Key Stage 3 LTP

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| **Curriculum Intent** |
| **What are the objectives for your curriculum?** The objectives of our curriculum are for students to build their knowledge on the 3 core pillars of language learning. Vocabulary, grammar and phonics. Our course has been designed to equip students with key knowledge that would be useful for them in real life situations, should they travel to a country where the TL is spoken. It provides a sound foundation for students to continue with their language learning journey. Additionally, we acknowledge and develop the cultural importance of our subject and have worked to inclusify our curriculum offering. **What do you want pupils to be able to know and do by the time they end the stage?** By the end of the Key Stage we want students to be able to apply 3 tenses in a range of situations and contexts. They will feel confident in adapting and recalling information covered over KS3 and have a sound basis on how to pronounce and understand new vocabulary they may come across. We want to encourage a love of language learning and culture, broadening students horizons. **How does your curriculum plan set out the sequence and structure of how it's going to be implemented?**In MFL we have broken down KS3 into 5 modules a year in year 7 and 8 and 1 module in KS3 year 9.**Why is it shaped the way it is?** The MFL KS3 curriculum is designed in such a way that a range of topics will be covered that are not only relevant to the students’ day to day life but the world of the TL also. The layout allows us to offer a breadth of topics whilst leaving space and opportunity for looped learning and reflection. We want to ensure that students have the depth and confidence of knowledge to apply the language they have been learning, this is achieved through constant and consistent recall,**What values have guided your decisions about the curriculum you have in place?** Our aim is to bring the best of language learning research into our planning keeping our learners experience at the centre of what we offer. We largely follow the EPI approach, applying MARSEARS throughout the module to create a strong foundation and a love of language learning and the TL culture. Additionally, we have a strong focus on phonics to aid the students in both comprehension and production of the language. **How does your curriculum reflect the school's context?**Our school has a broad range of abilities, our curriculum and use of the EPI approach allows for us to offer various levels of support alongside equal opportunity to cover the entire course content. The use of a baseline assessment allows us to gage the speed in which some topics need to be covered. The inclusive resources ensure that our students are catered for and can see themselves in the curriculum that we offer. **How does your curriculum reflect the schools Catholic Ethos?**Our curriculum has a strong focus on the culture of Spanish speaking countries which are largely Catholic. We look at Key celebrations such as Christmas and Easter and how they are celebrated in Spanish Speaking Countries. **To what extent have you made these objectives clear?** In each module we have a breakdown of the key elements in which we have based our curriculum; vocabulary, grammar, phonics, culture and inclusivity. **Does everybody know them?**A year map is shared with students at the beginning of each year and a module break down at the beginning of each module. LTPS are free available to parents via our website. **How does your curriculum reflect national policy (for example, British values and PSHE)?**Our curriculum has ensured that all points identified in the Languages Programme of Study KS3, issued by the Department of Education are followed. In terms of British values, we consistently encourage pupils to compare and contrast the culture of the target language with that of Britain. Democracy is covered when studying the cultural element throughout the course, as well as the importance of individual liberty. In terms of PSHE, an example would be healthy lifestyles**How does it cater for disadvantaged and minority groups?** EAL speakers are supported in MFL through the high use of target language putting everybody on an equal footing. Where an EAL speaker is a native speaker of the TL they are supported in entry of their GCSE should they wish to take this. For disadvantaged learners our curriculum enables pupils to experience a world which they may not have the opportunity to outside of the classroom adding to their cultural capital. We have worked hard to inclusify our curriculum and involve students so that they can see themselves in the curriculum that we offer.  |

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| **Prior Learning Summary** |
| We have liased with our top 5 feeder schools and students come with a mix of language learning experiences. As such our first topic enables us to recap the basics of language learning whilst supporting those who may be accessing the information for the first time. The use of a baseline assessment allows the teacher to think about pace and necessary differentiation to ensure stretch and challenge for all. |

Each box represents 2 weeks

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| **Curriculum Structure – Year 7** |
| A | A | A | A | A | A | B | B | B | B | B | B | D | D | D |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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| **Curriculum Structure – Year 8** |
| E | E | E | F | F | F | G | G | G | I | I | I | I | I | I |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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| **Curriculum Structure – Year**  |
| j | j | j | j | j | j |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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| **Unit A – Introduction (1 &2) soy yo (loop 1) (YEAR 7)** |
| **Overview** | **Vocabulary:** how are you, numbers, ages, names, adjectives, family member, hair and eyes**Grammar:** adjective rules including gender neutral, present tense, ser, tener2.5 lessons a fortnight x 12 weeks = 30 lessons 5 lessons per sentence builder = 6 **Phonics:** Learn sounds for vowels in* Spanish a, e, i, o , u
* Contrast SSC ‘l ‘and ‘ll’
* Learn hard ‘ca/co/cu’
* Learn ‘cu’ + vowel ‘cue/cua/cui’
* Learn soft ‘ce/ci’
* Concentrate on pronunciation of ‘z’
* Learn SSC ‘que’
* Learn SSC ‘qui’
* Learn hard ‘ga/go/gu’
* Learn soft ‘ge/gi’
* Learn ‘j’
* Contrast SSC ‘n’ and ‘ñ’

