



## Curriculum Plan Key Stage 3 **MFL (Spanish)**

Academic year: 2020/21		Head of department: Miss E Boardman ( <a href="mailto:l.boardman@todhigh.co.uk">l.boardman@todhigh.co.uk</a> )
Term 1		
Year 7	Year 8	Year 9
<p><b><u>¡Bienvenidos! (Welcome!)</u></b> Content: Introduction to Spanish unit focusing on the basics of the language and introducing students to language learning skills such as listening, speaking spontaneously, using dictionaries, reading for gist and specific details and writing in Spanish.</p> <p><b><u>Mi mundo (My world)</u></b> Content: Students will identify and use a range of vocabulary in relation to personal description information. The unit focuses on talking about themselves and family members. They will develop skills in reading, listening, writing and speaking.</p>	<p><b><u>Mi casa (My house)</u></b> Content: Students will identify and use a range of vocabulary in relation their house and their life at home. They will continue to develop skills in reading, listening, writing and speaking. We will look at developing key skills and techniques for the GCSE, utilising content from the academic year.</p> <p>*This is being covered in both Year 7 and Year 8 due to time lost during the 2019-2020 academic year.</p> <p><b><u>Mi pueblo (My town)</u></b> Content: Students will identify and use a range of vocabulary in relation to their home town. They will develop skills in reading, listening, writing and speaking. There is an increase in the use of tenses and ambitious language at this level</p>	<p><b><u>La gramática general y el presente (General grammar and the present tense)</u></b> Content: Students will follow a unit of work designed to develop their knowledge of conjugation and verb forms in the present tense. Class teachers will draw on a range of topic areas to explore different grammatical points within the broader present tense theme. The unit will also look at improving students' skills in describing pictures, asking questions and speaking spontaneously.</p> <p><b><u>El ocio (Leisure)</u></b> Content: Students will identify and use a range of vocabulary in relation to additional aspects of free time and leisure activities. There is more of a focus on the media and language related to specific pastimes. We will also include a little bit of content in relation to computer use and social media.</p>
Term 2		
Year 7	Year 8	Year 9
<p><b><u>El instituto (School)</u></b> Content: Students will identify and use a range of vocabulary in relation to school life and study. They will continue to develop skills in reading, listening, writing and speaking.</p> <p><b><u>Topic: El tiempo libre (Free time)</u></b> Content: Students will identify and use a range of vocabulary in relation to free time and leisure activities. Students will talk about hobbies in a general sense and we will introduce the near future tense at this point. They will continue to develop skills in reading, listening, writing and speaking.</p>	<p><b><u>La salud (Health)</u></b> Content: Students will identify and use a range of vocabulary in relation to health and healthy lifestyles. They will develop skills in reading, listening, writing and speaking. There is an increase in the use of tenses and ambitious language at this level. This topic lends itself to role-play scenarios.</p> <p><b><u>De compras (Shopping)</u></b> Content: Students will identify and use a range of vocabulary in relation to shopping. They will develop skills in reading, listening, writing and speaking. There is an increase in the use of tenses and ambitious language at this level. This topic lends itself to role-play scenarios.</p>	<p><b><u>Mis planes para el futuro (My plans for the future)</u></b> Content: Students will identify and use a range of vocabulary in relation to future plans in general and using the future tense (near future and simple future). It also focuses on future study plans and employment. It serves as an opportunity to explore the benefits of learning a second language to tie in with the options process.</p> <p><b><u>El pasado y cuando era menor (The past and when I was younger)</u></b> Content: Students will identify how to form the different forms of the past tense (preterite, perfect and imperfect) to discuss events in the past. The preterite past tense and imperfect have been introduced at earlier points in the KS3 curriculum and this unit is to consolidate previous learning and to challenge students to gain a deeper understanding.</p>

Term 3		
Year 7	Year 8	Year 9
<p><b><u>Mi casa (My house)</u></b>            Content: Students will identify and use a range of vocabulary in relation their house and their life at home. They will continue to develop skills in reading, listening, writing and speaking. We will look at developing key skills and techniques for the GCSE, utilising content from the academic year.</p>	<p><b><u>Comida y bebida (Food and drink)</u></b>            Content: Students will identify and use a range of vocabulary in relation to food and eating habits. They will develop skills in reading, listening, writing and speaking. There is an increase in the use of tenses and ambitious language at this level. This topic lends itself to role-play scenarios.</p>	<p><b><u>Los viajes y el turismo (Travel and tourism)</u></b>            Content: Students will identify and use a range of vocabulary in relation to travel and tourism. They will continue to develop skills in reading, listening, writing and speaking. There is an increase in the use of tenses and ambitious language at this level We will look at developing key skills and techniques for the GCSE, utilising content from the academic year.</p> <p>This topic was omitted from Year 8 in 2019-2020 during to the school closure disruption.</p> <p><b><u>Las fiestas y las costumbres del mundo hispánico (Festivals and customs of the Spanish speaking world)</u></b>            Content: Students will gain knowledge and understanding about key cultural events, dates and significant festivals within Spain and in different parts of the Hispanic world. The content will be woven into the tourism unit to provide cultural awareness and to develop knowledge of a new feature of the GCSE specification.</p>

