

YEAR 10 SPANISH CURRICULUM PROGRESSION OVERVIEW

Subject Curriculum Intent

- Following the AQA specification, the teaching at KS4 will encourage pupils to develop their ability and ambition to communicate with native speakers in speech and writing and to respond effectively and confidently when reading and listening. The study of Spanish aims to broaden horizons and encourage pupils to step beyond familiar cultural boundaries to develop new ways of seeing the world. Pupils should develop their ability to communicate confidently and coherently, conveying what they want to say with increasing accuracy, automaticity and spontaneity. They should deepen their knowledge about how language works and enrich their vocabulary to increase their independent use of the language. Pupils will acquire new knowledge, skills and ways of thinking through the ability to understand and respond to authentic spoken material. They will develop awareness and understanding of the culture and identity of the countries and communities where Spanish is spoken and will develop language learning skills both for immediate use and to prepare them for further language study in school, higher education or employment.

	Autumn Term 1	Spring term	Summer term 1	Summer Term 2
Topic	Holidays	School	Technology	Relationships + Free time
Core Knowledge/ Threshold Concept	<ul style="list-style-type: none"> Discussing holidays and the weather – revising the present and preterite tenses. Saying what you do in summer – using the present tense. Talking about holiday preferences – using verbs of opinion to refer to different people. Saying what you did on holiday – using the preterite tense. Describing where you stayed – using the imperfect tense. Booking accommodation and dealing with problems – using verbs with <i>usted</i>. Giving an account of a holiday in the past – using three tenses together. 	<ul style="list-style-type: none"> Giving opinions about school subjects and describing school facilities. Describing school uniform and the school day – revising adjectives. Talking about subjects and teachers – using comparatives and superlatives. Describing your school -using negatives, comparing then and now. Talking about school rules and problems -using phrases followed by the infinitive. Talking about a school exchange – using the near future. Talking about activities and achievements – using object pronouns. 	<ul style="list-style-type: none"> Talking about social media - giving advantages and disadvantages. Asking people out – using the present continuous. Talking about reading habits and technology -using a range of connectives 	<ul style="list-style-type: none"> Describing myself and other people – revising <i>ser + estar</i> Discussing what you normally do – using <i>soler + infinitive phrases</i>. Talking about sport – using irregular verbs and the imperfect tense. Talking about what I have done – using the perfect tense Buying tickets to a concert/cinema Talking about role models – using a variety of tenses.
Why this learning now?	Transition module – recall of core grammar and tenses from KS3. First module after summer holidays and link to what they've just done.	Recalls key vocabulary met at KS3 and reinforces grammar from ½ term 1 as well as from KS3. More complexity is introduced with infinitive phrases.	Recalls some free time vocabulary from KS3. Complexity built: present continuous application.	Final module builds on KS3 vocab. Complexity in applying all three tenses accurately and using <i>soler + infinitive</i>

Assessment Opportunities:	<ul style="list-style-type: none">Recall strategies used in all lessons, AfL & directed questioningPhonics + application assessed and revisited throughout lessons to aid fluency and pronunciation.Vocabulary testing and low-stakes assessmentsSummative assessments per term – reading, listening and writing to inform data capture. Assessments based on knowledge covered so far in course.Y10 mock exam in Summer term includes GCSE-style speaking assessment as well as Foundation/Higher listening, reading and writing.						
Learning at Home	<ul style="list-style-type: none">Pupils have vocabulary books and knowledge organisers to support learning at home. Vocabulary learning – once per cycle. Use of Quizlet.Reading comprehension/ Translation activities.Use of online sites such as Language Gym, Active Learn, BBC Bitesize and Seneca to support revision and home learning.Throughout the course pupils complete key questions booklet which will contains a bank of common questions to support revision for all elements of the speaking and writing exam. Students will be signposted to this for regular revision.Students purchase revision and support guides to supplement their own study and exam practice. These can be used independently.						
Key Vocabulary	Little words and phrases: * These are words identified by AQA as causing mis-understanding or are not known well by pupils. Literacy strategy used to reinforce these words.						
	hoy ayer mañana	pasado mañana anteayer dado que	puesto que ya que	a eso de a fines (de) a menudo	a mediados (de) a lo mejor a partir de	a principios de algunas veces dar igual	de nuevo de parte de de repente
Spiritual, Moral, Social and Cultural concepts covered	Autumn Term – Focus on Spanish-speaking holiday destinations ie. Barcelona and what there is to see and do there. School topic – similarities and differences between school in Spain and UK are explored as well as looking at achievements and extra-curricular activities. Spring Term – Advantages, disadvantages and dangers of social media are explored as well as promoting reading for pleasure. Summer Term – Relationships are explored – what makes a good/bad relationship – RSE. A range of authentic texts used throughout Y10 to explore Spanish-speaking culture and traditions.						
Links to careers and the world of work	GCHQ events – transferable skills used in Language learning and putting language learning into real-life work-based practice. Links made throughout Y10 to benefits and importance of learning a language for future careers and enjoyment. Anthea Bell competition used to reinforce real-life value of being able to communicate in a foreign language. European Day of Languages events and opportunity to become a Language Ambassador.						

