





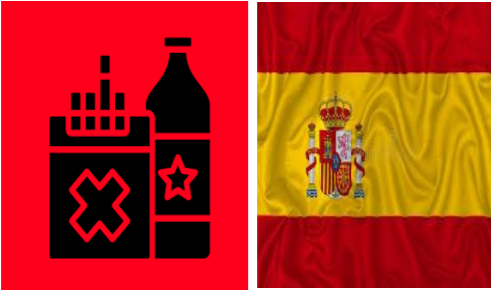

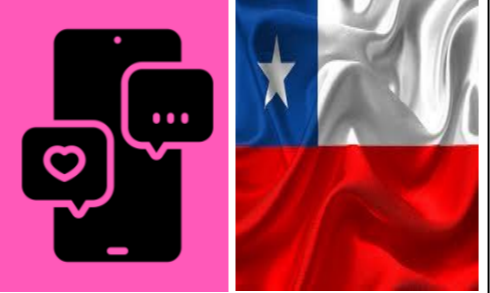


Key Stage 4 Curriculum Journey: Spanish

The Spanish curriculum is ambitious and engaging and designed to give all students, the knowledge and cultural capital that they need to succeed. Students will achieve and enjoy Spanish as well as recognise the significance that language learning has upon their journey to becoming successful global citizens. The curriculum will embed key concepts and skills in students' long-term memory effectively and enable them to communicate with increasing confidence in the target language. As a result, students will develop as lifelong learners and culturally rich citizens, learning transferable skills that can help them to achieve success later in life.

YEAR 10 CURRICULUM JOURNEY						
	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Topic	 <p>Yo y mis relaciones (Myself and others) Mexico</p>	 <p>Mi casa, mi pueblo, mi barrio (Where people live) Spain</p>	 <p>Mis pasatiempos (Free-time activities) Costa Rica</p>	 <p>Mi colegio y mis estudios (My school and my studies) Argentina</p>	 <p>El viaje y el turismo (Travel, tourism and places of interest) Cuba</p>	 <p>Las fiestas las tradiciones (Customs and festivals) Hispanic countries</p>
Key Knowledge, Skills & Understanding	<ul style="list-style-type: none"> • Transactional language. • Family and friends' vocabulary. • Conjugation of ser and estar. • Conjugation of tener. • Conjugation of reflexive verbs (talking about relationships) • Adjectives and their use. • Idioms. • The formula for extended sentences. • L/S/R/W practice. • Challenge: introduction to conditional "if" clause. 	<ul style="list-style-type: none"> • Transactional language. • House, town, region vocabulary. • Conjugation of vivir. • Conjugation of poder. • Introduction to modal verbs. • Introduction to the present tense (ar, er and ir verbs) • Introduction to the simple future. • Components of a sentence. • Pronouns. • Adjectival agreements • Negatives. • Prepositions. • Modal verbs. • The formula for extended sentences. • L/S/R/W practice. 	<ul style="list-style-type: none"> • Transactional language. • Free time vocabulary. • Reference to town to contextualise free time activities. • Sport vocabulary. • Higher level opinions. • Conjugation of key verbs (jugar and hacer) • Introduction to the preterite. • Introduction to the perfect. • Pronouns. • Components of a sentence. • The formula for extended sentences. • L/S/R/W practice. 	<ul style="list-style-type: none"> • Transactional language. • Conversational language • School vocabulary. • Post-16 study vocabulary. • 12/24hr clock. • Use of modal verbs. • Introduction to the imperfect tense. • Use of 3 past tenses. • Higher level opinions and adjectives. • Imperatives. • Idioms. • The formula for extended sentences. • L/S/R/W practice. 	<ul style="list-style-type: none"> • Conversational language • Holidays and travel vocabulary. • Weather. • Negatives. • Introduction of the conditional tense. • Application of 3-time frames. • Components of a sentence. • The formula for extended sentences with higher level opinions. • L/S/R/W practice. 	<ul style="list-style-type: none"> • Conjugation and application of verbs in 3-time frames (imperfect/conditional). • Conversational language • Traditions, customs and festivals vocabulary. • Negatives. • Introduction of the conditional tense. • Components of a sentence. • The formula for extended sentences with higher level opinions. • L/S/R/W practice.
GCSE Assessment Objective	<ul style="list-style-type: none"> • AO1: understand and respond to spoken language in speaking and in writing. • AO2: understand and respond to written language in speaking and in writing. • AO3: demonstrate understanding and accurate application of grammar and vocabulary. 	<ul style="list-style-type: none"> • AO1: understand and respond to spoken language in speaking and in writing. • AO2: understand and respond to written language in speaking and in writing. • AO3: demonstrate understanding and accurate application of grammar and vocabulary. 	<ul style="list-style-type: none"> • AO1: understand and respond to spoken language in speaking and in writing. • AO2: understand and respond to written language in speaking and in writing. • AO3: demonstrate understanding and accurate application of grammar and vocabulary. 	<ul style="list-style-type: none"> • AO1: understand and respond to spoken language in speaking and in writing. • AO2: understand and respond to written language in speaking and in writing. • AO3: demonstrate understanding and accurate application of grammar and vocabulary. 	<ul style="list-style-type: none"> • AO1: understand and respond to spoken language in speaking and in writing. • AO2: understand and respond to written language in speaking and in writing. • AO3: demonstrate understanding and accurate application of grammar and vocabulary. 	<ul style="list-style-type: none"> • AO1: understand and respond to spoken language in speaking and in writing. • AO2: understand and respond to written language in speaking and in writing. • AO3: demonstrate understanding and accurate application of grammar and vocabulary.
MAPs	2 MAPs per half-term; 1 focused on a targeted skill (translation, grammar, speaking, dictation etc.) and one extended response.	2 MAPs per half-term; 1 focused on a targeted skill (translation, grammar, speaking, dictation etc.) and one extended response.	2 MAPs per half-term; 1 focused on a targeted skill (translation, grammar, speaking, dictation etc.) and one extended response.	2 MAPs per half-term; 1 focused on a targeted skill (translation, grammar, speaking, dictation etc.) and one extended response.	2 MAPs per half-term; 1 focused on a targeted skill (translation, grammar, speaking, dictation etc.) and one extended response.	1 MAP for the half-term focused on a targeted skill (translation, grammar, etc.) and a Mock Speaking (conversation).

