

Mulberry Academy Woodside

Spanish

Curriculum Overview 2024 - 2025

Curriculum intent statement:

“If you talk to a man in a language he understands, that goes to his head. If you talk to him in his own language, that goes to his heart.”

Nelson Mandela

In Modern Languages our aim is to create a personalised curriculum in which pupils develop:

- their love of language learning
- an appreciation of other cultures
- resilience in order to learn how to learn

Students will build their linguistic knowledge and skills in an enriching and supportive environment. Through the study of grammar each child will learn how a language works, while music, film and ICT based learning will make for an enjoyable and engaging language learning experience. In turn, this will provide a platform for them to develop into able life long linguists and succeed in whatever they aspire to do.

At **KS3** pupils will acquire the foundations of language learning (building a bank of key vocabulary, verbs, grammar and linguistic concepts) to be able to share their personal ideas on a range of key topics and to communicate with a native speaker of French/Spanish.

KS3	AUTUMN TERM		SPRING TERM		SUMMER TERM	
	TERM 1A	TERM 1B	TERM 2A	TERM 2B	TERM 3A	TERM 3B

YEAR 7	KNOWLEDGE	<p><u>Introduction to Spanish</u> cultural quiz and el abecedario</p> <p><u>Mi vida – Módulo 1</u> introducing yourself, your personality, age, brothers and sisters, birthdays and pets</p> <p><u>Cultural capital:</u> Endangered animals in Spain L+R</p> <p><u>European Day of Languages/BHM</u></p>	<p><u>Mi Tiempo Libre – Módulo 2</u> what you do in your spare time, what sports you do, the weather</p> <p><u>Cultural capital:el día de los muertos/Navidades</u> Mexican tradition Christmas traditions in the Hispanic world, songs, cards, puzzles and quiz L+R+W</p>	<p><u>Mi Insti – Módulo 3</u> subjects you study, opinions about school subjects, describing your school, break time activities</p> <p><u>Cultural capital:</u> The right to education in Guatemala</p> <p><u>San Valentin</u> L+R+W+S</p>	<p><u>Mi familia y mis amigos – Módulo 4</u> describing your family, appearance and personality, saying where you live</p> <p><u>Cultural capital:</u> LGBT Velázquez: a Spanish painter L+R</p>	<p><u>Mi Ciudad – Módulo 5</u> describing your local area and what you are going to do at the weekend, telling the time, ordering in a café, <u>Cultural capital:</u> Spanish festivals eg el día de san juan y san pedro/semana santa</p>	<p>Revision</p> <p>End of year test L+R+W (Speaking if time allows)</p> <p>intervention/preparation for yr 8</p> <p><u>End of year project – las Merinas/la educación/creating a board game</u></p>
	SKILLS	<p>-Writing: adding variety to your writing</p> <p><u>-Grammar:</u> Spanish pronunciation, adjectives that end in “o” and “a”, using the verb “tener” (to have), adjectival agreements with nouns</p>	<p>-Speaking: taking part in a longer conversation and using question words</p> <p><u>-Grammar:</u> opinions using “me gusta” + infinitive, “ar” verbs in the present tense, “cuando”, “hacer” (to do) and “jugar”(to play)</p>	<p>-Writing: writing a longer text and checking accuracy</p> <p><u>-Grammar:</u> “ar verbs” to say what “we “ do, “me gusta v me gustan + adjectival agreements (to give opinions about subjects), using “ar and “er verbs” and hay</p>	<p>-Speaking: Photocard -planning and giving a presentation</p> <p><u>-Grammar:</u> possessive adjectives, verbs “ser” (to be) and “tener” (to have), using verbs in the third person, using the verb “estar” (to be)</p>	<p>-Writing using two tenses together</p> <p><u>-Grammar:</u> “a” using hay with “some” and “many”, verb “ir al/a la (to go to), verb “querer” (to want), near future tense ir +a +inf</p>	<p><u>Te gustan tu insti</u> listening strategies</p> <p><u>Que haces en tu tiempo libre</u> -speaking skills-taking part in a longer conversation</p> <p><u>Eres fanático</u> reading skills -dealing with complex texts</p> <p><u>Mi vida en La Habana</u> Writing skills-using 2 tenses</p>
YEAR 8	KNOWLEDGE	<p><u>Repaso</u> Write about yourself, school and town. <i>Present tense ar verbs (incl ser,estar, tener, hacer), adjectives,</i></p>	<p><u>Módulo 4 - ¿Qué hacemos?</u> arranging to go out, making excuses, getting ready to go out, clothes, sporting events</p>	<p><u>Módulo 1- Mis vacaciones</u> a past holiday, the last day on holiday, what your holiday was like</p> <p><u>Cultural capital:</u></p>	<p><u>Módulo 5 - Operación verano</u> a holiday home, holiday activities, directions, about summer camps</p>	<p><u>Módulo 3 - ¡A comer!</u> Say what food you like, describing mealtimes, ordering a meal, discussing</p>	<p>Revision</p> <p>End of year test L+R+W (Speaking if time allows)</p> <p>intervention/preparation for yr 9</p>

