

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 8L2	<u>Mi vida & ¡Mi familia y yo!</u> Students begin the year with an intensive introduction to Spanish. They will be able to describe themselves and their families, give personal information such as talking about their birthdays and learn how to use words for colour and shape to describe images.	- Greetings and introducing myself using the alphabet in Spanish - Saying when your birthday is – using the verb ‘ser’ and verbs of opinion - Talking about age, brothers and sisters - Describing your family - Talking about your pets - - Describing colours and shapes, introduction to Picasso and Miró, describing people and things - Consolidation of grammar	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 8L2	<u>Mi familia y amigos</u> Students will build upon term 1 by further describing their friends and family using hair, eye colour and complexion. They will learn to use the present tense to describe current actions and move onto the	- Describing Height, hair eyes, adjective agreement, opinions, - Describing what other people look like - Using verbs in third person - saying which activities you do - Saying what you are going to do	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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	immediate future tense to describe what they will do.	- Learning the time, invitations and acceptance/rejection - consolidation of grammar and vocab learnt	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 8L2	<u>Mi Insti</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.	- Subjects, days of the week, time phrases, opinions and reasons comparisons - using opinion verbs, intensifiers, connectives, time phrases, opinions, negatives. "Describing your school and its facilities and understanding details about schools and 'hay' for there is/are - Using adjectival agreement to describe school facilities." - Talking about break time, snacks, fruits & giving opinions about food - using 'er and ir' verbs - Saying what other people look like Using verb in 3rd person - Giving an account of a party using three tenses - saying what I am going to wear using immediate future tense	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 8L2	<u>Mi Ciudad</u> Students will describe their surrounding, where they live, their houses and towns. This combines with talking about what they will do in their town using the near future tense depending on the type of weather.	- Describing where you live, - Using verb estar for location (eg. in the mountains) - Describing your house - Describing rooms - Describing your own town or own village - Telling the time - Saying what you are going to do at the weekend - Using near future for future plans in home/town with justifications - Describing weather - Using cuando (when) and descriptions of weather	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 8L2	<u>De vacaciones</u> 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.	- Talking about past holiday - Using the Preterite of 'ir' and other verbs - 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.	<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 8L2	<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 - Practise 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%) Awarding of Beths Scholar status is judged holistically taking into account starting point and KS3 target grades in addition to behaviour and homework completion.