Key Stage 4 Curriculum Journey: Spanish

The Spanish curriculum is ambitious and engaging and designed to give all students, the knowledge and cultural capital that they need to succeed. Students will achieve and enjoy Spanish as well as recognise the significance that language learning has upon their journey to becoming successful global citizens. The curriculum will embed key concepts and skills in students' long-term memory effectively and enable them to communicate with increasing confidence in the target language. As a result, students will develop as lifelong learners and culturally rich citizens, learning transferable skills that can help them to achieve success later in life.

YEAR 11 CURRICULUM JOURNEY						
	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Topic						
	La vida saludable (Healthy living and lifestyles) Spain	El medioambiente (Environment) Venezuela	La tecnología y los medios (Technology and media) Mali	La cultura de celebridad (Celebrity culture) Hispanic countries	Vamos a revisar y a hablar (Exam preparations) Hispanic countries	
Key Knowledge, Skills & Understanding	<ul style="list-style-type: none"> • Transactional language. • Conversational language. • Healthy lifestyles vocabulary. • Social issues' vocabulary. • Conjugation of verbs in 3+ time frames (regular and irregular verbs). • Use of modal verbs. • Imperatives. • Negatives. • Higher level opinions. • Use of set verb structures for idioms and fluency. • Idioms. • The formula for extended responses. • L/S/R/W practice and application of exam strategies. 	<ul style="list-style-type: none"> • Transactional language. • Conversational language. • Environmental vocabulary. • Conjugation of verbs in 3+ tenses (regular and irregular verbs). • Use of modal verbs. • Use of the passive voice (se puede / se debe...) • Imperatives. • Negatives. • Higher level opinions. • Use of set verb structures for idiom and fluency. • The formula for extended responses. • L/S/R/W practice and application of exam strategies. 	<ul style="list-style-type: none"> • Transactional language. • Conversational language. • Technology vocabulary. • Social media vocabulary. • Conjugation of regular/irregular verbs in 3+ tenses. • Use of modal verbs in 3+ tenses. • Negatives. • Higher level opinions. • Use of set verb structures for idiom and fluency. • The formula for extended responses. • L/S/R/W practice and application of exam strategies. 	<ul style="list-style-type: none"> • Transactional language. • Conversational language. • Celebrity culture vocabulary. • Conjugation of verbs in 3+ tenses (regular and irregular verbs). • Negatives. • Higher level opinions (written and spoken) in extended sentences. • Use of set verb structures for idioms and fluency. • The formula for extended responses. • L/S/R/W practice and application of exam strategies. 	<ul style="list-style-type: none"> • Transactional language. • Conversational language. • Targeted topic vocabulary. • Conjugation of verbs in 3+ time frames (regular and irregular verbs). • Use of set verb structures for idiom and fluency. • L/S/R/W practice and application of exam strategies. 	
GCSE Assessment Objectives	<ul style="list-style-type: none"> • AO1: Listening – understand and respond to different types of spoken language. • AO2: Speaking – communicate and interact effectively in speech. • AO3: Reading – understand and respond to different types of written language. • AO4: Writing – communicate in writing. 	<ul style="list-style-type: none"> • AO1: Listening – understand and respond to different types of spoken language. • AO2: Speaking – communicate and interact effectively in speech. • AO3: Reading – understand and respond to different types of written language. • AO4: Writing – communicate in writing. 	<ul style="list-style-type: none"> • AO1: Listening – understand and respond to different types of spoken language. • AO2: Speaking – communicate and interact effectively in speech. • AO3: Reading – understand and respond to different types of written language. • AO4: Writing – communicate in writing. 	<ul style="list-style-type: none"> • AO1: Listening – understand and respond to different types of spoken language. • AO2: Speaking – communicate and interact effectively in speech. • AO3: Reading – understand and respond to different types of written language. • AO4: Writing – communicate in writing. 	<ul style="list-style-type: none"> • AO1: Listening – understand and respond to different types of spoken language. • AO2: Speaking – communicate and interact effectively in speech. • AO3: Reading – understand and respond to different types of written language. • AO4: Writing – communicate in writing. 	
MAPS	2 MAPs per half-term; 1 focused on a targeted skill (translation, grammar, speaking etc.) and one extended response.	1 MAP for the half-term focused on a targeted skill (translation, grammar, etc.) and a Mock Speaking (conversation).	2 MAPs per half-term; 1 focused on a targeted skill (translation, grammar, speaking etc.) and one extended response.	1 MAP for the half-term focused on a targeted skill (translation, grammar, etc.) and a Mock Speaking (photo card/conversation).	2 MAPs per half-term; 1 focused on a targeted skill (translation, grammar, dictation, speaking etc.) and one extended response.	