



## **Curriculum Plan** Spanish

**Intent:** We aim to provide students with the opportunity to develop their communication skills and seek to break down barriers between different cultures and languages. Students study topics and themes that allow them to develop their oral and written literacy and to see links between their own language/community and those of others, but also to develop as more confident individuals and as global citizens who are successfully able to work, travel and navigate through the global community and work market.

<b>Year</b>	<b>What will students learn?</b>	<b>Rationale</b>	<b>How will students be assessed?</b>
7	Mi vida - all about you Mi tiempo libre - free time Mi insti - school Mi familia y mis amigos - family and friends	<p>The Y7 course focusses on pupils being able to give key information about themselves and their lives. The Viva course starts off by looking at introductory phrases and greetings and then talking about yourself in Spanish (your name, age, birthdays, alphabet, personality and pets). In M2 we talk about pupils' free time and hobbies then in M3 we move onto describing your school. and in M4 we focus on talking about your family and physical appearance.</p> <p>These topics allow us to cover the necessary basics of grammar as well as the skills of listening, reading, writing, speaking and translation. In the first term we look at the definite and indefinite articles, adjectival agreement and sentence building using basic connectives. Over the rest of the year we continue to focus on sentence formation, how to develop from simple to extended sentences with good use of justified opinions. We learn to use regular verbs in the present tense and we also meet the verbs hacer, ser and tener.</p>	3 vocab tests per module  A small mid-module assessment and an End of Module assessment (focus on a different skill each time).
8	Mis vacaciones – holidays Todos sobre mi vida – Hobbies ¡A comer! – Food and drink	The Y8 course continues from Y7, but with an added emphasis on talking and writing in different time frames. Again, our topics allow us to	3 vocab tests per module

	<p>¿Qué hacemos? – Arranging to go out</p>	<p>reinforce and build up pupils’ knowledge of grammar as well as to develop the skills of listening, reading, writing, speaking and translation.</p> <p>We start Y8 by learning how to describe where you go on holiday and what you do on holiday. At this point we introduce the past (preterite) tense and how to talk about a previous holiday. In the second module we look at technology, music, TV, and we continue to focus on the preterite tense and how to use it alongside the present tense. In Module 3 we look at food and drink, giving opinions ordering food and we also introduce the immediate future tense. In Module 4 we look at arranging to go out and making plans, with an introduction to “mi gustaria”. We also look at clothes and reflexive verbs are introduced at this point. By this point there is a strong focus on recognising and using all three-time frames together in our work.</p>	<p>A small mid-module assessment and an End of Module assessment (focus on a different skill each time)</p>
9	<p>Module 1 – ¡Desconéctate! (AQA sub-theme - Travel and tourism)</p> <p>Module 5 – Ciudades... (AQA sub-theme - Home, town, neighbourhood and region)</p> <p>Module 8 – Hacia un mundo mejor (AQA sub-theme - Social Issues / Global issues)</p>	<p>As we move into the GCSE course, we look first of all at the course and how it will be assessed. As with KS3, this year pupils continue to develop and build upon their skills of listening, speaking, reading and writing, also translation.</p> <p>We study all content relating to AQA Theme 2 in Y9.</p> <p>As a branching topic, our first module revisits the topic of holidays and recaps / reinforce previous KS3 learning, as well as adding additional vocabulary and structures. Pupils learn to describe their typical holidays, a holiday in the past and where they would like to go in the future. At this point we recap the present tense and the preterite tense and we also see the imperfect tense (in varying complexity depending on sets). In M5 we study vocab for places in town, adjectives to describe where you live, the weather and directions, and pupils learn to describe where they live in detail and how to express justified opinions on where they live and the positives and negatives.</p> <p>In M8 we look at environmental issues and pupils learn to describe environmental issues in the World, what they and others do to help the</p>	<p>3 vocab tests per module</p> <p>A small mid-module assessment and an End of Module assessment (focus on a different skill each time).</p> <p>End of Y9 assessment – listening, reading and writing (40 words).</p>

