



KS3 – Year 9 -Spanish Long Term Mapping

Subject Intent/ Aims: Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

Our teaching will focus on developing the breadth and depth of pupils' competence in listening, speaking, reading and writing, based on a sound foundation of core grammar and vocabulary. It will enable pupils to understand and communicate personal and factual information that goes beyond their immediate needs and interests, developing and justifying points of view in speech and writing, with increased spontaneity, independence and accuracy. It should provide suitable preparation for further study. It should also increase pupils' cultural capital, promoting knowledge and tolerance of other cultures.

National Curriculum Coverage

- Identify and use tenses or other structures which convey the present, past, and future as appropriate to the language being studied
- Use and manipulate a variety of key grammatical structures and patterns
- Develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues
- Use accurate grammar, spelling and punctuation.
- Listen to a variety of forms of spoken language to obtain information and respond appropriately
- Transcribe words and short sentences that they hear with increasing accuracy
- Initiate and develop conversations
- Express and develop ideas clearly and with increasing accuracy, both orally and in writing
- Speak coherently and confidently, with increasingly accurate pronunciation and intonation
- Read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material
- Read literary texts in the language [such as stories, songs, poems and letters], to stimulate ideas, develop creative expression and expand understanding of the language and culture

Write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language

ADVENT- Key Content:

Hispanic World
Digital Life
Freetime and Sports
Arranging to go out
Last weekend
A day that went wrong

LENT- Key Content:

Opinions/Photo Cards
Travel Plans
Spanish Festivals
Past Holiday Activities
Accommodation
Using 3 tenses

PENTECOST- Content:

