

Beths Grammar School KS3 Spanish Curriculum Map

Term	INTENT	IMPLEMENTATION	IMPACT
	Substantive Knowledge This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.	Disciplinary Knowledge (Skills) This is the action taken within a particular topic in order to gain substantive knowledge.	Assessment opportunities What assessments will be used to measure student progress? Evidence of how well students have learned the intended content.
Autumn Term 1A Year 8	<u>¡Toca a Ti!</u> <u>Viva 1 Recall Module</u> Students begin the year recalling previously vocab learnt, grammar and important structures to prepare them for the coming Year 8 modules.	- Te Toca a Ti Module 1 - Review Module 1 - Te Toca a Ti Module 2 - Review Module 2 - Te Toca a Ti Module 3 - Review Module 3 - Te Toca a Ti Module 4 - Review Module 4 - Te Toca a Ti Module 5 - Review Module 5 - Recap all Modules - Revision all tenses YR 7 (M1-M5)	Speaking Q+A Translation both ways Reading Listening Memrise % Equally weighted Beths Working towards Scholar (<60%) Beths Scholar - strong competence (60%) Beths Super Scholar - excellent competence (80%) Awarding of Beths Scholar status is judged holistically taking into account starting point and KS3 target grades in addition to behaviour and homework completion.
Autumn Term 1B Year 8	<u>Todo sobre mi vida</u> Students will build upon the Free time module in Year 7. Students will be able to discuss their preferences for entertainment focussing on music, TV and cinema and using the past tense.	- Saying what you use your mobile for - Saying what type of music you like - Talking about TV - Saying what you did yesterday - Understand a TV guide - Revision of Module 2 for creative writing task	Speaking - One Minute Presentation Creative Writing Task Memrise % (weighted 50/30/20%) Beths Working towards Scholar (<60%) Beths Scholar - strong competence (60%)

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			Beths Super Scholar - excellent competence (80%) Awarding of Beths Scholar status is judged holistically taking into account starting point and KS3 target grades in addition to behaviour and homework completion.
Spring Term 2A Year 8	<u>¡A Comer!</u> Students will develop their cultural knowledge by learning about typical Spanish meals. They will be able to talk about experiences of food in the past, present and future tense, combining tenses to develop narrative skills.	- Saying what food you like, introduce wide range of food vocab, cultural knowledge - tapas - Describing mealtimes, ordering a meal, to have dinner with a celebrity - Discuss food for a party, go to the market/shops. Intro to Photocards - Giving an account of a party using three tenses - Using coping strategies when speaking. Responding to what people say	Speaking Phonics Translation both ways Reading Listening Memrise % Equally weighted Beths Working towards Scholar (<60%) Beths Scholar - strong competence (60%) Beths Super Scholar - excellent competence (80%) Awarding of Beths Scholar status is judged holistically taking into account starting point and KS3 target grades in addition to behaviour and homework completion.
Spring Term 2B Year 8	<u>¿Qué hacemos?</u> 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.	- Arranging to go out and making excuses - using 'I would like' and negation" - Discussing getting ready to go out - using reflexive verbs - Talking about clothes - using demonstrative pronouns - Talking about sporting events - Describing a fancy dress outfit	Speaking - Photocard Creative Writing Task Memrise % (weighted 50/30/20%) Beths Working towards Scholar (<60%) Beths Scholar - strong competence (60%) Beths Super Scholar - excellent competence (80%)

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Summer Term 3A Year 8	<u>Recall and extension work</u> Students will develop speaking, listening, reading and writing skills in preparation for the End of Year exams. Students will focus on practise of all three tenses and ability to narrate verbally and through written texts. Extension materials to stretch and challenge students will be provided as they prepare for the End of Year exams.	• Te Toca a Ti / Adelante / Extensión Module 1 • Te Toca a Ti / Adelante / Extensión Module 2 • Te Toca a Ti / Adelante / Extensión Module 3 • Te Toca a Ti / Adelante / Extensión Module 4 • Te Toca a Ti / Adelante / Extensión Module 5	<u>Assessment Schedule - EOY Exam</u> Reading & Listening Speaking - Answering to unexpected Questions Translation both ways Memrise % Beths Working towards Scholar (<60%) Beths Scholar - strong competence (60%) Beths Super Scholar - excellent competence (80%)
Summer Term 3B Year 8	<u>Operación Proyecto Cultural</u> Students study cultural characteristics of Spanish speaking countries and complete a project on Latin America and the artist Picasso amongst other aspects. Students will lastly have the opportunity to take part in an outdoor lesson related to Sustainability.	• Latin America – Countries, Capitals and Flags of the continent • Research into LA culture • Producing a leaflet for the Tourist board • Learning and performing a Latin American song • Practice of grammar points – recall • Picasso project – cubism and describing its style	<u>In class assessment:</u> Memrise % Presentation and extended writing tasks Beths Working towards Scholar (<60%) Beths Scholar - strong competence (60%) Beths Super Scholar - excellent competence (80%)

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