		<p>environment and why it is important to help the environment. Developed opinions and use of new sophisticated phrases to give opinions are used. We look at charity work and social issues such as homelessness. We also learn to talk about diet, alcohol, cigarettes and drugs and how to talk about healthy lifestyles. At this point we focus on the Conditional and Future tenses (again in varying complexity depending on sets). In this unit, we look at giving strong justified opinions using a range of more sophisticated phrases, and creating more extended descriptions.</p>	
10	<p>Module 3 – Mi gente (AQA sub-theme - Me, my family and friends)</p> <p>Module 4 – Intereses e influencias (AQA sub-theme -Technology in everyday life / Free-time activities)</p> <p>Module 6 – De costumbre (AQA sub-theme - Customs and festivals)</p>	<p>In Year 10 pupils continue to develop and build upon their skills of listening, speaking, reading and writing, also translation, focusing on AQA Theme 1 content. We work mostly at Foundation Level, but begin to introduce some Higher-Level style questions where appropriate.</p> <p>Our first module revises and builds upon the KS3 topic of family and friends, describing yourself and others and talking about relationships. We revisit the present, past and future tenses and also meet the present continuous.</p> <p>In Module 4 we again revisit previous learning on the topic of free time, looking at sport, TV, film, music, books and technology. We speak and write in extended sentences, with a focus on opinions and justification. The perfect tense is introduced here (as appropriate for the set).</p> <p>In Module 6 we look at food and drink, describing what you eat and drink for different occasions / meals and your opinions. We meet phrases for ordering food and drink in restaurants or shops and also daily routine. We then look at the different festivals and special occasions of the Hispanic world. Pupils learn to describe in extended language what they do for different special occasions and how to describe a special occasion in the past. Again, this allows us to develop further competence in the use of the three main time frames, but here we also put an emphasis on narrating skills, using sequencers and giving extended descriptions. Pupils are able to use an increasingly sophisticated range of tenses and</p>	<p>3 vocab tests per module</p> <p>A small mid-module assessment and an End of Module assessment (focus on a different skill each time).</p> <p>End of Year assessment – Listening, reading and writing (90 / 150 words)</p>

		structures in their work, considering the overlap questions between Foundation and Higher Level.	
11	<p>Module 2 – Mi vida en el insti (AQA sub-theme - My school/ college / My studies / Education post- 16)</p> <p>Module 7 – ¡A currar! (AQA sub-theme - Job, career choices and ambitions)</p> <p>Revision and exam skills</p>	<p>In Year 11 pupils continue to develop and build upon their skills of listening, speaking, reading and writing, also translation, within AQA Theme 3. Pupils work at Foundation or Higher Level.</p> <p>In M2 we revisit the KS3 topic of school, and pupils learn to describe their school, their opinions of different subjects, teachers and rules. Pupils learn to give an account of a typical school day, using sequencers and narration. We talk and write in three-time frames and give sophisticated opinions using justification.</p> <p>In M7 we look at jobs and careers. Pupils learn to describe what jobs people have, what they would like to be in the future and why, also to talk about a part-time job and to describe their work experience, narrating accounts in different time frames.</p> <p>At the end of the course we focus on exam skills and preparing for the final exams. We look at example questions and attempt practice essays together for the writing paper, we develop the required skills for the role plays and photo cards as well as practicing and developing confidence for the general conversation part of the speaking exam, and we look at and analyse how to deal with the listening, reading and translation questions.</p>	<p>Vocab tests for each module</p> <p>Mid-module assessment for M2.</p> <p>Mock exam in all four skills (Foundation / Higher)</p> <p>End of M7 assessment as appropriate.</p>
12	<p>Social Issues and Trends:</p> <ul style="list-style-type: none"> <li>• <i>Modern and traditional values (Los valores tradicionales y modernos)</i></li> <li>• <i>Cyberspace (El ciberespacio)</i></li> <li>• <i>Equal rights (La igualdad de los sexos)</i></li> </ul>	<p>In Year 12 the course is split between two teachers. With teacher 1, following on from GCSE content, we begin by studying the topic of Modern and traditional values (starting with family) and with teacher 2 pupils focus first on transition and grammar before studying the topic of Cyber-space. Both of these topics follow on from familiar GCSE topics and function as branching topics between KS4 and KS5.</p> <p>Teacher 1 then leads on the study of the first literary topic, the study of the film “Volver”, where pupils learn to analyse and evaluate the film,</p>	<p>Vocab tests for each sub-topic</p> <p>End of topic assessment – listening, reading, essay, stimulus speaking card.</p> <p>End of Year assessment – listening, reading and writing, speaking.</p>

