

Modern Languages KS3 Curriculum Intent, Implementation and Impact Overview

	Year: 9 Subject: Spanish IMPLEMENTATION						
	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6	
National Curriculum coverage, key concepts and skills ('Big ideas')	Context: Relationships Key Vocabulary: infinitive, conjugate, stem, justify, reflexive, paradigm, cognate, false friend Prior Learning / LTM: Present tense (Y7/8), justifying opinions (Y7/8), family vocabulary (Y7), possessive adjectives (Y7) Cultural Capital: Trends/attitudes to marriage and relationships in other cultures	Context: Technology and media Key Vocabulary: interrogative, comparative, present participle, paradigm, stem, conjugate Prior Learning / LTM: Technology vocabulary (Y8) forming questions (Y7/8), comparatives (Y8), present tense (Y9 HT1) Cultural Capital: Spanish social media sites & usage	Context: TV, Film & Music Key Vocabulary: passive, active, voice, conjugate, past participle, auxiliary Prior Learning / LTM: Music and film vocabulary (Y8), preterite (Y8), near future (Y7/8) Cultural Capital: Spanish films, music and TV programmes	Context: TV, Film & Music Key Vocabulary: passive, active, voice, conjugate, past participle, auxiliary Prior Learning / LTM: Music and film vocabulary (Y8), preterite (Y8), near future (Y7/8) Cultural Capital: Spanish films, music and TV programmes	Context: Healthy lifestyle - exercise Key Vocabulary: preposition, impersonal, subjunctive, indicative, imperative, comparative Prior Learning / LTM: Sports vocabulary (Y7), verb + preposition + sport (Y7), comparatives (Y8) Cultural Capital: Sports in Hispanic countries	Context: Customs and festivals Key Vocabulary: auxiliary, past participle, conjugate, infinitive, reflexive, imperfect Prior Learning / LTM: Celebrations vocabulary (Y7/8), preterite (Y8/Y9 HT3), reflexive pronouns (Y9 HT1) Cultural Capital: Hispanic countries' festivals and traditions	
	Use Spanish for routine spoken conversations in the classroom.	X	X	X	X	X	X
	Take part in situational role plays, coping with unfamiliar language and unexpected responses.					X	X
	Develop and use a wide-ranging and deepening vocabulary, including high-frequency words.	X	X	X	X	X	X
	Ask for, express and justify an increasing range of opinions in writing and speech.	X	X	X	X	X	X
	Take part in discussions on wider issues.	X	X			X	X

Write creatively to express own ideas and opinions.			X	X		X
Conjugate verbs in two past tenses.					X	X
Use a range of tenses together.	X	X	X	X	X	X
Understand the difference between active and passive voice and use the passive.			X	X		
Recognise and use the subjunctive mood.					X	
Read and understand Spanish texts of increasing length and complexity of grammar.	X	X	X	X	X	X
Read and understand authentic Spanish literary texts (such as stories, songs, poems and letters).	X	X	X	X	X	X
Translate into Spanish and English.	X	X	X	X	X	X
Listen to and understand Spanish recordings of increasing length and complexity, including some taken from authentic sources.	X	X	X	X	X	X
Transcribe longer sentences with increasing accuracy.	X	X	X	X	X	X
Make comparisons between cultures.	X	X	X	X	X	X
IMPACT	Assessment: Reading comprehension, translation into Eng, photo card Progression to KS4: Links to AQA GCSE specification Theme 1	Assessment: Listening comprehension, 40 or 90 word task, translation into Sp. Progression to KS4: Links to AQA GCSE specification Theme 1	Assessment: Presentation on TL singer or TV programme, reading comprehension Progression to KS4: Links to AQA GCSE specification Theme 1	Assessment: Spoken role-play arranging to go to the cinema, translation into En. Progression to KS4: Links to AQA GCSE specification Theme 1ss	Assessment: Reading comprehension, translation into Eng, role play Progression to KS4: Links to AQA GCSE specification Theme 2	Assessment: 90 or 150 word task, listening comprehension Progression to KS4: AQA GCSE specification Theme 1

Cultural Capital is the body of knowledge a student needs so that they can flourish in the future and not be left behind. LTM = Long Term Memory.