

KEVICC KS3 Curriculum:	Subject: Spanish	Key terms and vocabulary.
Year 9 Term: Spring	Topic: Mi Pueblo y el medio ambiente (My Town and the environment)	Which words will be explicitly taught & how frequently will understanding be checked? How will assimilation of new vocab be checked? Vocabulary includes key verbs in present, preterite, near future and conditional tenses, adjectives to describe towns, places in the town and environment vocabulary in Spanish. Teachers will give students Vocabulary lists/Knowledge Organisers and Sentence builders at the start of each unit. Students should use these to help with their work and build their knowledge.
What is the essential knowledge from this unit? What do students need to remember and understand? Skill focus is READING AND LISTENING Content <ul style="list-style-type: none">Describing your townAdjectives to describePlaces in the townYour ideal townA past visit to a different townEnvironment vocabularySaying what you do to protect the environmentWhat you will do in the future to protect the environment Culture: Learning about Spanish music, culture and bands, Flamenco, Spanish lock down hits and protest songs Grammar Nouns, adjectives, verbs Adjectival agreement Present, preterite, near future and conditional tenses comparatives Extension: using comparatives and negatives (ni...ni...)/lo bueno es que/lo malo es que...		
What prior learning supports understanding of this content? Students have described their house in yr7 and can use the same structures to describe their town.	How does this content link to future learning? Key questions, grammar and vocabulary that will be revisited and built upon in future learning. Theme 2 GCSE Content. Key Verbs and concept of how to TAILOR your work embedded across whole of KS3	
Reading: Where in the unit are students supported to read complex academic text? Reading activities from textbook and model texts provided by teachers to develop comprehension and literacy. GCSE Past Reading questions to be used.	Writing: Independent writing tasks and how they are structured Writing answers to key questions. Checking for accuracy. How to TAILOR your work.	
Key assessments: Reading and Listening assessment (Past GCSE Questions). How will feedback be received? WWW/Next Steps feedback sheets will be completed after the assessment and the students' current pathway will be identified using the MFL Personalised Learning Checklist. What will be seen in books? 'Can Do' statement purple sheet will be completed by students to assess their confidence and track their progress Feedback will be given by teachers on the main reading and listening assessment (green feedback sheets used for this). Book checks will be regularly completed to ensure work is of high standard and students are achieving their potential.		