Families
Describing People
Celebrities
Relationships
Problems
Celebrations



<p><u>Key Component:</u></p> <p>To speak, write and understand – both oral and written - a range of language in the above content areas with fluency, confidence and accuracy. To understand and apply basic grammatical structures. To improve cultural capital.</p> <p><u>Key Composites</u></p> <p>KQ 0: Zona de cultura: El mundo hispanohablante · Talking about Spanish-speaking sports stars · Using adjectives in Spanish KEY TERMS TEST – Peer assessed/feedback/dirt Maintenance Mark</p> <p>KQ 1: Mi vida digital · Talking about life online · Revising the present tense · Using expressions of frequency KEY TERMS TEST – Peer assessed/feedback/dirt WRITING – Teacher assessed/WC feedback/dirt</p> <p>KQ 2: ¡Disfrutamos al máximo! · Talking about sports and free-time activities · Revising irregular present tense verbs · Using opinion verbs and expressions KEY TERMS TEST – Peer assessed/feedback/dirt SPEAKING – PEER ASSESSED/feedback/dirt</p>	<p><u>Key Component:</u></p> <p>To speak, write and understand – both oral and written - a range of language in the above content areas with fluency, confidence and accuracy. To understand and apply basic grammatical structures. To improve cultural capital.</p> <p><u>Key Composites</u></p> <p>KQ 0: Zona de cultura: ¡Descubre Andalucía! · Using me gusta(n) / me gustaría + infinitive · Describing a photo KEY TERMS TEST – Peer assessed/feedback/dirt Maintenance Mark</p> <p>KQ 1: En ruta · Discussing travel plans · Using comparatives · Using se puede(n) + infinitive KEY TERMS TEST – Peer assessed/feedback/dirt WRITING – Teacher assessed/WC feedback/dirt</p> <p>KQ 2: ¡De fiesta en fiesta! · Talking about festivals in the Spanish-speaking world · Using the superlative · Using if clauses with the present tense KEY TERMS TEST – Peer assessed/feedback/dirt SPEAKING – PEER ASSESSED/ feedback/dirt</p>	<p><u>Key Component:</u></p> <p>To speak, write and understand – both oral and written - a range of language in the above content areas with fluency, confidence and accuracy. To understand and apply basic grammatical structures. To improve cultural capital.</p> <p><u>Key Composites</u></p> <p>KQ 0: Zona de cultura: ¡No hay dos familias iguales! · Reading about different families · Using possessive adjectives KEY TERMS TEST – Peer assessed/ WC feedback/dirt</p> <p>KQ 1: Esta es mi gente · Describing people · Using the present continuous to describe a photo · Using ser for physical descriptions and estar for Location KEY TERMS TEST – Peer assessed/ WC feedback/dirt SPEAKING – PEER ASSESSED/ feedback/dirt</p> <p>KQ 2: Mis famosos favoritos · Talking about your favourite celebrities · Saying how long you have been doing something · Using the personal a KEY TERMS TEST – Peer assessed/feedback/dirt WRITING – Teacher assessed/WC feedback/dirt</p>
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<p>KQ 3: ¿Quedamos?</p> <ul style="list-style-type: none"> · Arranging to go out · Using the near future tense · Listening for preferences <p>KEY TERMS TEST – Peer assessed/feedback/dirt SPEAKING – PEER ASSESSED/feedback/dirt</p> <p>KQ 4: El fin de semana pasado</p> <ul style="list-style-type: none"> · Saying what you did at the weekend · Using the preterite tense · Pronouncing the letter 'c' correctly <p>KEY TERMS TEST – Peer assessed/feedback/dirt WRITING – Teacher assessed/WC feedback/dirt</p> <p>KQ 5: ¡Un día fatal!</p> <ul style="list-style-type: none"> · Talking about days that went wrong · Using direct object pronouns · Recognising and using three tenses <p>KEY TERMS TEST – Peer assessed/feedback/dirt Maintenance Mark</p> <p>NOVEMBER – ASSESSMENT 1 – Reading and Listening – teacher assessed/feedback/dirt</p>	<p>KQ 3: Mis últimas vacaciones</p> <ul style="list-style-type: none"> · Saying what you did on holiday · Using acabar de + infinitive · Using a range of structures to give opinions in the past <p>KEY TERMS TEST – Peer assessed/feedback/dirt WRITING – Teacher assessed/WC feedback/dirt</p> <p>KQ 4: ¿Dónde te quedaste?</p> <ul style="list-style-type: none"> · Describing where you stayed · Using the imperfect tense · Giving and spotting positive/negative opinions <p>KEY TERMS TEST – Peer assessed/feedback/dirt SPEAKING – PEER ASSESSED/ feedback/dirt</p> <p>KQ 5: Mi aventura por América Latina</p> <ul style="list-style-type: none"> · Talking about holidays using different tenses · Using suelo + infinitive · Using strategies to work out meaning <p>KEY TERMS TEST – Peer assessed/feedback/dirt</p> <p>MARCH – ASSESSMENT 2 – Reading and Listening – teacher assessed/feedback/dirt</p>	<p>KQ 3: ¡Amigos para siempre!</p> <ul style="list-style-type: none"> · Talking about friendships and relationships · Using reflexive verbs · Using the pronouns me and te before a verb <p>KEY TERMS TEST – Peer assessed/feedback/dirt Maintenance Mark</p> <p>KQ 4: Así soy yo</p> <ul style="list-style-type: none"> · Talking about your identity and what matters to you · Using para + infinitive · Listening for gist <p>KEY TERMS TEST – Peer assessed/ feedback/dirt WRITING – Teacher assessed/WC feedback/dirt MAY – ASSESSMENT 3 – Listening and Reading – teacher assessed/feedback/dirt</p> <p>KQ 5: Necesito ayuda, ¿qué puedo hacer?</p> <ul style="list-style-type: none"> · Talking about problems and giving advice · Using estar to express moods · Using podrías and deberías + infinitive <p>KEY TERMS TEST – Peer assessed/feedback/dirt SPEAKING – PEER ASSESSED</p> <p>KQ 6: Celebraciones</p> <ul style="list-style-type: none"> · Talking about family celebrations · Using indirect object pronouns · Using a range of preterite tense verb forms <p>KEY TERMS TEST – Peer assessed/feedback/dirt Maintenance Mark</p>
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<p><u>Key Terms and Vocab</u></p> <p>Descriptions Present Tense Opinions Future Tense KOs</p>	<p><u>Key Terms and Vocab</u></p> <p>Opinions Adjectives If-clauses Past – Preterite and Imperfect Future Tense KOs</p>	<p><u>Key Terms and Vocab</u></p> <p>Present Tense Descriptions Possessive Adjectives Reflexive Verbs Preterite Object Pronouns</p>
<p><u>Adapted Curriculum Content</u></p> <p>Higher: Full paradigm of future tense and preterite, adjectives, Revision of regular and irregular present tense verbs.</p> <p>Middle: Singular of future tense and preterite, adjectives, Revision of regular and irregular present tense verbs.</p> <p>Lower: First and third person singular of ir and querer, use of quantifiers mucho/mucha/muchos/muchas. Negatives and linking words – y,pero/también.</p>	<p><u>Adapted Curriculum Content</u></p> <p>Higher: Full paradigm of imperfect and preterite, adjectives, Use of acabar de, se puede, suelo</p> <p>Middle: Singular of imperfect and preterite, adjectives, Use of acabar de, se puede, suelo</p> <p>Lower: First and third person singular of imperfect and preterite, adjectives, Use of se puede,</p>	<p><u>Adapted Curriculum Content</u></p> <p>Higher: Full paradigm of present continuous, object pronouns, conditional phrases, possessive adjectives.</p> <p>Middle: Singular of present continuous, object pronouns, conditional phrases, possessive adjectives.</p> <p>Lower: First and third person present continuous, conditional phrases – me gustaría, possessive adjectives – mi, mis, tu. tus</p>
<p><u>Adaptive Implementation Strategies</u></p> <p>Adapted powerpoints.</p> <p>Scaffolding, appropriate support, variety of activities, post it notes, overlays, purple text, activities to allow processing time.</p>	<p><u>Adaptive Implementation Strategies</u></p> <p>Adapted powerpoints.</p> <p>Scaffolding, appropriate support, variety of activities, post it notes, overlays, purple text, activities to allow processing time</p>	<p><u>Adaptive Implementation Strategies</u></p> <p>Adapted powerpoints.</p> <p>Scaffolding, appropriate support, variety of activities, post it notes, overlays, purple text, activities to allow processing time</p>