How can parents and carers help?		
Year 7	Year 8	Year 9
<p>In order support your child to feel more confident and to give them a head start in lessons, you could encourage students to:</p> <ul style="list-style-type: none"> <li>• Visit BBC Bitesize and use the KS3 sections to explore the topics covered in the academic year.</li> <li>• Visit <a href="http://languagesonline.org.uk">languagesonline.org.uk</a> and take a look at the activities in the Caminos 1, Caminos 2 and Caminos 3 sections.</li> </ul> <p>Also, you could test your child when they have vocabulary lists or pronunciation assessments to prepare. It would be wonderful if you could ask them about their half-term project work.</p>	<p>In order support your child to feel more confident and to give them a head start in lessons, you could encourage students to:</p> <ul style="list-style-type: none"> <li>• Visit BBC Bitesize and use the KS3 sections to explore the topics covered in the academic year.</li> <li>• Visit <a href="http://languagesonline.org.uk">languagesonline.org.uk</a> and take a look at the activities in the Caminos 1, Caminos 2 and Caminos 3 sections.</li> </ul> <p>Also, you could test your child when they have vocabulary lists or pronunciation assessments to prepare. It would be wonderful if you could ask them about their half-term project work.</p>	<p>In order support your child to feel more confident and to give them a head start in lessons, you could encourage students to:</p> <ul style="list-style-type: none"> <li>• Visit BBC Bitesize and use the KS3 sections to explore the topics covered in the academic year.</li> <li>• Visit <a href="http://languagesonline.org.uk">languagesonline.org.uk</a> and take a look at the activities in the Caminos 1, Caminos 2 and Caminos 3 sections.</li> </ul> <p>Also, you could test your child when they have vocabulary lists or pronunciation assessments to prepare.</p>

Homework		
Year 7	Year 8	Year 9
<p>Homework is set in accordance with the homework timetable. Students will receive one key piece of work each half term that is designed to consolidate knowledge and key skills covered over the half term. Some of the homework tasks are designed to enhance student awareness of Spain and the Hispanic World. Students will receive a printed copy of the instructions for each project.</p> <p>Students will also receive key words lists and speaking practice tasks throughout the year in addition to the tasks designed to develop key skills and knowledge.</p>	<p>Homework is set in accordance with the homework timetable. Students will receive one key piece of work each half term that is designed to consolidate knowledge and key skills covered over the half term. Some of the homework tasks are designed to enhance student awareness of Spain and the Hispanic World. Students will receive a printed copy of the instructions for each project.</p> <p>Students will also receive key words lists and speaking practice tasks throughout the year in addition to the tasks designed to develop key skills and knowledge.</p>	<p>Homework is set in accordance with the homework timetable. Students will receive one key piece of work each half term that is designed to consolidate knowledge and key skills covered over the half term. Some of the homework tasks are designed to enhance student awareness of Spain and the Hispanic World. Students will receive a printed copy of the instructions for each project.</p> <p>Students will also receive key words lists and speaking practice tasks throughout the year in addition to the tasks designed to develop key skills and knowledge.</p>
Assessment		
Year 7	Year 8	Year 9
<p>Students complete formative assessments throughout each half term unit and end each unit (roughly at the end of a half term) with a summative assessment in at least 2 of the key skill areas. These summative assessments review the work covered up to date in that half term, as well as some relevant existing knowledge, to reflect the cross-theme questioning that features heavily in the final exams.</p> <p>The grade used for the data check is an accumulation of the results of these assessments.</p> <p>Students do at times complete practice assessments, informal assessments or pre-checks to help inform teaching.</p> <p>We aim to imitate the demands of the GCSE Spanish exam and consequently will assess each skill area (Reading, Listening, Writing and Speaking) at least once in a full term, though some topics lend themselves towards particular skill areas more so than others do.</p>	<p>Students complete formative assessments throughout each half term unit and end each unit (roughly at the end of a half term) with a summative assessment in at least 2 of the key skill areas. These summative assessments review the work covered up to date in that half term, as well as some relevant existing knowledge, to reflect the cross-theme questioning that features heavily in the final exams.</p> <p>The grade used for the data check is an accumulation of the results of these assessments.</p> <p>Students do at times complete practice assessments, informal assessments or pre-checks to help inform teaching.</p> <p>We aim to imitate the demands of the GCSE Spanish exam and consequently will assess each skill area (Reading, Listening, Writing and Speaking) at least once in a full term, though some topics lend themselves towards particular skill areas more so than others do.</p>	<p>Students complete formative assessments throughout each half term unit and end each unit (roughly at the end of a half term) with a summative assessment in at least 2 of the key skill areas. These summative assessments review the work covered up to date in that half term, as well as some relevant existing knowledge, to reflect the cross-theme questioning that features heavily in the final exams.</p> <p>The grade used for the data check is an accumulation of the results of these assessments.</p> <p>Students do at times complete practice assessments, informal assessments or pre-checks to help inform teaching.</p> <p>We aim to imitate the demands of the GCSE Spanish exam and consequently will assess each skill area (Reading, Listening, Writing and Speaking) at least once in a full term, though some topics lend themselves towards particular skill areas more so than others do.</p>