

The KS3 Spanish Curriculum – Sir John Cass Red Coat School

What will students learn / what skills will they develop?

Year 7 Spanish

Expected progress in year 7

Students should write short passages using the present tense of frequently used verbs. They should also include basic connectives and opinions in their work.

More than expected progress in year 7

Students will begin to use the near future tense in their work. They will always use a wider variety of connectives and justify opinions.

Knowledge and Understanding

Topics –

Unit 1: ¡Hola!. Up to level 3B

Unit 2: Mi familia. Up to level 3A

Unit 3: Mi colegio. Up to level 4a

Unit 4: ¿Qué te gusta hacer en tu tiempo libre? Up to level 5c

Grammar – Become familiar with high frequency verbs in the present tense: TENGO, definite + indefinite articles, high frequency verbs, simple negatives, quantifiers, gender, singular/ plural, question formation, adjectival order + agreement, present tense (regular verbs), the verb IR, immediate future, GUSTAR, modal verbs + infinitive

Literacy Use of formal/informal language, use of dictionary, phonetics, word order, alphabet, use of accents, sound patterns in Spanish, punctuation and orthographic features in the target language (accents), reading a text for gist & detail, using visual clues and previous vocabulary knowledge to ascertain the meaning.

Numeracy Pupils will focus on numbers when they study the following topics: money, dates, time and simple sums, use metric units to describe height and weight.

ICT Internet research, produce and edit word documents, use PowerPoint

Spiritual, Moral, Social and Cultural development – Life in Spanish-speaking countries with reference to differing attitudes to pets, family, etc., animal welfare, comparison of school systems,

What will students learn / what skills will they develop?

Year 8 Spanish

Expected progress in year 8

Students should be able to write in two time frames, and also use common irregular verbs. They should be able to express and justify opinions. Students should be confident using dictionaries to deduce meaning of new vocabulary.

More than expected progress in year 8

Students will have an understanding of three time frames and begin to use them in all written work. They can structure work well using a range of phrases and always use connectives. Opinions will always be justified and language used will not be repetitive.

Knowledge and Understanding

Topics –

Unit 1: Mi casa. Up to level 5b

Unit 2: La comida. Up to level 5a

Unit 3: Una cita (2 subtopics: clothes and giving excuses not to go on an outing) Up to level 6c

Grammar – Gender agreement and adjectival order, use of HFWs in the present tense “Hay” and “tiene”, agreement of the indefinite article, adjectival order & agreement, HAY, reflexive verbs, present tense, me gustaría+ infinitive to express future plans, negatives, preterite tense, writing a text with two tenses and a variety of detail using a reference, ME QUEDA BIEN, costar (radical change), TENER QUE, modal verbs, DOLER

Literacy - Use of conjunctions to link sentences together and enable to justify opinions with reasons, verb patterns, position of adjectives, adjectival agreement, gender/plural patterns, agreements of gender and numbers, use of conjunctions and formulate compound sentences, connectives, use of the dictionary, two tenses in a text and detailed information

Numeracy Telling the time, 24 hour clock, ordinal numbers+ cardinal numbers, use of numbers to express quantities, numeracy starters using symbols(</>).

ICT Internet research, produce and edit Excel spread sheets and word documents, use PowerPoint

Spiritual, Moral, Social and Cultural Comparison of routines, attitudes to holidays + destinations, food culture

What will students learn / what skills will they develop?

Year 9 Spanish

Expected progress in year 9

Students should be writing in three time frames with confidence on a range of topics. They should be able to express and justify opinions and understand more complex texts. Work should be well structured with a range of vocabulary and connectives.

More than expected progress in year 9

Students will use regular and irregular verbs with confidence in all three time frames. Students will have an understanding of the imperfect tense and begin to use it in their own work. They can recognise patterns and conjugate verbs and apply knowledge to grammar in new contexts. Students will be able to manipulate the language when producing their own work. They should use context and previous knowledge to understand longer texts.

Knowledge and Understanding

Topics –

Unit 1: Mi barrio. Up to level 6b

Unit 2: El tiempo libre. Up to level 6a

Unit 3: Las vacaciones. Up to level 7c

Grammar – ESTAR/SER, Contraction de+el=del+ a+el=a, relative clauses, se puede(n) followed by an infinitive, relative clauses & relative pronouns, imperfect tense, use of structures + infinitive to express future plans - conditional:Me gustaría + vivir/Quiero + vivir/Quisiera+ vivir, interrogatives, adverbs of frequency, preterite tense (regular + irregular), negatives, impersonal phrases

Literacy – use of dictionaries / glossaries, gist reading, extended sentences + text structure

Numeracy, How to read temperature, metric measures to express distances, numbers to express time/duration.

