	Core knowledge	How to describe myself	How to describe my family	How to talk about what I do in my spare time	How to describe My day-to-day school life	How to give opinions about My house	How to write a blog about my home, town and activities
	Challenge for all	Asking questions	Inferring meaning	Using irregular verbs	Justifying opinions	Using prepositions	Using two tenses together
	Progress check	FORMATIVE Keystone words + Writing	FORMATIVE + SUMMATIVE HT1 + HT2 assessment	FORMATIVE Keystone words + Writing	FORMATIVE + SUMMATIVE HT1-HT4 assessment	FORMATIVE Keystone words + Translation	SUMMATIVE End-of-year assessment
Year 8	Topic	Holidays	Technology	Eating habits	Eating out	Health issues	Healthy lifestyles
	Iterative concept	Weather conditions	Present tense	Sequencers	Past tense	Time expressions	Modal verbs
	Core knowledge	How to narrate past holiday activities	How to discuss what I use my phone for	How to describe my eating routine in detail	How to recognise key messages related to eating in and out	How to use a variety of modal verbs in a conversation	How to translate texts related to illnesses and health into English
	Challenge for all	Using sequencers	Using comparatives	Using double negatives	Identifying different tenses	Translating unfamiliar language	Noticing red herrings
	Progress check	FORMATIVE Keystone words + Writing	FORMATIVE + SUMMATIVE HT1 + HT2 assessment	FORMATIVE Keystone words + Writing	FORMATIVE + SUMMATIVE HT1-HT4 assessment	FORMATIVE Keystone words + Translation	SUMMATIVE End-of-year assessment
Year 9	Topic	Describing a photo	Films and series	Celebrities	Jobs	Tapas	Festivals
	Iterative concept	3 <sup>rd</sup> person verbs	3 <sup>rd</sup> person pronouns	Preterite tense	Reflexives	Immediate future	‘ser’ and ‘estar’
	Core knowledge	How to describe a picture with several people in depth	How to recognise actors and actresses’ personal info	How to recognise key info about Spanish celebrities	How to say what job I would like to do	How to have a conversation in a restaurant	How to infer information about Spanish festivals in R&L
	Challenge for all	Using personal pronouns (‘le’ ‘a’)	Reading and translating longer texts	To deliver an oral presentation	To write a job application in Spanish	To ask and answer ‘usted’ questions	To use vocabulary that goes between your immediate needs
	Progress check	FORMATIVE Keystone words + Writing	FORMATIVE + SUMMATIVE HT1 + HT2 assessment	FORMATIVE Keystone words + Writing	FORMATIVE + SUMMATIVE HT1-HT4 assessment	FORMATIVE Keystone words + Translation	SUMMATIVE End-of-year assessment