



## KS3 Spanish – Curriculum Overview

	<b>AUTUMN TERM 1</b>	<b>AUTUMN TERM 2</b>	<b>SPRING TERM 1</b>	<b>SPRING TERM 2</b>	<b>SUMMER TERM 1</b>	<b>SUMMER TERM 2</b>
<p><b>YEAR 7</b> ...will be following the Viva 1 Scheme of Work</p>	<p style="text-align: center;"><b><u>YOUNG INTERPRETERS</u></b> <u>SESSION 1</u> OUR LANGUAGE MAPS AND EMPATHY EXERCISE <u>SESSION 2</u> THE QUALITIES OF A YOUNG INTERPRETER</p> <p><b>The Young Interpreter Scheme ® recognises the huge potential that exists within each school community for pupils of all ages to use their skills and knowledge to support new learners of English so that they feel safe, settled and valued from the start.</b></p> <p>¿Cuántos idiomas se habla en Cranbourne? Who do you think you are? Where in the world am I from? Empathy exercises... What is it like to be in a classroom when you don't know the language? How does it make you feel?</p>	<p style="text-align: center;"><b><u>MODULE 1</u></b> <b><u>VIVA 1 - MI VIDA</u></b></p> <p><u>Mastery Focus:</u> Saying when your birthday is, using numbers up to 31 and the alphabet, talking about pets, adjectival. Talking about personality. Agreement and placement</p> <p><u>KeyAssessment Task:</u> R, W, L + S (summative assessments) also continuation of Do Now retrieval practice cycle with Quizlet support</p> <p><u>Cultural knowledge:</u> Finding out where Spanish is spoken in the world.</p> <p><u>Progression to:</u> Writing a text and adding opinions and introducing yourself.</p>	<p style="text-align: center;"><b><u>YOUNG INTERPRETERS</u></b> <u>SESSION 3</u> REAL LIFE SITUATIONS</p> <p>Exploring scenarios and real-life situations in the role of a Young Interpreter.</p> <p style="text-align: center;"><b><u>MODULE 2</u></b> <b><u>VIVA 1 – MI TIEMPO LIBRE</u></b></p> <p><u>Mastery Focus:</u> Saying what you like to do, giving opinions using 'me gusta + infinitive, saying what you do in your spare time and what you like to do, using regular –AR verbs communicatively in the present tense in first person singular, talking about the weather.</p> <p><u>Key Assessment task:</u> Continuation of Do Now retrieval practice cycle with Quizlet support</p>	<p style="text-align: center;"><b><u>MODULE 2</u></b> <b><u>VIVA 1 – MI TIEMPO LIBRE</u></b></p> <p><u>Mastery Focus:</u> Talking about 'cuando' you do activities (in what kinds of weather), saying what sports you do, using the verb 'hacer' and 'jugar' in the 1<sup>st</sup> person present tense, understanding what an irregular verb is.</p> <p><u>KeyAssessment Task:</u> R, W, L + S (summative assessments) also continuation of Do Now retrieval practice cycle with Quizlet support</p> <p><u>Cultural knowledge:</u> Talking about weather in Spain.</p>	<p style="text-align: center;"><b><u>YOUNG INTERPRETERS</u></b> <u>SESSION 4</u> THE GOLDEN RULES</p> <p>Discussing the Golden Rules of the Young Interpreter role and deciphering Maslow's Hierarchy of needs and how it relates to the YI role.</p> <p style="text-align: center;"><b><u>MODULE 3</u></b> <b><u>VIVA 1 – MI INSTI</u></b></p> <p><u>Mastery Focus:</u> Saying what subjects you study, revision of use of different kinds of opinions, describing reasons and teachers, positives and negatives, adjectival agreement.</p> <p><u>Key Assessment task:</u> Continuation of Do Now retrieval practice cycle with Quizlet support</p> <p><u>Cultural knowledge:</u> Introduction to school life in Spain.</p>	<p style="text-align: center;"><b><u>MODULE 3</u></b> <b><u>VIVA 1 – MI INSTI</u></b></p> <p><u>Mastery Focus:</u> Revision of regular – AR verbs, describing your school and what there is in your school.</p> <p><u>Key Assessment task:</u> R, W, L + S (summative assessments) also continuation of Do Now retrieval practice cycle with Quizlet support.</p> <p><u>Cultural knowledge:</u> Comparison of similarities and differences between school life in Spain and UK.</p> <p><u>Progression to:</u> Writing a text about your school subjects and what there is.</p>

Qualities of a Young Interpreter.  
Being a good role model.  
Being a good Young Interpreter.

**MODULE 1**  
**VIVA 1 – MI VIDA**

Mastery Focus:  
Getting used to Spanish pronunciation, introducing yourself, talking about your personality, learning the verb 'ser' in the present tense, talking about age brothers and sisters, learning the verb 'tener' in the present tense, introducing use of Makaton to help learn names of animals.

