

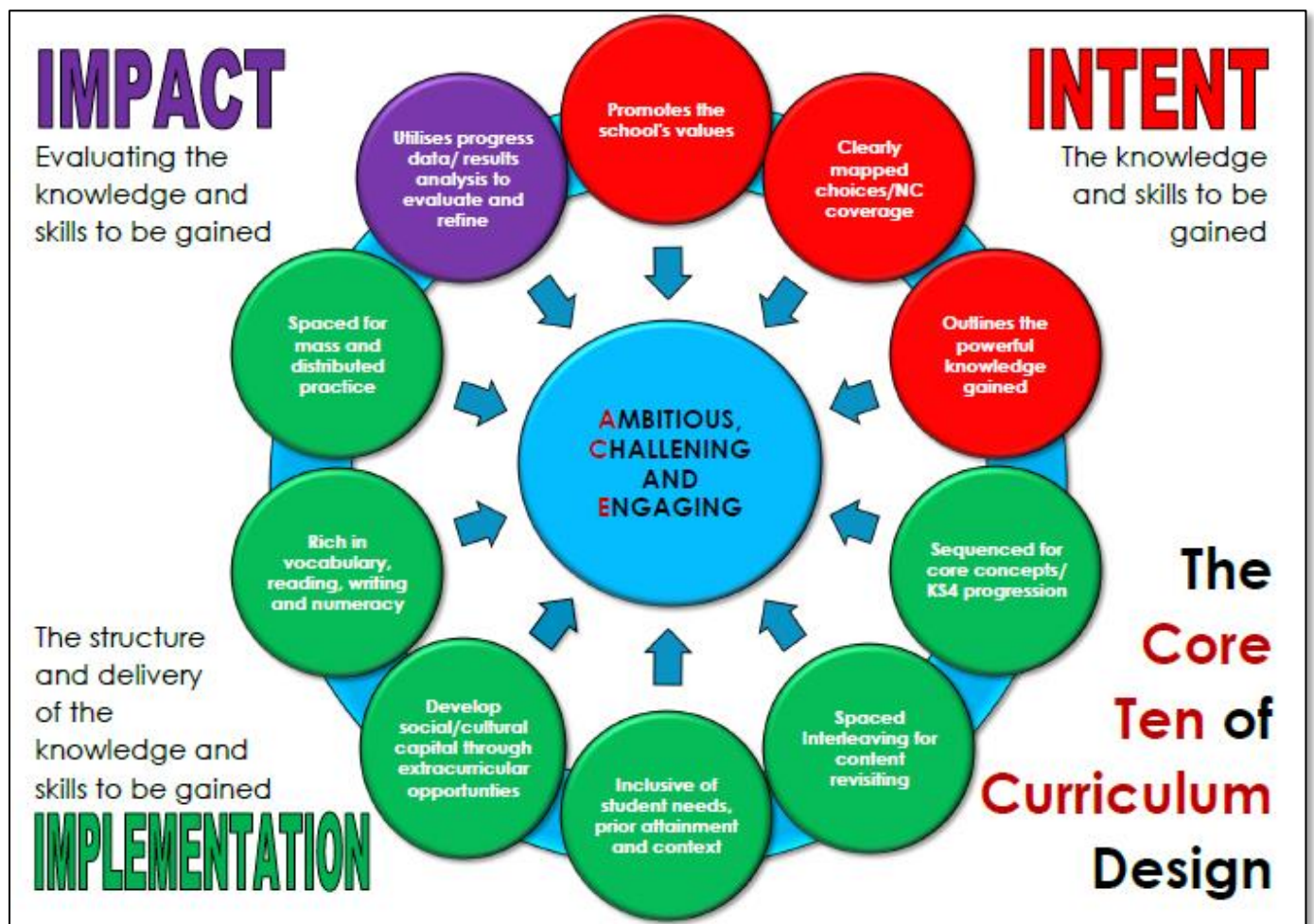
1. CURRICULUM INTENT OVERVIEW PLAN Key Stage 3

Subject: Spanish

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THINKING PROCESS - CURRICULUM INTENT OVERVIEW PLAN (KS3)

Intent Statement – at Landau Forte Amington, we believe learning powerful knowledge helps students achieve and creates a fairer society.

How are you trying to accomplish this, with this Programme of Study (PoS)?

DEFINITION: Powerful Knowledge is described as knowledge which enriches students' lives and creates a fairer society by providing students with intellectual power. It is knowledge which support students in engaging with the world and communicating with people regardless of background or social standing.

Students are encouraged from an early stage to initiate and develop conversations, which enables them to use coping strategies to deal with unfamiliar language and unexpected responses. In addition, students read literary texts in Spanish [such as stories, songs, poems and letters] to stimulate ideas, develop creative expression and expand understanding of the language and culture. Phonics are embedded throughout the PoS and are crucial in developing student confidence when pronouncing from written text, writing down spoken language and speaking in the target language. This curriculum aims to build students confidence in Spanish and interest in Hispanic culture to encourage them to continue learning Spanish post-KS3 and to prepare them for KS4/GCSE-level study.

