

Curriculum Overview 2019-2020

Year group: 8

Subject: Spanish

Periods per fortnight: 4

INTENT:

Our vision in The Buckingham School MFL Department is that all students develop the skills and confidence to belong in a multicultural, mutually respectful world. We aim to inspire our students to have a love of languages by nurturing a linguistic curiosity to explore and respect other cultures and people.

We aim to ensure that all students:

- Understand and respond to spoken and written language from a variety of authentic sources.
- Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation.
- Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt.
- Discover and develop an appreciation of a range of writing in the language studied.
- Can access, be motivated and engaged in their own language learning.

IMPLEMENTATION:

Term	Topics studied	Extended learning opportunities (homework, controlled assessments, field work, trips etc.)	How parents could support students
Autumn Term	<p>Module 1 Mis vacaciones Talking about a past holiday Using the preterite of <i>ir</i> <i>Saying what you did on holiday</i> Using the preterite of regular <i>-ar</i> verbs Describing the last day on holiday Using the preterite of <i>-er</i> and <i>-ir</i> verbs Saying what your holiday was like Using the preterite of <i>ser</i></p> <p>Module 2 Todo sobre mi vida Saying what you use your phone for Revising the present tense Saying what type of music you like Giving a range of opinions Talking about TV Using the comparative Saying what you did yesterday Using the present and the preterite Understanding a TV guide Tackling an authentic text</p>	<p>Module 1 ACTIVE LEARN – Module 1 activities CUADERNO 2A pages 2-11</p> <p>Module 2 ACTIVE LEARN – Module 2 activities CUADERNO 2A pages 12-22 End of term assessment</p>	<p>Ensure students have access to ACTIVE LEARN online resources</p> <p>Ensures students have a copy of the homework booklet CUADERNO 2A</p> <p>Check that students complete homework and meet deadlines</p> <p>Help students to learn new vocabulary weekly from the vocabulary list at the end of each module.</p> <p>Encourage students to revise thoroughly before the end of term assessments.</p>
Spring Term	<p>Module 3 ¡A Comer! Saying what food you like Using a wider range of opinions Describing mealtimes</p>	<p>Module 3 ACTIVE LEARN – Module 3 activities CUADERNO 2A pages 23-33</p>	<p>Ensure students have access to ACTIVE LEARN online resources</p> <p>Ensures students have a copy of the homework booklet CUADERNO 2A</p>

	<p>Using negatives Ordering a meal Using <i>usted / ustedes</i> Discussing what to buy for a party Using the near future Giving an account of a party Using three tenses together</p> <p>Module 4 ¿Qué hacemos?</p> <p>Arranging to go out Using <i>me gustaría</i> + infinitive Making excuses Using <i>querer</i> and <i>poder</i></p> <p>Discussing getting ready to go out Using reflexive verbs Talking about clothes Saying 'this/these' Talking about sporting events using three tenses</p>	<p>Module 4</p> <p>ACTIVE LEARN – Module 4 activities CUADERNO 2A pages 34-45 End of term assessment</p>	<p>Check that students complete homework and meet deadlines</p> <p>Help students to learn new vocabulary weekly from the vocabulary list at the end of each module.</p> <p>Encourage students to revise thoroughly before the end of term assessments.</p>
Summer Term	<p>Module 5 Operación verano</p> <p>Describing a holiday home Discovering more about the comparative Describing holiday activities Using the superlative Asking for directions Using the imperative Talking about summer camps Learning more about using three tenses Describing a world trip Tackling challenging listening</p> <p>Revision/Assessment/Project</p>	<p>Module 5</p> <p>ACTIVE LEARN – Module 5 activities CUADERNO 2A pages 46-55 End of year assessment</p>	<p>Ensure students have access to ACTIVE LEARN online resources</p> <p>Ensures students have a copy of the homework booklet CUADERNO 2A</p> <p>Check that students complete homework and meet deadlines</p> <p>Help students to learn new vocabulary weekly from the vocabulary list at the end of each module.</p> <p>Encourage students to revise thoroughly before the end of year assessment.</p>

IMPACT:

MFL Mastery Assessment KS3.

The Buckingham School MFL Mastery Assessment System is based on three principles:

- It is competency driven.
- Students master chunks of content before studying new content and master the skills they need to access the content.
- Students must prove that they have understood all the content and have mastered the skills that they have been taught and that they can apply it.

Key Assessment Points.

- Students will be assessed to prove that they have understood and can apply what has been taught each full term. Students will be tested using cumulative GCSE exam style assessments in all 4 skill areas of Listening, Reading, Speaking and Writing over each KS3 year.
- Each student will be graded as Emerging/Developing/Secure/Mastered in each of the skill areas as at GCSE where each skill is 25% of the overall grade awarded.

- This approach enables students to confidently make a language option choice and be GCSE ready when they reach the end of KS3.