Key Assessment task:  
Introduction of Do Now retrieval practice cycle with Quizlet support

Cultural knowledge:  
Introducing use of Makaton to help learn names of animals. Introduction to 'Día de los muertos'.

Progression to:  
Word to sentence level

Cultural knowledge:  
Introduction to popular Spanish sports and personalities. introduction to Flamenco and latin American dance.

Progression to : Using opinions to describe what sports and activities you like/dislike doing.

Progression to:  
Writing and saying what you do/like to do in your freetime and using descriptions of weather.

Progression to:  
Understanding use of adjectival agreement and use of "me gusta/gustan", etc..

<p><b>YEAR 8</b> ...will be following the Viva 1 Scheme of Work.</p>	<p><b>MODULE 3</b> <b><u>VIVA 1 – MI INSTI</u></b></p> <p><u>Mastery Focus:</u> Saying what subjects you study, revision of use of different kinds of opinions, describing reasons and teachers, positives and negatives, adjectival agreement.</p> <p><u>Key Assessment task:</u> Continuation of Do Now retrieval practice cycle with Quizlet support</p> <p><u>Cultural knowledge:</u> Introduction to school life in Spain.</p> <p><u>Progression to:</u> Understanding use of adjectival agreement and use of “me gusta/gustan”, etc..</p>	<p><b>MODULE 3</b> <b><u>VIVA 1 – MI INSTI</u></b></p> <p><u>Mastery Focus:</u> Revision of regular – AR verbs, describing your school and what there is in your school.</p> <p><u>Key Assessment task:</u> R, W, L + S (summative assessments) also continuation of Do Now retrieval practice cycle with Quizlet support.</p> <p><u>Cultural knowledge:</u> Comparison of similarities and differences between school life in Spain and UK.</p> <p><u>Progression to:</u> Writing a text about your school subjects and what there is.</p>	<p><b>MODULE 4</b> <b><u>VIVA 1 – MI FAMILIA Y AMIGOS</u></b></p> <p><u>Mastery Focus :</u> Describing your family, using possessive adjectives, describing hair and eye colour, revision of the first person of ‘ser’ and ‘tener’ in the present tense, position of adjectives.</p> <p><u>Key Assessment task:</u> Continuation of Do Now retrieval practice cycle with Quizlet Support</p> <p><u>Cultural Knowledge:</u> Christmas in Spain and Spanish-speaking countries.</p> <p><u>Progression to:</u> Using “voy” + infinitive for the immediate future.</p>	<p><b>MODULE 4</b> <b><u>VIVA 1 – MI FAMILIA Y AMIGOS</u></b></p> <p><u>Mastery focus :</u> Describing what someone else looks like and what their personality is like. Describing where you live.</p> <p><u>Key Assessment:</u> R, W, L + S (summative assessments) also continuation of Do Now retrieval practice cycle with Quizlet support. Extended translation exercise.</p> <p><u>Cultural Knowledge:</u> Importance of the matriarchy in Spanish families.</p> <p><u>Progression to:</u> Producing a text in which you use 1<sup>st</sup> and 3<sup>rd</sup> person of ‘tener’ and ‘ser’.</p>	<p><b>MODULE 5</b> <b><u>VIVA 1 – MI CIUDAD</u></b></p> <p><u>Mastery Focus :</u> Using the local area topic to revise present tense 1<sup>st</sup> person of regular verbs and “ir”. Describing town or village in more detail, using ‘a’, ‘some’ and ‘many’. Telling the time and use of time phrases.</p> <p><u>Key Assessment task:</u> Continuation of Do Now retrieval practice cycle with Quizlet Support</p> <p><u>Cultural Knowledge:</u> Introduction to the City of Barcelona. Research your own Spanish-speaking town/city present findings to class.</p> <p><u>Progression to:</u> Using “ir” for the immediate future in different persons. Introducing town in paragraphs, using connectives, opinions and future tense.</p>	<p><b>MODULE 5</b> <b><u>VIVA 1 – MI CIUDAD</u></b></p> <p><u>Mastery Focus :</u> Revise adjectival agreement and position. Role play conversation encouraging transactional Spanish: ordering in a café. Review of future tense: saying what you are going to do at weekend.</p> <p><u>Key Assessment task:</u> R, W, L + S (summative assessments) also continuation of Do Now retrieval practice cycle with Quizlet support.</p> <p><u>Cultural Knowledge:</u> Ordering food in a restaurant and role-playing.</p> <p><u>Progression to:</u> Producing a text about Basingstoke and acting out a role play restaurant situation.</p>
<p><b>YEAR 9</b> ...will be following the Viva 2 Scheme of Work.</p>	<p><b>MODULE 3</b> <b><u>VIVA 2 – LA COMIDA</u></b></p> <p><u>Mastery Focus:</u> Likes and dislikes, using a wider range of opinions.</p>	<p><b>MODULE 3</b> <b><u>VIVA 2 – LA COMIDA</u></b></p> <p><u>Mastery Focus:</u> Discussing what to buy for a party by using the near future.</p>	<p><b>MODULE 1</b> <b><u>VIVA 2 – LAS VACACIONES</u></b></p> <p><u>Mastery Focus:</u> Talking about a past holiday. Using the</p>	<p><b>MODULE 1</b> <b><u>VIVA 2 – LAS VACACIONES</u></b></p> <p><u>Mastery Focus:</u> Describing what your holiday was</p>	<p><b>MODULE 2</b> <b><u>VIVA 2 – TODO SOBRE MI VIDA</u></b></p> <p><u>Mastery Focus:</u> Saying what you use your phone for.</p>	<p><b>MODULE 2</b> <b><u>VIVA 2 – TODO SOBRE MI VIDA</u></b></p> <p><u>Mastery Focus:</u> Saying what you did yesterday and</p>

