

## Spanish KS4

### Year 10 and Year 11

Pupils follow the AQA GCSE Spanish Full course (8698), a linear two-year course with no controlled assessment. Please see attached the list of 'Themes and Topics' to be covered throughout the course. These apply to all four units (Listening, Speaking, Reading, Writing). The AQA VIVA Higher and Foundation textbooks are the course books used throughout Y10 and Y11.

Additional resources are used from Pearson Active Learn

As pupils progress linguistically, they will be expected to:

- Cope with a greater degree of unpredictability
- Deal with a widening range of potential problems
- Understand and use more accurately a widening range of vocabulary and structures, including some unfamiliar language
- Understand issues and opinions
- speak spontaneously, responding to unexpected questions, points of view or situations, sustaining communication by using rephrasing or repair strategies, as appropriate
- manipulate the language, using and adapting a variety of structures and vocabulary with increasing accuracy and fluency for new purposes, including using appropriate style and register
- translate a short passage from Spanish into English and translate sentences and short texts from English into Spanish to convey key messages accurately and to apply grammatical knowledge of language and structures in context.

In order for students to develop more responsibility for their own learning they will have access to the following:

- GCSE Spanish course overview including topics to be covered and exam components
- At the start of the GCSE course a breakdown of the topics covered including key grammar points will be stuck into the students' exercise books.
- List of websites designed to aid language learning such as QUIZLET (The account "Clarkscarrera" has a vocabulary list by unit from year 7-13, Cadena Dial (Radio), Duolingo, Linguee (Dictionary)

In addition to completing weekly homework tasks, pupils will be expected to learn all new vocabulary and to carry out independent study using MFL websites. A range of creative activities will be incorporated into lessons throughout the course to create a diverse and enjoyable learning experience. Thinking skills tasks will be used to develop pupils' ability to manipulate language and to encourage them to express their views with confidence. References to aspects of Hispanic culture and **the year 10 Spanish Exchange** will enable pupils to develop an understanding of Hispanic society and customs.

**YEAR 10 CURRICULUM MAP**

	UNIT TITLE AND VISION	CONTENT	GRAMMAR	REVISITED INFORMATION	CULTURE
September/ October	<p><b>Travel and Tourism</b></p> <p>Higher Module 1 p.6-27</p> <p>Foundation Module 1 p.6-25</p> <p><i>This module provides students with an introduction GCSE with an accessible topic which they have addressed in Year 9. Students have a knowledge of preterit and present tense form KS3. The units are ordered in logical progression of grammatical complexity.</i></p>	<p>Discussing holidays &amp; weather, saying what you do in the summer, talking about holiday preferences, saying what you did on holiday, where you stayed, booking accommodation &amp; dealing with problems</p>	<p>Using three tenses together Imperfect Tense</p>	<p>Year 9 – theme of holiday including preterite and imperfect tenses.</p>	<p>Awareness of Spanish speaking tourist destinations around the world. Spanish holiday preferences. Awareness of types of accommodation specific to Spain e.g. <i>Parador, Hostal</i>.</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">November/ December</p>	<p><b>My Studies Life at school</b> Higher Module 2 p.28-49 Foundation Module 2 p. 26-45 <i>The topic of school has been covered in KS3 in both years 7 and 9. The comparative and superlative are revisited and built on using a range of negatives</i></p>	<p>Giving opinions of school subjects, describing school facilities, uniform and the school day, describing your school, talking about school rules &amp; problems, plans for a school exchange, activities and achievements</p>	<p>Using object pronouns, negatives, comparative/superlative Using negatives</p>	<p>Revisiting basic school vocabulary from term 2 year 7. Revisiting of year 9 term 1. Revisiting of comparative from year 8 term 2.</p>	<p>Differences between UK and Spanish education systems. Students do not typically wear uniforms in state schools. Teachers are referred to by their first names. ESO 12-16.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">January /February</p>	<p><b>Me, my family and friends</b> Higher Module 3 p.50-71 Foundation Module 3 p.46-65 <i>The topic of family and friends has been visited in year 7. Reflexive verbs have been seen before and are now addressed in more complexity.</i></p>	<p>Talking about friends &amp; family, describing people, talking about social networks, making arrangements, expressing reading preferences</p>	<p>Revisiting present tense &amp; adjectival agreements  Llervarse bien/mal</p>	<p>Revisit family vocabulary from year 7 term 3. revisiting adjective agreement from year 7 term 1.</p>	<p>Mafalda cartoon character. Spanish family types.</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">March/ April</p>	<p><b>Free time activities</b></p> <p><b>Technology in everyday life</b></p> <p>Higher Module 4 p.72-93</p> <p>Foundation Module 4 p.66-87</p> <p><i>Free time activities have been addressed in year 7 This unit consolidates the use of preterit and imperfect tenses together.</i></p>	<p>Talking about free-time activities, TV programmes &amp; films, what you usually do, sports, what's trending, different types of entertainment, who inspires you</p>	<p>Using a range of past tenses, in particular, the imperfect</p>	<p>Revisiting year 7 term 4 free time vocabulary Revisiting the imperfect from year 9 term 2</p>	<p>Los premios GOYA – Spanish film awards. Flamenco and outdoor cinema</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">May/ July</p>	<p><b>Home, town, neighbourhood and region</b></p> <p>Higher Module 5 p.94-115</p> <p>Foundation Module 5 p.88-109</p> <p><i>The topic has been visited in years 8 and 9. The conditional and future perfect tense are added to allow for further complexity in speaking and writing</i></p>	<p>Talking about places in a town, shops, describing the features of a region and planning what to do, shopping for clothes/presents, talking about problems in a town, describing a visit in the past</p>	<p>Using the conditional; using demonstrative adjectives The future tense.</p>	<p>Revisit year 8 term one city vocabulary. Revisiting year 9 term 4 my area vocabulary.</p>	<p>Famous cities in Spanish speaking countries including Valencia and Cordoba. Awareness of destinations in South America</p>