	<p>Policial and Artistic Culture:</p> <ul style="list-style-type: none"> <li>• <i>Modern day idols (La influencia de los ídolos)</i></li> <li>• <i>Spanish regional identity (La identidad regional en España)</i></li> <li>• <i>Cultural heritage (El patrimonio cultural)</i></li> </ul> <p>Film –Volver</p> <p>Grammar</p> <p>IRP</p>	<p>including its characters, themes and techniques. They learn to write essays in the target language in preparation for paper 2.</p> <p>With teacher 1 we then move onto the study of Modern-day idols and culture and with teacher 2 we look at Equal Rights. The third topics are Spanish regional identity and Cultural heritage. There is a large emphasis on the whole Spanish-speaking World, and pupils learn to give clear examples, evidence and justification for their views and opinions. Pupils gain a developed knowledge of the cultures of different Hispanic countries as well as developed linguistic competence. Pupils develop their skills in listening, reading, writing, speaking and translation.</p> <p>Pupils also begin to consider and plan what they would like to research for their Individual Research Project towards the end of Y12 in readiness for Y13.</p> <p>Much of the grammatical content of the A-Level course is covered in Y12. This allows pupils to speak and write in appropriately more sophisticated language as is required for essay writing and IRP preparation by the end of the year.</p>	<p>Essay on film where possible.</p>
13	<p>Social Issues and Trends</p> <ul style="list-style-type: none"> <li>• <i>Immigration (La inmigración)</i></li> <li>• <i>Racism (El racismo)</i></li> <li>• <i>Integration (La convivencia)</i></li> </ul> <p>Political and Artistic Culture</p> <ul style="list-style-type: none"> <li>• <i>Today's youth, tomorrow's citizens (Jóvenes de hoy, ciudadanos del mañana)</i></li> <li>• <i>Monarchies and dictatorships (Monarquías y dictaduras)</i></li> </ul>	<p>Pupils begin Y13 studying the novel « Réquiem por un campesino español » and also continue to work on their IRP in more detail and depth. Through study of the novel, its character, themes and literary techniques, pupils are prepared for the essay exam paper 2, but are also introduced to Spanish literature ready for potential further study. They also learn how to deal with reading an entire literary work, using skimming and scanning skills and also reading for detail, using quotations and relevant sections of the text to support their ideas.</p> <p>Via the IRP pupils develop their independent research skills ready for study post-18, as well as their presentation skills and their ability to talk about an aspect of Hispanic culture in depth, expressing opinions and using evidence and facts to support their arguments.</p>	<p>Vocab tests for each sub-topic</p> <p>End of topic assessments – listening, reading, essay, stimulus speaking card.</p> <p>Mock exam</p>

	<ul style="list-style-type: none"> <li>• <i>Popular movements (Movimientos populares)</i></li> </ul> <p>Novel- Réquiem por un campesino español</p> <p>IRP</p> <p>Grammar</p>	<p>The Y13 social topics are again split between two teachers. Pupils study aspects of Social Issues and Trends and Political and Artistic Culture. These topics focus on real modern life in Spanish-speaking communities and pupils gain a detailed understanding of issues affecting society and people of their age in the Hispanic World. Pupils develop their skills in listening, reading, writing, speaking and translation.</p> <p>There is a continued focus on grammar and the final requirements of A-Level grammar are covered throughout the year to enable pupils to write and speak at an advanced level.</p> <p>At the end of the course we focus on exam skills and preparing for the final exams. We look at example questions and attempt practice essays together for the writing paper, we develop pupils' skills and knowledge of the Spanish-speaking World for the speaking stimulus card and we look at and analyse how to deal with the listening, reading, writing and translation questions of paper 1.</p>	
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