	<p>Describing mealtimes and using negatives. Ordering a meal. Using 'usted/ustedes'.</p> <p><u>Key Assessment task:</u> Do Now cycle</p> <p><u>Cultural Knowledge:</u> Introduction to different kinds of food in Spanish-speaking countries across the world. A</p> <p><u>Progression to:</u> Describing what you eat at each mealtime with opinions about food. Using food vocab in a range of contexts including 2 tenses.</p>	<p>Learning the verb 'ir' in the present tense, all persons, so that it can be manipulated for future tense. Giving an account of a party by introducing 3 tenses.</p> <p><u>Key Assessment:</u> R, W, L + S (summative assessments) also continuation of Do Now retrieval practice cycle with Quizlet support.</p> <p><u>Cultural Knowledge:</u> Have an opportunity to cook and read a Spanish recipe, eg, 'Las magdalenas'. Be introduced to using transactional Spanish in Madrid using 'Mi Vida Loca'. Continue to learn about food in other Spanish-speaking countries.</p> <p><u>Progression to:</u> Use of future tense by preparing for a party. Presenting a transactional restaurant scene using key vocab and coping strategies.</p>	<p>preterite of the verb 'Ir' in the first person. Saying what you did on holiday and using the preterite of -ar verbs.</p> <p><u>Key Assessment:</u> Do Now cycle</p> <p><u>Cultural Knowledge:</u> Further studies about Barcelona.</p> <p><u>Progression to:</u> Writing sentences with preterite tense and saying what they normally do on holidays.</p>	<p>like. Studying a Holidays Song and learning how song can help with memory. Using the preterite of 'Ser'. Making sentences interesting.</p> <p><u>Key Assessment:</u> Do Now cycle.</p> <p><u>Cultural Knowledge:</u> Continuation of 'Mi Vida Loca' Episodes 5-10. Introduction to: "Race Across The World" – South America.</p> <p><u>Progression to:</u> Writing sentences with preterite tense saying what they did on holidays, where they went, who with, etc., in present tense, saying what they normally and future tense, what they are going to do next year.</p>	<p>Revision of the present tense. Saying what kind of music you like. Giving a range of opinions. Talking about TV and using the comparative.</p> <p><u>Key Assessment:</u> Do Now cycle and speaking about themselves and your leisure time.</p> <p><u>Cultural Knowledge:</u> Continuation of 'Mi Vida Loca' Episodes 11-15. Continue to see: "Race Across The World" – South America.</p> <p><u>Progression to:</u> Consolidation of past, present and future tenses. Presentation to class of everything learned in KS3.</p> <p><b><u>Me presento</u></b></p> <p><u>Mastery Focus:</u> Consolidation of year 7, 8 and 9's study and creation of "Masterpiece" of written and spoken work.</p> <p><u>Key Assessment task:</u> Produce 2 pieces; one written and one spoken. For example, poster and video consolidating all learning in Years 7, 8 and 9.</p>	<p>revising use of the present and the preterite.</p> <p><u>Key Assessment:</u> Do Now cycle and final piece of KS3 writing.</p> <p><u>Cultural Knowledge:</u> Continuation of 'Mi Vida Loca' Episodes 11-15. Continue to see: "Race Across The World" – South America.</p> <p><u>Progression to:</u> Consolidation of past, present and future tenses. Presentation to class of everything learned in KS3.</p> <p><b><u>Me presento</u></b></p> <p><u>Mastery Focus:</u> Consolidation of year 7, 8 and 9's study and creation of "Masterpiece" of written and spoken work.</p> <p><u>Key Assessment task:</u> Produce 2 pieces; one written and one spoken. For example, poster and video consolidating all learning in Years 7, 8 and 9.</p>
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