Aims – what do you want pupils to be able to know and do by the time they finish this Programme of Study (PoS)?

- understand grammar and apply it in different contexts.
- communicate effectively in writing for a variety of purposes across a range of specified contexts.
- manipulate the language using and adapting a variety of structures and vocabulary with increasing frequency
- interact effectively in speech; initiate and develop conversations, ask and answer questions, respond to unexpected questions.
- identify the overall message, key points, details and opinions in a variety of short and longer spoken or written passages.
- deduce and infer meaning from a variety of spoken or written texts.
- translate into and out of the target language.

Academy Values – at Landau Forte Amington, we want students to be ambitious, brave and kind. How are these values promoted in this PoS?

The Spanish PoS develops not only self-determination and memory skills but also enables students to take risks therefore developing their confidence. As global citizens, they will learn to communicate effectively and have a deeper understanding of people from different backgrounds, the Spanish language and culture.

KS3 Curriculum Choices – what topics are taught and does it ensure breadth and depth, as well as meet the legal requirements of the National Curriculum (NC)? (Please note - the sequencing of topics will be explored in the implementation overview, the main purpose at this stage is to know what is taught)

YEAR		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
7	Unit/Topic	Unit 1a Mi vida Introduction to the target language Talking about family & pets	Unit 1b Mi vida continued Physical description – design a super hero	Unit 2 Mi tiempo libre Discussing free time and future plans	Unit 3 Mi insti. Schools around the world	Unit 4 Mi ciudad. Describing your town	Unit 5 De paseo por el mundo hispano(1) A Project to learn more about the target language

	KS3 NC covered	Listening / Speaking / Reading / Writing / Grammar & Vocabulary/ Linguistic competence	Listening / Speaking / Reading / Writing / Grammar & Vocabulary/ Linguistic competence	Listening / Speaking / Reading / Writing / Grammar & Vocabulary/ Linguistic competence	Listening / Speaking / Reading / Writing / Grammar & Vocabulary/ Linguistic competence	Listening / Speaking / Reading / Writing / Grammar & Vocabulary/ Linguistic competence	Listening / Speaking / Reading / Writing / Grammar & Vocabulary/ Linguistic competence
8	Unit/Topic	Unit 1a Mis vacaciones Talking about a past holiday	Unit 1b Operación verano. Describing holiday activities	Unit 2 Todo sobre mi vida. Discussing what you did yesterday	Unit 3 ¡A comer! Ordering a meal / saying what you are going to eat	Unit 4 ¿Qué hacemos? Arranging to go out / using the near future	Unit De paseo por el mundo hispano(2) A Project to learn more about the target language
	KS3 NC covered	Listening / Speaking / Reading / Writing / Grammar & Vocabulary/ Linguistic competence	Listening / Speaking / Reading / Writing / Grammar & Vocabulary/ Linguistic competence	Listening / Speaking / Reading / Writing / Grammar & Vocabulary/ Linguistic competence	Listening / Speaking / Reading / Writing / Grammar & Vocabulary/ Linguistic competence	Listening / Speaking / Reading / Writing / Grammar & Vocabulary/ Linguistic competence	Listening / Speaking / Reading / Writing / Grammar & Vocabulary/ Linguistic competence
9	Unit/Topic	Unit 1a Somos así Talking about things you like	Unit 1b Somos así continued Discussing birthday celebrations	Unit 2 ¡oríentate! Saying what job you would like to do	Unit 3 En Forma Talking about a healthy lifestyle	Unit 4a ¡Desconéctate! Giving an account of a holiday	Unit 4b ¡Desconéctate! Giving an account of a holiday
	KS3 NC covered	Listening / Speaking / Reading / Writing / Grammar & Vocabulary/ Linguistic competence	Listening / Speaking / Reading / Writing / Grammar & Vocabulary/ Linguistic competence	Listening / Speaking / Reading / Writing / Grammar & Vocabulary/ Linguistic competence	Listening / Speaking / Reading / Writing / Grammar & Vocabulary/ Linguistic competence	Listening / Speaking / Reading / Writing / Grammar & Vocabulary/ Linguistic competence	Listening / Speaking / Reading / Writing / Grammar & Vocabulary/ Linguistic competence

National Curriculum content missing from this PoS and why?	Content taught in addition to the National Curriculum and why?
n/a	Idioms / subjunctive / imperfect subjunctive This is to stretch the quality of language used in writing and speaking. As an examiner for the Pearson EDEXCEL exam board year on year this is a skill that students lack and as a result prevents some students from achieving a higher grade.

