**What students learn in Key Stage 3 Spanish End of Unit Assessments, Assessed homework, relevant textbook, Trips**

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| **Year Group** | **Autumn Term** | | **Spring Term** | | **Summer Term** | |
| **7** | Personal greetings  Understanding basic instructions in the classroom  Asking how someone is and responding  **Homeworks this year are a mixture of learning vocabulary, key structures and written tasks completed in exercise books or the Mira workbook.** | Saying where you live  Describing who is in your family  Numbers 1-20  Classroom objects and saying what you have and do not have  Speaking assessment - peer assessment which covers all the above areas from term 1 | Classroom expressions such as ‘I don’t know’, ‘how do you say’, ‘Can I…?’ etc.  Learn numbers 1-100  To say what age you are  Days of the week and writing dates  Saying when your birthday is and other members of your family.  The alphabet  Spelling Bee (highly recommended to students)  Listening and reading assessment and translation. | The verb ‘ser’ (to be)  Countries and nationalities  Saying where you are from  School subjects  Translation on countries and nationalities | Giving opinions on subjects and teachers  Using quantifiers (very, quite, a bit)  Learning adjectives to describe subjects and teachers.  End of year exam encompassing everything from this year – speaking assessment – questions and answers to learn; listening and reading exam and writing exam where we look for accurate spelling, and ability to give opinions. | Facilities in the school  Further development of giving opinions and justifying opinions  Telling the time and saying what time you have lessons. |
| **Hayes**  **Learner** | **Communication** – a peer-assessed dialogue introducing yourself  **Creative**:  Opportunities through Languages Week – baking/poster making etc.  **Reflective**: discuss as a class how best to learn vocabulary/share top tips | | **Independent** – research a famous Hispanic person and write / record an interview | | **Creative** – a poster advertising your school or a video (time permitting) or **Team** **Player** **&** **Creative**: making a game or activity for your partner/a group to use to practise important vocabulary for school | |
| **Careers** | In first lessons – what job can you do with a language? What have previous Hayes students done?  + opportunity to make a poster with 10 language related jobs during Languages Week | | Write or record an interview with a famous Spanish person, asking them name/age etc. Building presentation and research skills – journalist/writer skills. | | Have a go at being a language teacher! Design an activity or game to teach or work with in a group. | |

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| **8** | Revision of Y7 productive language & Year 7 key language  Describing the weather in the present tense, e.g. it is fine weather.  Learn family members.  Pets & opinions of them  Physical description  **Homeworks this year are a mixture of learning vocabulary, key structures and written tasks completed in exercise books or the Mira workbook from year 7.**  Translation from Spanish to English and English to Spanish | Physical and personality description  Food and typical Spanish dishes. | Give opinions of food and discuss food preferences.  Conjugation of –AR, and –ER verbs  Speaking assessment: Group talk on food and opinions of food  Learning to talk about where you live.  Conjugation of ‘IR’ verbs | Rooms and description of house  Activities in different rooms of the house  Ideal house using the conditional tense  Writing exam on house and ideal house (GCSE style with bullet points) | Revision of time  Talking about daily routine – asking and answering questions  Conjugation of reflexive verbs  Talking about ideal routine at the weekend  Listening and reading exam  Speaking exam with teacher – questions and answers and student has to ask a question | Learn places in the town  Learn to describe location of town  Describe ideal town (conditional tense) |
| **Hayes**  **Learner** | **Independent** – research the climate in different Spanish cities and do a weather report.  **Reflective:** talking and thinking about how we learn verbs, including grammatical concepts such as conjugation/pronouns | | Communication – Group Talk discussion on food while sampling Spanish food. | | Creative – a poster to compare daily routine in Spanish speaking countries with England. | |
| **Careers** | What does an interpreter do? Class activity where students practise in trios or fours moving between target language & English. | | Imagine you are a Personal Assistant and the company needs an apartment in Spain. Negotiate Right Move & find an apartment. | | Understanding working life & routines in Spain e.g. later starts/later finishes  Video from an ex-student who has been working in Madrid. | |
| **9** | Using comparatives and superlatives to describe personality and physical description  Sports and free time including activities that you do at the weekend  Learn the future tense to describe future weekend plans  **Homeworks this year are a mixture of learning vocabulary, key structures and written tasks in the style of GCSE assessments. Students also become increasingly familiar with GCSE photocards used in the speaking exam.**  Reading and listening assessment. Translation into English. | Learning/revising places in the town    Describing places you have visited in London using the perfect tense  Saying what you would you want to visit and why  Giving recommendations on places in London | Future tense to talk about what you are going to visit in Granada / Madrid  Group talk assessment on London and future plans  **Trip to Granada/Malaga in February for four days** | Describing a past holiday using the preterite tense.  Learning the preterite tense of the verb ‘ir’ to go to describe key details such as where, who with, when etc. Then description of activities that you and others did on holiday. | Future tense to talk about future holiday plans  End of year exam: Speaking exam with a GCSE style photocard and questions prepared at home. General conversation on holidays  Written essay on past and future tense holiday plans  Listening and reading exam encompassing all vocabulary from year 7 to date. | Following the exams, we begin the start of the GCSE course.  We learn all about key Spanish festivals, for example ‘La Tomatina’, ‘Las Fallas’, ‘San Fermín’ and also the ‘Day of the Dead’ in Mexico. We learn key vocab and we learn to describe them.  We also learn about customs in Spain and give opinions on them. |
| **Hayes**  **Learner** | Communication - Group Talk discussion on London and future plans | | Independent – research a Hispanic sports person and share your information with the class. | | Creative / Teamwork – in groups, make a poster on a festival | |
| **Careers** | How could you use your language in this country in the tourist sector? Discussion.  <https://www.arsenaldoubleclub.co.uk/fun-zone/languages-at-arsenal/matchday-stewards/> | | Around Options time, show the following video: <https://www.youtube.com/watch?v=VYAjR9YGKoM>  Do Now activity – why could speaking another language be helpful to you if you want to be involved in sport? Discuss ideas.    Video:  <https://www.arsenaldoubleclub.co.uk/fun-zone/languages-at-arsenal/jessica-daly/> | | Building employability skills – listening to a presentation, understanding key information and summarising for your own purpose. | |