		<p><i>connectives and qualifiers</i></p> <p>Módulo 2 – Todo sobre mi vida</p> <p>what you use your phone for, type of music you like, TV, what you did yesterday</p> <p>Cultural capital:</p> <p>Spanish singers: Juanes and Malú</p> <p>L+R+W</p> <p>European Day of Languages/BHM</p>	<p>Cultural capital:</p> <p>Spanish fashion chains L+R</p>	<p>Hispanic holiday destinations L+R</p>	<p>Cultural capital:</p> <p>Oviedo: a Spanish city (or teachers choice)</p>	<p>what to buy for a party</p> <p>Cultural capital:</p> <p>Spanish cuisine L+R+W+S</p>	<p>End of yr project –</p> <p>creating a tourist brochure/menu/board game</p>
	SKILLS	<p>-Reading: identifying the context, getting the gist</p> <p>-Grammar:</p> <p>conjugation skills in the past and present with AR/IR and ER verbs and more focus on irregulars. Distinguishing tenses. Opinions and using comparatives</p>	<p>-Writing: using a dictionary, dealing with more than one meaning</p> <p>-Grammar: plans (me gustaría), accepting/rejecting invitations, excuses, poder and querer. Stem changing and reflexive verbs. Adjectival endings and agreement. Demonstrative adjectives . 3 tenses together. Dictionary skills</p>	<p>-Speaking: making sentences more interesting, preparing a presentation</p> <p>-Grammar: simple past (pretérito), conjugation skills focusing on regular AR and ser and ir irregulars, past and present tenses together</p> <p>-Speaking: playing for time, listening and reacting</p> <p>-Grammar: negatives and complex opinions.</p>	<p>-Listening skills: listening for time expressions and verb tenses, listening for points of view-</p> <p>Grammar: the comparative and the superlative. The imperative through giving directions. Further developing use of three tenses with time markers. Tackling more challenging listening</p>	<p>-Speaking: playing for time, listening and reacting</p> <p>-Grammar: negatives and complex opinions. Cultural awareness of Spanish food. Introduction of near future and use with present + simple past to combine use of 3 tenses together. Engaging in more meaningful/informative dialogue</p>	<p>Destinos listening strategies for challenging texts</p> <p>Que opinas? - practising responding spontaneously</p> <p>Mi guía dealing with authentic texts(reading skills)</p>
YEAR 9	KNOWLEDGE	<p>Repaso Te presento</p> <p>revision of present and preterite tenses</p>	<p>Module 3 – En forma</p> <p>diet, an active lifestyle, daily</p>	<p>Module 4 – Jóvenes en acción</p> <p>children’s rights, fair trade,</p>	<p>Module 4 – Jóvenes en acción</p> <p>how your town has changed-</p>	<p>Module 2 - ¡orientate!</p>	Revision

	<p>and talking about yourself in more detail Module 1 – Somos así things you like, your week, films, celebrating birthdays (and life as a celebrity)</p> <p>Cultural capital: Spanish cinema: Javier Bardem and “El sueño de Iván” L+R</p> <p>European Day of Languages/BHM</p>	<p>routine, getting fit, ailments</p> <p>Cultural capital: La dieta mediterránea L+R+S</p>	<p>recycling, fundraising</p> <p>Cultural capital: Fair trade in Latinamerica S</p>	<p>environmental issues</p> <p>Cultural capital: Chueca: an LGBT neighbourhood in central Madrid</p>	<p>what you have to do at work, what job you would like to do, your future, describing your job</p> <p>Cultural capital: Spanish entrepreneurs L+R+W</p>	<p>End of year test L+R+W (Speaking if time allows)</p> <p>Intervention/preparation for GCSE (grammar - tenses - and speaking activities)</p> <p>End of yr project – reportage on how green is Woodside High School a latin american study - eg Castro, Khalo, Ché</p>
SKILLS	<p>giving opinions and justification. Listening: understanding descriptions -</p> <p>Grammar: irregular and regular verbs in the present tense, the near future tense, the preterit, 3 tenses together</p>	<p>Speaking: giving a presentation and using complex sentences</p> <p>Grammar: direct object pronouns, stem changing verbs, reflexive verbs, SE DEBE/NO SE DEBE, ME DUELE(N)</p>	<p>-Writing: choosing the correct Spanish words</p> <p>Grammar: the verb PODER, expressing your point of view using SE DEBERÍA, the imperfect tense</p>	<p>-translation, speaking -defending a point of view</p> <p>Grammar - the imperfect tense (ser, hacer, tener, haber, estar), using 2 tenses in one sentence</p> <p>Writing: checking for accuracy, looking up new words and using reference materials</p>	<p>-Grammar: TENER QUE, correct adjective agreement, future tense, 3 tenses together</p>	<p>Adonde fuiste? - using the 4 Ws to understand listening extracts.</p> <p>Mi rutina - initiating and developing a conversation</p> <p>Solidarios - using decoding skills with authentic reading material</p>