**Assessment:** Baseline, Loop 1 = phonics, translation, 40 word task, describe a family photo**Culture:** Christmas/Frida Kahlo Project**Inclusivity**: normalising use of gender-neutral pronouns and adjective agreement, gender neural terms in SB e.g siblings’/ Frida Kahlo |
| **Aims** | Students will have formed a strong basis of the language learning model at SJCS. They will be comfortable in using sentence builders to form their language learning and have tasted the progress that it can offer. Students will understand what it means to conjugate a verb and the idea of different tenses in the language. They will be able to apply gender rules to adjectives and be confident in introducing and describing themselves and family members. |

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| **Unit B – School (3&4) (loop 2) (YEAR 7)** |
| **Overview** | **Vocabulary**: Subjects, opinions., description of teachers, rules, uniform, jobs**Grammar**: se puede + Inf, comparatives, agreements, present tense, simple future tense,**Phonics**: * Contrast SSC ‘v’ and ‘b’
* Contrast SSC ‘r’ and ‘rr’
* Silent ‘h’
* Revisit ‘a’ and ‘o’
* Revisit ‘e’ and ‘I’
* Revisit ‘u’
* Revisit ‘l’ vs ‘ll’
* Revisit hard ‘ca/co/cu’
* Revisit ‘cu’ + vowel ‘cue/cua/cui’
* Revisit soft ‘ce/ci’

**Assessment:** Loop 1 Phonics, Loop 2 phonics, Loop 1 40 words, loop 2 90 words, loop 1 and 2 dictation. Speaking questions loop 1 and 2**Culture:** Topic on Spanish schools, poem Easter**Inclusivity:** normalising use of gender-neutral pronouns and adjective agreement, gender neural terms in SB |
| **Aims** | Students will be able to use sentence builders confidently to aid their learning. Students will be able to describe a typical school day for them, giving and justifying their opinions on school subjects. Students will be able to compare and contrast teachers, applying comparatives and agreements. Students will be able to express their future career plans and have an initial understanding of the future tense whilst recapping the present tense.  |

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| **Unit C – Free Time (5) (loop 3) (YEAR 7)** |
| **Overview** | **Vocabulary:** Free time, opinions, time phrases, sports, music**Grammar:** present tense, near future tense, contrast with simple future**Phonics:*** Revisit ‘z’
* Revisit ‘que’ and ‘qui’
* Revisit ll/l
* Revisit hard ‘ga/go/gu’
* Revisit soft ‘ge/gi’
* Revisit ‘j’

**Assessment:** Loop 1 and 2 phonics, loop 1 and 2 translation, loop 3 90 words, photocard loop 3 (EOY test)**Culture:** Song **Inclusivity**: song artist |
| **Aims** | Students are able to discuss what they like to do in their free time. They can apply time phrases to help structure their work. Students will recap the present tense and have an introduction to the near future tense, this will be contrasted to the simple future tense of loop 2. A song on free time will be studied by an artist from a Spanish speaking country.  |

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| **Unit D – Food (6) (YEAR 7)** |
| **Overview** | **Vocabulary:** opinions, reasons, ordering, restaurant, asking questions, saying you’re hungry and thirsty**Grammar:** gender agreements, upside down question mark, present tense recap regular verbs, tener**Phonics:*** Revisit the contrast ‘n’ and ‘ñ’
* Revisit the contrast ‘v’ and ‘b’
* Revisit the contrast ‘r’ and ‘rr’
* Revisit Silent ‘h’
* Revisit the full range of SSC taught this year

**Assessment:** roleplay**Culture:** typical foods in country**Inclusivity:** students study food of country of choice for project, why is that food eaten, colonialism |
| **Aims** | Students will be able to apply their knowledge to give theirs and others opinions on food. They will be able to order food in a restaurant and speak about the culture importance of food in Spanish Speaking countries.  |

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| **Unit E – Town and Home (1) (Loop 5) (YEAR 8)** |
| **Overview** | **Vocabulary:** Home, Activities Town, tourists, last weekend**Grammar:** Present tense, reflexives, past tense**Phonics:*** Spanish syllables (consonant-vowel pairs)
* Strong vowels [a], [e], [o]
* Weak vowels [i], [u]
* Final syllable stress
* Penultimate syllable stress

**Assessment:** Previous phonics + loop 5 phonics, present tense grammar activity (incl reflexives). Photocard on town including past tense question – speaking and writing**Culture:** Case study on Spanish town (Bilbao)**Inclusivity:** Town poem – Civil War Antonio Machado la plaza tiene un torre |
| **Aims** | Students will be able to describe their surroundings, include their home and what they do there. Knowledge of the present tense will be cemented and built upon with the addition of reflexive verbs. The past tense will be introduced to describe what they did last weekend in their town. Students will be able to describe what there is in a town, with a specific focus on Bilbao.  |