<u>Composite Skills</u>			
Listening: <ul style="list-style-type: none"> Listening for detailed understanding Pronunciation 	Speaking: <ul style="list-style-type: none"> Engage in conversations on a number of topics Use tenses and opinions Pronunciation Reading aloud 	Reading: <ul style="list-style-type: none"> Detailed comprehension Understand grammatical constructs Reading Translation: translate ideas into English	Writing: <p>Write detailed sentences with connectives, subordinate clauses, opinion and 3 tenses.</p> Writing Translation: translate ideas into Spanish
<p align="center"> <u>Final composition/ Deliberate Practice:</u> Key term test after every unit <i>50 word writing, Peer assessed Speaking after every 2/3 units</i> November Assessment Point 1 – Reading, Listening March Assessment Point 2 – Reading, Listening May Assessment Point 3 –Reading, Listening </p>			
<u>Assessment/s (Formative and Summative):</u> <div> RRR AFL Quizzes / 5 en 30 Keyword Tests Peer assessed Speaking 50/60 Word Writing Assessment Point 2 <u>Intervention Point 1</u> </div>	<u>Assessment/s (Formative and Summative):</u> <div> RRR AFL Quizzes / 5 en 30 Keyword Tests Peer assessed Speaking 50/60 Word Writing Assessment Point 3 <u>Intervention Point 2</u> </div>	<u>Assessment/s (Formative and Summative):</u> <div> RRR AFL Quizzes / 5 en 30 Keyword Tests Peer assessed Speaking 50/60 Word Writing Assessment Point 3 <u>Intervention Point 3</u> </div>	



<u>Literacy/ Numeracy/ Cross-Curricular Links:</u>	<u>Literacy/ Numeracy/ Cross-Curricular Links:</u>	<u>Literacy/ Numeracy/ Cross-Curricular Links:</u>
<p>Literacy: Listening, Reading, Grammar, Parts of speech, Meta language , Cognates, Reading skills, inference, Tenses</p> <p>Poetry</p> <p>Numeracy: Numbers, Dates, Grammatical formula and patterns</p> <p>Computer Science: Epals</p>	<p>Literacy: Listening, Reading, Grammar, Parts of speech, Meta language , Cognates, Reading skills, inference, tenses</p> <p>Descriptions, Opinions</p> <p>Numeracy: Numbers, Dates, Grammatical formula and patterns</p> <p>Food Prep: Spanish Food</p> <p>Literacy and Art: Viva Festival</p>	<p>Literacy: Listening, Reading, Grammar, Parts of speech, Meta language , Cognates, Reading skills, inference</p> <p>Descriptions, Opinions, Tenses</p> <p>Spanish Book</p> <p>Numeracy: Numbers, Dates, Grammatical formula and patterns</p> <p>Geography: Barcelona</p>
<p align="center"><u>SMSC/ BV/ RSHE:</u></p> <p>Students are encouraged to have an open mind when approaching differences in both language and culture. They are encouraged to give appropriate feedback to peers in a variety of ways, giving justification for their views. Pupils are encouraged to communicate in Spanish with each other in groups and as a class promoting social development and language skills.</p> <p>SOCIAL: All year groups are given the opportunity to develop their critical and independent thoughts when discussing their own work and the work of others. We encourage independent thinking that will enable students to develop their ideas and intentions and express these in an appropriate manner. By its very nature, our subject is based on social aspects of communication.</p> <p>MORAL: Clear, high expectations are given every lesson to students so they understand the difference between right and wrong. Cultural tolerance is promoted.</p> <p>SPIRITUAL: All students work is shared with the class group at some point to build confidence and develop group identity. Self-reflection is encouraged when comparing our lives with others from different cultural backgrounds. Excellent progress and effort is celebrated. The Catholic origins of Spanish traditions and festivals are discussed.</p> <p>CULTURAL: Through focused cultural lessons, pupils' cultural and social understanding is developed. We hope to open up the world for our pupils and model tolerance for all.</p> <p>BRITISH VALUES: Through comparison with other cultures, pupils reflect on the values we hold in our country. We promote tolerance and diversity and the freedom to develop and hold different opinions whilst respecting each other.</p>		



St Philip Howard Catholic Voluntary Academy



Department LT Planning 2024



**St Ralph
Sherwin**
Catholic Multi Academy Trust



ST. PHILIP HOWARD
CATHOLIC VOLUNTARY ACADEMY