

# KEY STAGE THREE CURRICULUM KNOWLEDGE AND SKILLS MAPPING TOOL

# SUBJECT: Modern Languages

		KNOWLEDGE			SKILLS		
<b>YEAR 7</b>		Core vocabulary and topic vocabulary as per 'content' lists Pronunciation, phonics, word patterns and cognates Nouns, gender, plurals, articles Word order for possession, possessive adjectives Adjectives and adverbs of frequency Connectives, sequencers, intensifiers Subject pronouns and tú versus Vd. Present tense key irregular verbs: tener, ser, jugar and hacer Present tense regular verbs: regular -ar /-er / -ir verbs Gustar with infinitive and nouns Interrogatives Negatives Cultural knowledge – Velázquez / Don Quijote / El Cid Traditions and festivals (Halloween / Christmas / Carnival / Easter)			Language awareness Awareness of the Spanish speaking world Conventions for presenting work Punctuation and capital letters Dictionary / research skills ICT skills – adding accents / using online textbook Vocabulary learning Translation English-Spanish / Spanish-English Listening/Reading for gist / detail Numeracy / Telling the time Asking and answering questions Reading extended texts Applying grammar rules to new language Discussing literature / art / history		
		<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	<b>Content</b>	Spanish speaking world Numbers 1-31 Days and months Age and birthday Alphabet Classroom talk Cognates Pencil case Gender Indefinite articles Pluralisation of nouns Personal ID questions/Greetings Question words 'Hay' Pronunciation Wild animals Halloween vocabulary	Possession (word order) Possessive adjectives Negatives Definite articles Siblings, parents Pets Colours and shapes Christmas traditions and vocabulary	Adjectives and agreement Intensifiers Connectives Verb tener Verb ser Carnival traditions	Free time activities Gustar with verbs Present tense -ar verbs Weather Verbs: hacer and jugar and tocar Easter traditions	School vocabulary Extended negatives Gustar with nouns Present tense -er / -ir verbs Sequencers Adverbs of frequency	Extended family Numbers 1-100 Eyes and hair Verb estar Ser vs estar Types of houses Cervantes - Don Quijote Velázquez – Las Meninas El Cid

	<b>Skills</b>	<p>Conventions for presenting work Punctuation and capital letters Awareness of the Spanish speaking world Cognates and word patterns Vocabulary learning Dictionary skills. ICT skills – adding accents/ using online textbook Numeracy</p>	<p>Listening/Reading for gist/detail Asking and answering questions</p>	<p>Using adjectives Using irregular verbs</p>	<p>Giving opinions and justifying them. Using regular verbs</p>	<p>Revision skills Reading extended texts Telling the time Applying grammar rules to new language</p>	<p>Checking for errors Numeracy Discussing literature, art and history</p>
	<b>Assessment</b>	<ul style="list-style-type: none"> <li>- SPAG research task handwritten in English</li> <li>- Vocabulary test <b>Reported</b></li> </ul>		<ul style="list-style-type: none"> <li>- Translation into English <b>Reported</b></li> <li>- Reading</li> </ul>		<ul style="list-style-type: none"> <li>- Exam (listening and reading) <b>Reported</b></li> <li>- Translation into Spanish</li> </ul>	

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		KNOWLEDGE			SKILLS		
<b>YEAR 8</b>		<p><b>As for Year 7, plus:</b>                      A la /al rule                      Verb Ir                      Radical changing verbs – querer, poder                      Near future tense                      Adjectives of nationality                      Past (preterite) tense – regular verbs                      Past (preterite) of key irregular verbs                      Reflexive verbs                      Modal verbs                      Tener que plus infinitive                      Imperatives                      Gustar in the conditional                      Prepositions                      Demonstrative adjectives                      Use of 'se puede'                      Verb doler                      Tener expressions                      Cultural knowledge: Cuba, Day of the Dead and el 5 de mayo (México), El día de la hispanidad, festivals (San Fermín and la Tomatina)</p>			<p><b>As for Year 7, plus:</b>                      Using three timeframes                      Using extended texts                      Awareness of some history of the Spanish speaking world                      Awareness of Spanish and Mexican typical food                      Transactional skills                      Applying knowledge to a new language (French)</p>		
		<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	<b>Content</b>	A la /al rule Verb Ir Radical changing verb- querer Places in town. Snacks Ordering in a café Near future tense Use of some any many Difference between muy and mucho History: Cuba/ El día de la hispanidad Day of the Dead traditions (México)	Holidays Names of countries Adjectives of nationality Transport Opinions in the past Preterite of ir, hacer Preterite of regular verbs <b>French Taster week(s)</b> Christmas traditions in Spain and México	Use of mobile phone Music preferences TV preferences Film genres	Food and meals Ordering a meal Planning a party Quantities Awareness of Spanish and Mexican typical food Giving account of a party Use 3 timeframes together 5 de mayo (México) Easter traditions (Spain and México)	Arranging to go out Making excuses Verb poder Using gustar in the conditional Prepositions Daily routine Reflexive verbs Tener que + infinitive Modal verbs Clothes Demonstrative adjectives	House and rooms Directions Introduction to imperatives Use of 'se puede' Parts of the body / illness Verb doler Tener expressions Buying train tickets Buying stamps and postcards Festivals – San Fermín and La Tomatina

	<b>Skills</b>	<p>Numeracy – prices and telling time  Cultural awareness – ordering tapas  Asking and answering questions.  Listening/Reading for gist/detail  Referring to the future</p>	<p>Apply grammar rules  Planning and structuring work  Checking for errors  Referring to the past</p>	<p>Giving and justifying opinions  Vocabulary learning</p>	<p>Using three timeframes together</p>	<p>Revision skills  Checking for errors</p>	<p>Translation  Research skills  Transactional skills</p>
	<b>Assessment</b>	<ul style="list-style-type: none"> <li>- Translation into English</li> <li>- Grammar test <b>Reported</b></li> </ul>		<ul style="list-style-type: none"> <li>- Vocabulary test</li> <li>- Listening test <b>Reported</b></li> </ul>		<ul style="list-style-type: none"> <li>- Exam (reading and listening ) <b>Reported</b></li> <li>- Translation into Spanish</li> </ul>	