ICT Internet research, produce and edit Excel spread sheets and word documents, use PowerPoint, use of MP3 audio recording equipment+ editing using audio equipment, Use of weather websites and maps to investigate weather in Spanish-speaking countries.

Spiritual, Moral, Social and Cultural development – climate + environmental impact, tourism (advantages/disadvantages)

Assessment

- Students complete vocabulary and grammar tests.
- Assessment of listening, reading, speaking and writing tasks takes place as part of home study and classwork.
- Students complete assessments every half-term and review their progress as well as set targets on a termly basis.
- Students in Year 9 will begin work on GCSE topic from Term 3. Work will start on controlled assessment.
- Students complete End of Unit projects.
- Self and peer assessment tasks.
- Classwork and home study tasks are marked by the teacher and diagnostic feedback is given. Students are expected to correct their own work and respond to teacher comments using the school assessment proforma.

Literacy

All students work is marked for literacy using school and departmental assessment symbols.

Meeting the Needs of Individual Students

- All books include criteria for higher national curriculum levels to encourage able students to extend their abilities.
- Structured writing frames are provided for those students who need more help with writing longer extended style answers.
- A range of teaching and learning activities are used in order to successfully engage students in their learning.
- Dictionaries are available in most rooms.

Home Study & VLE

- Home study consists of either a learning home study or a comprehension or written task.
- The VLE contains a number of support tasks for each unit as well as additional revision materials for students to complete independently.

Extra-Curricular Activities and Clubs

- Fast track workshops take place once a week.
- Comenius club
- Year 11 extension lessons take place once per two weeks

Skills Development

- Listening, Reading, Speaking and Writing skills.
- Dictionary skills, pronunciation, using context to guess the meaning of new words, re-using language already learnt in different contexts.
- Personal, Learning and Thinking Skills



The KS4 Spanish Curriculum – Sir John Cass Red Coat School

What will students learn / what skills will they develop?

Year 10 Spanish

Knowledge and Understanding

Leisure - Free Time and the Media

- Free time activities
- Shopping, money, fashion and trends
- Advantages and disadvantages of new technology

Relationships and Choices

- Relationships with family and friends
- Future plans regarding: marriage/partnership
- Social issues and equality

Holidays

- Plans, preferences, experiences
- What to see and getting around

Literacy

All students work is marked for literacy using school and departmental assessment symbols, dictionary skills, grammar, reading skills

Numeracy - Pupils will focus on numbers when they study the following topics: shopping & money, dates, time (24 hour clock) and addition, subtraction, multiplication + division.

ICT - Internet research, produce and edit Excel spread sheets and word documents in preparation for controlled assessments, use PowerPoint, use of website based resources and documents to practice reading and listening, use of MP3 audio recording equipment+ editing using audio equipment.

Spiritual, Moral, Social and Cultural development – Life in Spanish-speaking countries.

Skills Development - Students will develop their listening, reading, speaking and writing skills as well as extended writing skills and pronunciation.

What will students learn / what skills will they develop?

Year 11 Spanish

Knowledge and Understanding

Work and Education

School/College and Future Plans

- What school/college is like
- Pressures and problems

Current and Future Jobs

- Looking for and getting a job
- Advantages and disadvantages of different jobs

Home and Local Area

- Special occasions celebrated in the home
- Home, town, neighbourhood and region, where it is and what it is like

Environment

- Current problems facing the planet
- Being environmentally friendly within the home and local area

Lifestyle - Health

- Healthy and unhealthy lifestyles and their consequences

Literacy

All students work is marked for literacy using school and departmental assessment symbols, dictionary skills, grammar, reading skills

Numeracy - Pupils will focus on numbers when they study the following topics: times, dates, pay rates and ordinal numbers.

ICT - Internet research, produce and edit Excel spread sheets and word documents in preparation for controlled assessments, use PowerPoint, use of website based resources and documents to practice reading and listening, use of MP3 audio recording equipment+ editing using audio equipment.

Spiritual, Moral, Social and Cultural development – Life in Spanish-speaking countries.

Skills Development - Students will develop their listening, reading, speaking and writing skills as well as extended writing skills and pronunciation.

Grammar – GCSE students will be expected to have acquired knowledge and understanding of the Spanish grammar during their course. In the examination they will be required to apply their knowledge and understanding in tasks appropriate to the tier for which they are entered, drawing from the following lists which are divided into Foundation and Higher Tier.