**YEAR 11 CURRICULUM MAP**

	UNIT TITLE AND VISION	CONTENT	GRAMMAR	REVISITED INFORMATION	CULTURE
September/ October	<p><b>Customs and Festivals</b></p> <p>Higher Module 6 p.116-137</p> <p>Foundation Module 6 p.110-131</p> <p><i>In year 11 students should be adept at listening and reading skills which have been stressed throughout KS3 and year 10. Students are now working towards perfecting writing, reading and speaking skills and adding in the additional complexity required for the higher grades. Students build an awareness of Spanish foods which builds on their knowledge and experience from the KS3 Spanish restaurant visit.</i></p>	<p>Describing mealtimes, talking about illnesses/injuries, typical foods, comparing different festivals, describing a special day, ordering in a restaurant, talking about a music festival</p>	<p>Using the passive and knowing when to avoid it. Reflexive verbs Preterit tense.</p>	<p>Revisit restaurant vocabulary from year 8 term 3. Revisit reflexive verbs, year 7 term 1 <i>llamarse</i> and year 10, January <i>llevarse bien</i> Revisit preterite from Year 9 term 3 and year 8 term 2.</p>	<p>Foods from the Hispanic World Festivals from Spain. The day of the dead. Christmas and new year's traditions in Spain. Benicassim music festival.</p>

November /December	<p><b>Education post 16</b></p> <p><b>Jobs, careers, choices and ambitions</b></p> <p>Higher</p> <p>Module 7 p.138-159</p> <p>Foundation</p> <p>Module 7 p.132-151</p> <p>MOCK EXAM</p> <p><i>Students complete a full mock exam in November which is used to give them practical experience of the Speaking exam which is difficult to fully replicate in class. Staff give individual and class level feedback which forms a basis for teaching and interventions in the coming term.</i></p> <p><i>The topic of work allows for discussion of the future application of language skills since students may be previously unaware of the benefits of learning languages.</i></p>	<p>Talking about different jobs, how you earn money, work experience, applying for a summer job, discussing gap years and plans for the future</p> <p>Oral exam preparation. Mock exam feedback and action plan.</p>	<p>Revising the conditional</p> <p>Using the subjunctive with <i>cuando</i></p> <p>Soler</p> <p>Present continuous.</p> <p>Indirect object pronouns</p>	<p>Revisit school vocabulary from year 7 term 2.</p> <p>Revisit conditional from year ten</p> <p>June.</p>	<p>The uses of languages in future careers.</p> <p>Facts on the number of young people who live at home at 30 years old and why.</p>

<p>January/ February</p>	<p><b>Social and global issues</b></p> <p>Higher Module 8 p.160-178</p> <p>Foundation Module 8 p.152-171</p> <p><i>The topic of environment and health has a cross curricular focus and draws on students' learning in geography and PSHE. Students learn the use of the subjunctive which is highly useful for complex writing and speaking.</i></p>	<p>Considering global issues, local actions, healthy lifestyles, talking about international sporting events and natural disasters</p>	<p>Using the pluperfect tense Present subjunctive</p>		<p>The tour of Spain cycling event.</p>
<p>March/April</p>	<p><b>REVISION</b></p> <p><b>Assessment: FULL REMOCK</b></p> <p>Oral exam</p> <p>Reading/Listening/Writing practice</p> <p>Revision section of textbook.</p> <p><b>Walking Mock</b></p>	<p>Practice exam papers and revision tasks at the end of each module</p> <p>Focus on exam skills, walking mock activities and revision techniques. Oral exam preparation. Mock exam feedback and action plan.</p>	<p>Specific focus on the speaking exam (3 components) and success criteria</p>	<p>Revisiting all topics and all exam skills which have been embedded throughout KS3 and KS4.</p>	
<p>April/May</p>	<p><b>REVISION</b></p> <p><b>Assessment:</b></p> <p>Reading/Listening/Writing practice</p>	<p>Practice exam papers and revision tasks at the end of each module</p> <p>Focus on exam skills, walking mock activities and revision techniques.</p>	<p>Revision of main tenses</p>	<p>Revisiting all topics and all exam skills which have been embedded throughout KS3 and KS4.</p>	



