

KS4 Spanish

Curriculum Overview

Curriculum Intent

The teaching of Modern Foreign Languages (MFL) at Key Stage 4 is built on the foundations of language learning laid at key stage 3. The spiral scheme of learning is divided into five themes dictated by the Exam Board Specifications Pearson Edexcel Spanish GCSE. The themes are themselves divided in sub-topics giving the structure of the two years course.

Our intent is to develop pupils' confidence and efficiency in communicating in Spanish and to develop pupils' better understanding of a different culture.

- Improve communication skills and have a deeper understanding of the language mechanics
- Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- To write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- Discover and develop an appreciation of a range of writing in the language studied.
- Understand and respond to spoken and written language from a variety of authentic sources
- To develop a love of exploring a different culture and language. Be open-minded individuals. Develop cultural capital.
- Teaching will focus on developing the breadth and depth of pupils' competence in listening, speaking, reading and writing, based on a sound foundation of core grammar and vocabulary.
- To enable pupils to understand and communicate personal and factual information that goes beyond their immediate needs and interests, developing and justifying points of view in speech and writing, with increased spontaneity, independence and accuracy.
- To provide suitable preparation for further study.

How is this curriculum assessed at THA?	Cross Curricular Links	How this prepares students for their next stage of education/employment
<p>Formative assessment opportunities occur regularly throughout the course as well as summative assessments at the end of each Modules and in the form of Pre Public examinations. The KS4 assessment follow the Edexcel GCSE marking scheme and is aligned with Pearson- Edexcel 12 steps system used at Key Stage 3- The criteria made visible for students.</p>	<p>We make links with Geography, History- cognates, English language-literacy- grammar, translating, cognates. Regular consideration of grammatical construction in English in order to consolidate understanding of aspects of grammar eg tenses. Consideration of cognates helps to build understanding of history</p>	<ul style="list-style-type: none"> • Sound understanding of the language mechanics and range of vocabulary and expressions • Better communicators • Cultural awareness and understanding of differences



	<p>Links with current events eg Olympic games, World Cup etc. Promotion of wider curriculum and building of cultural capital – celebration European day of languages</p>	
	Enrichment Opportunities	Resources/Materials to Support Learning
	<p>Cross curricular school trips with History – Barcelona trip</p>	<p>Pearson Edexcel Key Stage 4 “Viva” course supported by “Viva” course book and the online platform “Active Learn”. Use of other online resources such as Seneca Learning, Wordwall and bbc bite size</p>

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 10	<p>GCSE Theme 2 Local area, Holiday & Travel</p>	<p>GCSE Theme 3 School</p>	<p>GCSE Theme 1 Identity & Culture Self, Family, friends and relationships</p>	<p>GCSE Theme 1 Identity & Culture Self, Family, friends and relationships</p>	<p>GCSE Theme 2 Local area, Holiday & Travel</p>	<p>Consolidation & revision Consolidation and review of all topics</p>
	<p>Key Knowledge:</p> <p>In Module 1 “<i>iDesconéctate!</i>” (“Disconnected”) students will discuss holiday activities and weather, talk about holiday preferences, talk about a past holiday, describe a trip to Barcelona, book accommodation and dealing with problems, giving an account of a holiday in the past. Grammar content: Revising the present tense of regular verbs, connectives, irregular verbs in the present tense (<i>ser, tener, ir</i>), decoding and using question words (<i>¿Cuándo? ¿Adónde? ¿Dónde? ¿Qué? ¿Por qué?</i>), using verbs of opinion to refer to different people, preterite tense (regular <i>-ar, -er, -ir</i> verbs, and <i>ser, ir</i>), using two past tenses (preterite and imperfect tense), giving opinions in the past, using three tenses, positive and negative opinions.</p>	<p>Key Knowledge:</p> <p>In Module 2 “Mi vida en el insti” (“My life at school”) students will express opinions on school subjects, talk about school uniform, describe their school, talking about school rules and problems, talk about plans for a school exchange, talk about extra-curricular activities and achievements. Grammar content: comparative, adjectival agreement, using negatives, distinguishing between the present and the imperfect, using verbs followed by the infinitive (<i>se debe, no se debe, está prohibido, no se permite</i>), the near future, asking questions, understanding object pronouns, using three tenses together.</p>	<p>Key Knowledge:</p> <p>In Module 3 “Mi gente” (“My people”) students will talk about socialising and family, describe people, talk about social networks, make arrangements, discuss reading preferences, describe relationships. Grammar content: present tense, possessive adjectives, adjectival agreement, Using <i>para + infinitives</i>, present continuous, range of connectives, verbs <i>ser</i> and <i>estar</i>.</p>	<p>Key Knowledge:</p> <p>Module 4 “Intereses e influencias” (“Interests and influences”) students will talk about free-time activities and TV, talk about what they usually and sports, talk about what’s trending, discussing different types of entertainment, agreeing and disagreeing, talking about who inspires you, Grammar content: stem changing verbs, adjectives of nationality, using <i>suelo + infinitive</i>, imperfect tense, perfect tense, <i>he / she</i> form of the perfect tense</p>	<p>Key Knowledge:</p> <p>In Module 5 “Ciudades” (“ Towns”) students will talk about the places in a town or city, ask for and understand directions, talking about shops, shop for souvenirs, describing the features of a region, planning what to do, shop for clothes and presents, explain preferences, talk about problems in town, describe a visit in the past. Grammar content: transactional expressions, polite form of address (<i>usted</i>), <i>se puede(n) + infinitive</i>, asking questions, future tense, <i>Si + present, + future</i>, demonstrative adjectives, using <i>tan</i> and <i>tanto</i>, using antonyms, using three different tense together.</p>	<p>Key Knowledge:</p> <p>Students will review their learning as well as consolidate key vocabulary and grammar concepts through speaking, listening, reading and writing activities. Students will have an opportunity to focus on exam skills and prepare for their Pre Public examination.</p>

