

Beths Grammar School KS3 Spanish Curriculum Map

Term	INTENT	IMPLEMENTATION	IMPACT
	<p>Substantive Knowledge This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.</p>	<p>Disciplinary Knowledge (Skills) This is the action taken within a particular topic in order to gain substantive knowledge.</p>	<p>Assessment opportunities What assessments will be used to measure student progress? Evidence of how well students have learned the intended content.</p>
<p>Autumn Term 1A Year 7</p>	<p><u>Mi Familia y mis amigos</u></p> <p>Students begin learning Spanish by being able to communicate key information about themselves, their friends and family relationships.</p>	<ul style="list-style-type: none"> • Using phonics to pronounce new Spanish words • Introducing yourself and talking about personalities • Talking about siblings and birthdays using the present tense of tener and adjectives to compare other people • Using description to talk about physical appearance using the verb ser • Being able to describe physical appearance such as eyes and hair • Being able to write an autobiography with Steps to Success using a range of verbs in the third person (he/she) 	<p>Speaking Q+A Translation both ways Reading Listening Memrise % Equally weighted</p> <p>Beths Working towards Scholar (<60%) Beths Scholar - strong competence (60%) Beths Super Scholar - excellent competence (80%)</p> <p>Awarding of Beths Scholar status is judged holistically taking into account starting point and KS3 target grades in addition to behaviour and homework completion.</p>
<p>Autumn Term 1B Year 7</p>	<p><u>Mi tiempo libre</u></p> <p>Students will be able to discuss their free time activities and hobbies using expressions of opinion to communicate what they like to do and how frequently.</p>	<ul style="list-style-type: none"> • Giving opinions using me gusta + infinitive • Using phonics to pronounce new words • Saying what you do in your spare time • Understanding details about schools and opinions • Reading about different hobbies • Using question Wh question words when asking 	<p>Speaking - One Minute Presentation Creative Writing Task Memrise % (weighted 50/30/20%)</p> <p>Beths Working towards Scholar (<60%) Beths Scholar - strong competence (60%)</p>

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			<p>Beths Super Scholar - excellent competence (80%)</p> <p>Awarding of Beths Scholar status is judged holistically taking into account starting point and KS3 target grades in addition to behaviour and homework completion.</p>
<p>Spring Term 2A Year 7</p>	<p><u>Mi Insti</u></p> <p>Students will be able to describe their school experience and build upon expressions of opinion. They will discuss subjects, facilities and teachers and begin to write longer texts using more complex phrases.</p>	<ul style="list-style-type: none"> • Subjects, days of the week, time phrases, opinions and reasons comparisons • Describing your school and its facilities. Use of adjectival agreements to describe school subjects, teachers & facilities • Giving opinions about food in school. • Writing longer texts about your school. 	<p>Speaking - Phonics Translation both ways Reading Listening Memrise % Equally weighted</p> <p>Beths Working towards Scholar (<60%) Beths Scholar - strong competence (60%) Beths Super Scholar - excellent competence (80%)</p> <p>Awarding of Beths Scholar status is judged holistically taking into account starting point and KS3 target grades in addition to behaviour and homework completion.</p>
<p>Spring Term 2B Year 7</p>	<p><u>Mi ciudad</u></p> <p>Students will be able to describe their school experience and build upon expressions of opinion. They will discuss subjects, facilities and teachers and begin to write longer texts using more complex phrases.</p>	<ul style="list-style-type: none"> • Describing where you live (house, flat etc) • Describing your town or city. • Telling the time • Ordering food in a café • Saying what you are going to do at the weekend. • Understanding people describing their town. • Writing a Blog about your own town and activities. 	<p>Speaking - Photocard Creative Writing Task Memrise % (weighted 50/30/20%)</p> <p>Beths Working towards Scholar (<60%) Beths Scholar - strong competence (60%) Beths Super Scholar - excellent competence (80%)</p>

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<p>Summer Term 3A Year 7</p>	<p><u>Mis vacaciones</u></p> <p>Students will learn how to describe preferences for holidays and past holiday experiences. They will develop the skills to deliver a presentation and answer questions related to holiday experiences.</p>	<ul style="list-style-type: none"> • Talking about past holiday • Using the Past Preterite tense of ir (the verb 'to go') • Describing what you did on holiday • Describing the last day on holiday • Saying what your holiday was like • Giving a presentation about your past holiday • Making your texts interesting 	<p>Speaking Q+A Translation both ways Reading Listening Memrise % Equally weighted</p> <p>Beths Working towards Scholar (<60%) Beths Scholar - strong competence (60%) Beths Super Scholar - excellent competence (80%)</p> <p>Awarding of Beths Scholar status is judged holistically taking into account starting point and KS3 target grades in addition to behaviour and homework completion.</p>
<p>Summer Term 3B Year 7</p>	<p><u>Operación Verano</u></p> <p>Students will learn how to describe preferences for holidays and past holiday experiences. They will develop the skills to deliver a presentation and answer questions related to holiday experiences.</p>	<ul style="list-style-type: none"> • Talking about summer camps. • Describing a holiday home and holidays activities • Asking for directions • Describing a world trip & tackling challenging listening • Review of all topics seen in the Units • EOY EXAMS (week may vary) 	<p><u>Assessment Schedule - EOY Exam</u> Reading & Listening Speaking - Answering to unexpected Questions Translation both ways Memrise %</p> <p>Beths Working towards Scholar (<60%) Beths Scholar - strong competence (60%) Beths Super Scholar - excellent competence (80%)</p>

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