YEAR 11 SPANISH CURRICULUM PROGRESSION OVERVIEW

Subject Curriculum Intent

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	Autumn Term 1	Spring term 1	Spring Term 2	Summer Term
Topic	Interests and influences	Town, region and festivals	Work and the future	Global and Social issues
Core Knowledge/ Threshold Concept	<ul style="list-style-type: none"> Talking about free time activities -using stem changing verbs Talking about TV programmes and films. Talking about what you usually do – using <i>soler + infinitive</i> Talking about sports – using the imperfect to say what you usually do. Talking about what is trending- using the perfect tense Talking about who inspires you – using a range of past tenses. Talking about festivals Talking about food and Hispanic flavours 	<ul style="list-style-type: none"> Talking about places in a town – asking for and understanding directions. Talking about shopping for souvenirs, clothes and presents. Describing the features of a region – using <i>se puede/se pueden</i> Planning what to do – using the future tense. Problems in a town – using the conditional Talking about food and festivals 	<ul style="list-style-type: none"> Talking about job preferences Saying how you earn money – using <i>soler</i> in the imperfect Talking about work experience - using preterite and imperfect together. Talking about the importance of learning languages – using the present + present continuous. Discussing plans for the future – using subjunctive with <i>cuando</i>. 	<ul style="list-style-type: none"> Talk about global issues -using the present subjunctive. Discuss local actions – subjunctive in commands Discuss healthy lifestyles – using different tenses Talking about international events – using pluperfect tense. Discuss natural disasters – using imperfect continuous.
Why this learning now?	Recall of core vocabulary and extension from KS3. Grammar recalls KS3 and Y10 and extends with more complex structures ie. perfect tense.	Lots of transactional language in this module included before mock speaking exam and role play in Jan. Links to festivals in lead up to Christmas etc.	Re-inforce importance of continuing to learn a Language and jobs/careers. Lots of grammar for higher tier practised in this module.	Most complex grammar/vocab covered as well as recall of previous structures. Very relevant to pupils' lives and allows for more extensive discussion.

Assessment Opportunities:	<ul style="list-style-type: none"> Recall strategies used in all lessons, AfL & directed questioning Phonics + application assessed and revisited throughout lessons to aid fluency and pronunciation. Vocabulary testing and low-stakes assessments Summative assessments per term – reading, listening and writing to inform data capture. Assessments based on knowledge covered so far in course. Y11 mock exam in Autumn and Spring term at Higher/Foundation level including a full mock GCSE-speaking exam in January. 		
Learning at Home	<ul style="list-style-type: none"> Pupils have vocabulary books and knowledge organisers to support learning at home. Vocabulary learning – once per cycle. Use of Quizlet. Reading comprehension/ Translation activities. Use of online sites such as Language Gym, Active Learn, BBC Bitesize and Seneca to support revision and home learning. Throughout the course pupils complete key questions booklet which will contains a bank of common questions to support revision for all elements of the speaking and writing exam. Students will be signposted to this for regular revision. Students purchase revision and support guides to supplement their own study and exam practice. These can be used independently. 		
Key Vocabulary	<p>Little words and phrases:</p> <p>* These are words identified by AQA as causing mis-understanding or are not known well by pupils. Literacy strategy used to reinforce these words.</p>		
	<p>qué cómo</p> <p>cuándo adónde</p> <p>quién a qué hora</p>	<p>desde hace por lo menos</p> <p>desgraciadamente por todas partes</p> <p>en lugar de ningún/ninguno</p>	<p>sino ya</p> <p>sin embargo/ sin</p> <p>todavía</p> <p>tampoco</p>
Spiritual, Moral, Social and Cultural concepts covered	<p>Autumn Term – Spanish culture – TV, Film, what’s popular with Spanish teenagers and role models.</p> <p>Spring Term – Problems in a town/region – social issues, traditional Spanish food and mealtimes – cultural similarities and differences. Social and environmental issues explored and discussed – what we can/should do to help people and the environment.</p> <p>A range of authentic texts used throughout Y11 to explore Spanish-speaking culture and traditions.</p>		
Links to careers and the world of work	<p>GCHQ events – transferable skills used in Language learning and putting language learning into real-life work-based practice. European Day of Languages events and opportunity to become a Language Ambassador. Spring Term – Jobs/careers and post-16 plans and the value of continuing to learn a language for future study/employment.</p>		