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	<p>Key Skills: Students will be working on their Listening, reading, speaking and writing skills as well as developing their translating skills and their exam skills.</p>	<p>Key Skills: Students will be working on their Listening, reading, speaking and writing skills as well as developing their translating skills and their exam skills.</p>	<p>Key Skills: Students will be working on their Listening, reading, speaking and writing skills as well as developing their translating skills and their exam skills.</p>	<p>Key Skills: Students will be working on their Listening, reading, speaking and writing skills as well as developing their translating skills and their exam skills.</p>	<p>Key Skills: Students will be working on their Listening, reading, speaking and writing skills as well as developing their translating skills and their exam skills.</p>	<p>Key Skills: Students will be working on their Listening, reading, speaking and writing skills as well as developing their translating skills and their exam skills.</p>
	<p>Assessment: Formative assessment tasks and end of module summative assessment</p>	<p>Assessment: Formative assessment tasks and end of module summative assessment</p>	<p>Assessment: Formative assessment tasks and end of module summative assessment</p>	<p>Assessment: Formative assessment tasks and end of module summative assessment</p>	<p>Assessment: Formative assessment tasks and end of module summative assessment</p>	<p>Assessment: Pre Public Speaking Exam preparation : role play, photo-description, general conversation Pre Public Exams : Listening, Reading, Writing & Speaking</p>

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	GCSE Theme 1 Identity & Culture Self, Family, friends and relationships	GCSE Theme 4 Future aspirations, Study & Work	GCSE Theme 5 International & Global dimension	Revision of all themes and exam preparation	Revision of all themes and exam preparation	Revision of all themes and exam preparation
Year 11	<p>Key Knowledge:</p> <p>In Module 6 “De costumbre” (“Usual”) students will review 12 hours clock time, describe mealtimes, talk about daily routine, talk about illnesses and ask for help at the pharmacy, talk about typical food, compare festivals, describe a special day, order food in a restaurant, talk about a music festival. Grammar content: reflexive verbs (present tense and preterite), ‘we’ and ‘they’ form of verbs, adjectives ending in – isimo.</p>	<p>Key Knowledge:</p> <p>In Module 7 “¡A currar!” (“work”) students will talk about jobs and their preferences, talk about earning money, talk about work experience, talk about languages and travel, use 24 hour clock, applying for a summer job, discuss plan for the future. Grammar content: verbs followed by the infinitive, using the preterite and imperfect together, Using lo + adjective, perfect tense, future tense and different ways to express future plans, use ‘if’ clauses.</p>	<p>Key Knowledge:</p> <p>In Module 8 “Hacia un mundo mejor” (“Towards a better world”) students will describing types of houses, talk about the environment, consider global issues, talk about local actions, discuss healthy lifestyle, talking about international sporting events. Grammar content: superlative, high numbers, using different tenses, using verbs with the third person plural.</p>	<p>Key Knowledge:</p> <p>Students will review their learning as well as consolidate key vocabulary and grammar concepts through speaking, listening, reading Focus on Speaking exam preparation : role play, photo-description, general conversation- Speaking exam</p>	<p>Key Knowledge:</p> <p>Independent work guidance and revision technics Students will review their learning as well as consolidate key vocabulary and grammar concepts through speaking, listening, reading. Listening focus: listening for gist and key words- listening for details- Reading focus: reading for gist and identifying key idea- identifying details Writing focus: decoding and understanding tasks, planning and organizing ideas, using and recycling vocabulary to produce written target language</p>	<p>Key Knowledge:</p> <p>Independent work guidance and revision technics Students will review their learning as well as consolidate key vocabulary and grammar concepts. Writing focus: decoding and understanding tasks, planning and organizing ideas, using and recycling vocabulary to produce written target language</p>
	<p>Key Skills:</p> <p>Students will be working on their Listening, reading, speaking and writing skills as well as developing their translating skills and their exam skills.</p>	<p>Key Skills:</p> <p>Students will be working on their Listening, reading, speaking and writing skills as well as developing their translating skills and their exam skills.</p>	<p>Key Skills:</p> <p>Students will be working on their Listening, reading, speaking and writing skills as well as developing their translating skills and their exam skills.</p>	<p>Key Skills:</p> <p>Students will be working on their Listening, reading, speaking and writing skills as well as developing their translating skills and their exam skills.</p>	<p>Key Skills:</p> <p>Students will be working on their Listening, reading, speaking and writing skills as well as developing their translating skills and their exam skills.</p>	<p>Key Skills:</p> <p>Students will be working on their writing skills as well as developing their translating skills for their examination.</p>
	<p>Assessment:</p> <p>Formative assessment tasks and end of module summative assessment</p>	<p>Assessment:</p> <p>Formative assessment tasks and end of module summative assessment</p>	<p>Assessment:</p> <p>Formative assessment tasks and end of module summative assessment</p>	<p>Assessment:</p> <p>Public Speaking Exam preparation : role play, photo-description, general conversation</p>	<p>Assessment:</p> <p>Public Examination : Listening, Reading</p>	<p>Assessment:</p> <p>Public Examination : Writing (13/06/23)</p>