Powerful Knowledge Choices – what powerful knowledge is included in this PoS? Consider what knowledge is it important for our students to know, so that when they leave school they can engage in and lead discussions, with people from the most advantaged backgrounds? (Please note - the sequencing of topics will be explored in the implementation overview, the main purpose at this stage is to know what powerful knowledge is gained)

YEAR		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
7	Powerful Knowledge	Reading & understanding Poems "el hombre de color"	Reading & understanding Poems "Tres poemas"	To use the present and future tense together	To tackle an authentic text (newspaper article)	To tackle an authentic text (magazine article)	To explore a variety of customs and festivals in Spain and Spanish speaking countries
	Why it is important to know	Students develop their confidence in speaking Spanish, have the opportunity to perform to an audience, take risks and enjoy using the language creatively.	Students develop their confidence in speaking Spanish, have the opportunity to perform to an audience and enjoy using the language creatively.	Students will be able to express and develop ideas clearly using different time phrases and with increasing accuracy, both orally and in writing	Students use their knowledge of cognates and near cognates to understand the gist and use coping strategies to understand the general theme	Students develop their understanding of using the third person. Students will be able to write and say phrases from memory, with clear pronunciation and meaning. Produce extended descriptions in Spanish with attention to correct adjectival endings	Students will be able to expand understanding of the language and culture
8	Powerful Knowledge	To identify the present and past tense together	To tackle an authentic text	To initiate a conversation / order a meal	Read a story "Billy Elliot" / Harry Potter	To identify the present, past and future tense together	To explore a variety of customs and festivals in Spain and Spanish speaking countries

	Why it is important to know	Students will be able to listen to a variety of forms of spoken language to obtain information and respond appropriately	Students use their knowledge of cognates and near cognates to understand the gist and use coping strategies to understand the general theme	Students develop their confidence in speaking Spanish, have the opportunity to perform to an audience, ask and answer questions and enjoy using the language creatively.	Students will be able to 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 (part of the GCSE Reading paper)	Students will be able to understand three tenses and apply it in different contexts	Students will be able to expand understanding of the language and culture
	Powerful Knowledge	To use a variety of opinions and reasons why	To use the present, past and future tense together	To discuss future ambitions	To use idioms	Use a variety of tenses to discuss a holiday	To make a complaint
9	Why it is important to know	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	Students will be able to express and develop ideas clearly using different time phrases and with increasing accuracy, both orally and in writing	Students will be able to express and develop ideas clearly using	Students will be able to write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language	write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language	Students will be able to initiate and develop conversations, coping with unfamiliar language and unexpected responses,

How does the Curriculum Intent meet the ACE curriculum design?

Ambitious	Students are encouraged to develop their confidence in speaking Spanish in the form of roleplays and presentations. They also have the opportunity to perform to an audience, take risks and enjoy using the language creatively. Teaching phonics throughout the scheme of work develops phonological decoding which in turn not only enables students to access new language autonomously and accurately but also supports vocabulary learning, which is key to making progress in language learning.
Challenging	<p>As early as Year 7 students read literary texts in Spanish [such as stories, songs, poems and letters] to stimulate ideas, develop creative expression and expand understanding of the language and culture. To facilitate this, students are routinely required to focus on specific sound-symbol correspondences (SSCs) which is embedded throughout the curriculum.</p> <p>Students regularly practise connecting the sound to the symbol, initially: with the symbol alone; in a source word, with source word picture, with source word gesture in addition to practise listening to and recognising the new SSCs in words; in sentences or in short passages.</p> <p>Lastly, high frequency 'source' words are implemented with more intensive practice activities (and systematic revisiting)</p>
Engaging	<p>Students will explore what life is like for young people in Spain. Lessons will provide a wide range of opportunities for listening, speaking, reading and writing. Lessons will be brimming with vocabulary learning in fun exciting ways like "vocabulary rockstars" and "Quizlet" games. Language and strategies from previous units are built on and recycled, so that knowledge is deeply embedded.</p> <ul style="list-style-type: none">• new vocabulary and phrases which students can use immediately to communicate with one another• skills in language adaptation and manipulation, so that students learn to create their own phrases to express their own ideas.

What are the current strengths of the Curriculum Intent?

- Early introduction of ambitious phrases and recycling of high-frequency vocabulary.
- Logical ordering and recycling of grammar. Also, plenty of opportunities for students to recall, repeat and reuse vocabulary structures in a variety of contexts leading over time to mastery (homework and in lessons)
- Activities are structured so that students can encounter and practise language in engaging contexts, with a particular focus on developing students cultural capital.
- Phonics are embedded throughout the curriculum to support the sound-writing relationship (phonics starter activity at the beginning of each session)
- Natural match of certain grammar points to particular contexts and vocabulary themes
- Skills in language adaptation and manipulation, so that students learn to create their own phrases to express their own ideas.

- Grammar and vocabulary structures are revisited often in order to recall and recycle in order to transfer skills to new contexts for use
- Students are able to identify and use tenses or other structures which convey the present, past, and future as appropriate to the language being studied

What specific actions have to be taken in response to the above? Please consider:

- KS3 Curriculum content changes;
- Powerful knowledge changes;
- Modifications to ensure an ACE curriculum design;
- CPD for teachers in your subject area;
- Additional research you have to consider as part of this review.

- Assessments going forward are being redesigned to be more in line with the new GCSE.
- Assessment point sequencing to be shared at a later date (ideally at the end of a term / half term) so that students have covered all content and skills.