Foundation Tier

Nouns:

gender

singular and plural forms

Articles:

- definite and indefinite
- *lo* plus adjective (R)

Adjectives:

- agreement

Higher Tier

All grammar and structures listed for Foundation Tier plus:

Articles:

lo plus adjective

Adjectives:

- comparative and superlative
- possessive, short and long forms (*mi, mío*)
- relative (*cuyo*)

Adverbs:

- position
- comparative and superlative: regular and *mayor*,
- *menor, mejor, peor*
- demonstrative (*este, ese, aquel*)
- indefinite (*cada, otro, todo, mismo, alguno*)
- possessive, short form (*mi*)
- possessive, long form (*mío*) (R)
- interrogative (*cuánto, qué*)

Adverbs:

- formation
- comparative and superlative: regular
- interrogative (*cómo, cuándo, dónde*)
- adverbs of time and place (*aquí, allí, ahora, ya*)
- common adverbial phrases
- Quantifiers/Intensifiers (*muy, bastante, demasiado, poco, mucho*)

Pronouns:

- subject
- object (R)
- position and order of object pronouns (R)
- reflexive
- relative: *que*
- relative: *quien, lo que* (R)
- disjunctive (*conmigo, para mí*)
- demonstrative (*éste, ése, aquél, esto, eso, aquello*)
- indefinite (*algo, alguien*)
- interrogative (*cuál, qué, quién*)

Verbs:

- regular and irregular verbs, including reflexive verbs
- all persons of the verb, singular and plural
- modes of address: *tú* and *usted*
- radical-changing verbs
- negative forms
- interrogative forms
- reflexive constructions (*se puede, se necesita, se habla*)
- uses of *ser* and *estar*

tenses: present indicative

- present continuous
- preterite
- imperfect: in weather expressions with *estar*,
- *hacer*
- imperfect (R)
- immediate future

comparative and superlative

Pronouns:

- object
- position and order of object pronouns
- relative: all other uses including *quien, lo que, el que, cual*
- possessive (*el mío, la mía*)

Verb tenses:

- future
- imperfect
- imperfect continuous
- perfect
- pluperfect
- conditional
- passive voice (R)
- gerund
- present subjunctive: imperative, affirmation and
- negation, future after conjunctions of time (*cuando*),
- after verbs of wishing, command, request, emotion, to express purpose (*para que*)
- imperfect subjunctive (R)

Time:

- use of *desde hace* with present tense
- use of *desde hace* with imperfect tense (R)



- future (R)
 - perfect: most common verbs only
 - conditional: *gustar* only in set phrases
 - pluperfect (R)
 - gerund (R)
 - imperative: common forms including negative
 - subjunctive, present (R) in certain exclamatory phrases (*¡Viva! ¡Dígame!*)
 - subjunctive, imperfect: *quisiera*
 - impersonal verbs: most common only
- Prepositions:
common, including personal *a, por* and *para*
- Conjunctions:
common, including *y, pero, o, porque, como, cuando*
- Number, quantity, dates
- Time:
use of *desde hace* with present tense (R)

Assessment

Exam Board and Syllabus – AQA Spanish 4695:

Unit 1: Listening Examination – 20% Either Foundation Tier: 30 minutes (+ 5 minutes reading time) or Higher Tier: 40 minutes (+ 5 minutes reading time)

Unit 2: Reading Examination – 20% Either Foundation Tier: 30 minutes or Higher Tier: 50 minutes

Unit 3: Speaking Examination – 30% Controlled assessment - Two tasks

Unit 4: Writing Examination – 30% Controlled assessment - Two tasks

- Students are assessed through mid-year and end of year exams as well as weekly vocabulary and grammar tests.
- Assessment of listening, reading, speaking and writing tasks takes place as part of home study and classwork.
- Students complete assessments every half-term and review their progress as well as set targets on a termly basis.
- Self and peer assessment tasks.
- Classwork and home study tasks are marked by the teacher and diagnostic feedback is given. Students are expected to correct their own work and respond to teacher comments using the school assessment proforma.
- 2 controlled assessments are carried out for writing + 2 for speaking (1 of each per year of the 2 year course)

Literacy

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Meeting the Needs of Individual Students

- Structured writing frames are provided for those students who need more help with writing longer extended style answers.
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- Dictionaries are available in most rooms.

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- Home study consists of either a learning home study or a comprehension or written task.
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