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| **Unit F – Last weekend and next weekend (2) (Loop 6) (YEAR 8)** |
| **Overview** | **Vocabulary:** Time phrases, writing in 4 tenses**Grammar:** Near Future, Past tense**Phonics:*** Revisit final syllable stress with –er/-ir verbs in the preterite (-í)
* Ante-penultimate syllable stress
* Revisit SSCs [L] and [LL]
* Revisit ‘hard C’ [CA], [CO], [CU]
* Revisit [CU] + vowel
* Revisit [CE], [CI]

**Assessment:** Phonics, dictation, 150 words task 3 tenses, reading aloud**Culture:** Case study on town in South America**Inclusivity:** South American Culture pre-colonization |
| **Aims** | Students will gain confidence in using the 3 tenses in one piece of work. This is the benchmark for a pass at GCSE. Students will be able to describe what they are going to do next weekend and what they did last weekend including giving opinions. This term will highlight South American culture and language compared and contrasted to Spain.  |

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| **Unit G – Health (3) (Loop 7) (YEAR 8)** |
| **Overview** | **Vocabulary:** Daily routine, reflexives, illnesses, healthy lifestyle**Grammar:** reflexive verbs, modal verbs**Phonics:*** Revisit SSC [z] (alongside ‘soft C’ [ce], [ci])
* Revisit SSC [que], [qui]
* Revisit ‘hard G’ [ga], [go], [gu]
* Revisit ‘soft G’ [ge], [gi] (alongside [j])

**Assessment**: Role play – doctors, photocard stay in shape, translation **Culture:** songI**nclusivity**: focus on wellbeing,  |
| **Aims** | Students will be able to recap time and describe their daily routine in the present tense, applying reflexive verbs. They will recap free time module seen in year 7 and build upon this. This module will allow students to focus on real life situations if they travel to a country with the TL, they will be able to say what health issues they have and give advice to others, applying modal verbs.  |

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| **Unit H – Holidays (4&5) (Loop 8 and 9) (YEAR 8)** |
| **Overview** | **Vocabulary:** Countries, past, future, ticket, hotel – role plays**Grammar:** Past tense, near future tense, conditional tense, comparatives, superlatives**Phonics:** * Contrast [n] and [ñ]
* Revisit [v] and [b]
* Revisit [r] and [rr], including the pronunciation of [r] in word-initial position
* Revisit silent [h]
* Spelling changes with –ar verbs in 1st person past (preterite) (-qué, -gué)
* revisit strong vowels [a], [e], [o]
* revisit weak vowels [i], [u]
* revisit final syllable stress (including regular verbs in the preterite)
* revisit [ce], [ci] and [z]

**Assessment:** EOY Assessments – all skills**Culture:** Description of Spanish holidays**Inclusivity:** Influence of Islam on language |
| **Aims** | Students will be able to describe their holidays, applying 4 tenses, they will be able to order tickets and hotel rooms, giving them useful experience for using Spanish in the real world. The use of a project will allow students to explore the culture of Spain.  |

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| **Unit I – Environment/Hispanic world (6) (YEAR 8)** |
| **Overview** | **Vocabulary**: Revision, environmental problems, solutions, **Grammar:** modal verbs, conditional, comparatives, superlatives, present tense, **Phonics:*** revisit penultimate syllable stress
* revisit ante-penultimate syllable stress
* revisit use of accent on singular vs plural nouns with final-syllable stress
* revisit spelling changes –qué and –gué in the preterite

**Assessment:** EOY Assessments – all skills**Culture:** Spanish Speaking Country **Inclusivity:**  |
| **Aims** | Students will be able to discuss their environmental concerns and offer simple solutions, This topic will enhance student’s global citizenship whilst discussing they key topic of our planet.  |

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| **Unit J – Technology and Voces Inocentes (1&2) (YEAR 9)(Loop 10)** |
| **Overview** | Social media, reading, film, comparatives/superlatives, voces inocentes**Vocabulary:** Technology, TV**Grammar**: Present, past, imperfect**Phonics:*** Spanish syllable structure (consonant-vowel pairs)
* Revisit final syllable stress
* Revisit penultimate syllable stress
* Revisit antepenultimate syllable stress
* Revisit combinations of strong and weak vowels to form dipthongs [ai], [ei], [ia], [ie], [ua], [ue], [io], [iu]
* Revisit strong vowel pairs [ae], [ea], [eo], [oe]
* Revisit use of accent on singular vs plural forms of words ending in ‘-ción’
* Revisit [gue], [ge], [gui], [gi]

**Assessment:** End of Key Stage Assessments – all skills**Culture:** El Salvador**Inclusivity:** El Salavador Civil War |
| **Aims** | Students will be able to describe how they use technology in every day life. They will be able to give a description of a film they have seen. The film studied is Voces Inocentes which will broaden students horizons and have them consider the affect of war on childhood.  |

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| **Unit K – Unit Title** |
| **Overview** |  |
| **Aims** |  |

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| **Unit L – Unit Title** |
| **Overview** |  |
| **Aims** |  |

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| **Unit F** |
| **Overview** |  |
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| **Unit G – Unit Title** |
| **Overview** |  |
| **Aims** |  |

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| **Unit H – Unit Title**  |
| **Overview** |  |
| **Aims** |  |