



Spanish Key Stage 4 Curriculum Overview

Key Stage 4 Curriculum Overview Spanish

Year 10	← Week 1 Week 39 →					
	<i>Unit of work Title: Me, my family and friends / relationships</i>	<i>Unit of work Title: Technology</i>	<i>Unit of work Title: Free time activities</i>	<i>Unit of work Title: Customs in Spanish speaking countries</i>	<i>Unit of work Title Describing your house, home and region</i>	<i>Unit of work Title Healthy lifestyles</i>
<p>Key content (know that...Know how...)</p>	<ul style="list-style-type: none"> • Vocabulary of family and pets • Vocabulary of marriage and partnerships • Full conjugation of ser/tener • Use of 'Puedo ser/ Puede ser/ podemos ser / pueden ser' • Uses of que • Reflexive verbs • Possesive adjectives • Object pronouns 	<ul style="list-style-type: none"> • Vocabulary of technology and social media • Use of 'uso...para + adjective' • Use of 'lo' • Present tense of poder (puedes etc + infinitive) 	<ul style="list-style-type: none"> • Inviting people out / accepting invitations / turning down invitations • Making complaints • Forming regular adverbs • Pronouns after 'para' • Using two verbs together • Expressions using two verbs together • Using future tense Irregulars <i>hacer, haber, salir and tener</i> 	<ul style="list-style-type: none"> • Vocabulary about festivals in Spain • Imperfect tense: regular and irregular verbs • Preterito of 'hacer' and 'tener' • Using the preterite and the imperfect together 	<ul style="list-style-type: none"> • Using prepositions • Using conditional tense • The imperfect subjunctive and its use in 'if' clauses + conditional • Vocabulary of town/region • Use of 'Hay ... donde se puede' • Using possessive nouns 	<ul style="list-style-type: none"> • Vocabulary about healthy lifestyles • Perfect tense structures • Use of 'deber, tener que and hay que' • Opinions on alcohol, smoking and drugs • Vocabulary about the dangers of alcohol, smoking and drugs • Learning about the present subjunctive

<p>Prior Knowledge</p>	<ul style="list-style-type: none"> • Adjectives and adjectival agreement (Y7 Unit 2 and Unit 3) • Descriptions (Y7 Unit 1) • Opinions (Y7 unit 3 and unit 4) • Immediate future tenses (Y8 Unit 1) 	<ul style="list-style-type: none"> • Comparisons (Y8 Unit 5) • Perfect tense (Y9 Unit 5) • Use of 'Tienes que / debes / no debes / se debe / no se debe' (Y9 Unit 1) • Using 'estar' and present continuous sentence (Y8 unit 5) • Formulating questions (Y8, Units 3-5) 	<ul style="list-style-type: none"> • Present tense (Y7 Unit 3 / unit 4 – Y8 Unit 1 / units 3-5) • Describing films (Y8 Unit 4) • Tv programmes/films vocabulary (Y8 Unit 4) • Food vocabulary (Y8 Unit 3) • Ordering food (Y8 Unit 3) • Use of future tense (regular verbs) (Year 8 Unit 1) 	<ul style="list-style-type: none"> • Numbers (Y7, Unit 1 / Y8 Unit 3) • Using <i>ser</i> and <i>ir</i> in the preterite (Y8 Unit 2) • Opinions (Y7 unit 3 and Unit 4) 	<ul style="list-style-type: none"> • Areas, types of house, Rooms and items in house (Y7 Unit 5) • Adjectives and adjectival agreement (Y7 Unit 2 and Unit 3) • Imperfect tense (Y10 Unit 4) • Comparing town vs city (Y8 Unit 1) • Names of shops and items that can be bought in shops (Y8 Unit 5) • Sizes and measurements (Y8 Unit 5) • Colours (Y7 Unit 1) • Numbers and prices (Y7 Unit 1/Year 8 Unit 3) 	<ul style="list-style-type: none"> • Vocabulary of sports (Y7 Unit 3) • Preterito and immediate future (Y8, Units 1-5) • Imperfect tense (Y10, Unit 4)
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GCSE Assessment Objectives	<p>AO1: Listening – understand and respond to different types of spoken language.</p> <p>AO2: Speaking – communicate and interact effectively in speech.</p> <p>AO3: Reading – understand and respond to different types of written language.</p> <p>AO4: Writing – communicate in writing.</p>	<p>AO1: Listening – understand and respond to different types of spoken language.</p> <p>AO2: Speaking – communicate and interact effectively in speech.</p> <p>AO3: Reading – understand and respond to different types of written language.</p> <p>AO4: Writing – communicate in writing.</p>	<p>AO1: Listening – understand and respond to different types of spoken language.</p> <p>AO2: Speaking – communicate and interact effectively in speech.</p> <p>AO3: Reading – understand and respond to different types of written language.</p> <p>AO4: Writing – communicate in writing.</p>	<p>AO1: Listening – understand and respond to different types of spoken language.</p> <p>AO2: Speaking – communicate and interact effectively in speech.</p> <p>AO3: Reading – understand and respond to different types of written language.</p> <p>AO4: Writing – communicate in writing.</p>	<p>AO1: Listening – understand and respond to different types of spoken language.</p> <p>AO2: Speaking – communicate and interact effectively in speech.</p> <p>AO3: Reading – understand and respond to different types of written language.</p> <p>AO4: Writing – communicate in writing.</p>	<p>AO1: Listening – understand and respond to different types of spoken language.</p> <p>AO2: Speaking – communicate and interact effectively in speech.</p> <p>AO3: Reading – understand and respond to different types of written language.</p> <p>AO4: Writing – communicate in writing.</p>
Assessments	<p>Reading and writing assessment assessing language from Unit1 - Essay about self, family, relationships and future plans. Reading assessment with a range of questions assessing understanding of Unit 1 vocabulary in context</p>	<p>Speaking (conversation involving questions about family/ relationships / technology) and listening assessment assessing language learnt in Units 1 and 2 (Me, my family and friends and technology)</p>	<p>Assessment (AO 4 writing assessment on unit 3 - writing a piece about hobbies, a recent cinema visit and plans for a special meal plus translation</p> <p>Speaking assessment on units 1, 2 and 3 – conversation questions about me, my family and friends, technology and free time)</p>	<p>Assessment – Theme 1 reading and Theme 1 writing</p> <p>Assessing language learnt in units 1-4 (Theme 1)</p> <p>Students will be expected to write / read about a range of topics from units 1-4 and recall grammar/ language appropriate to this</p>	<p>Unit 5 Writing assessment – where I live - students to write an essay about the good and bad points of where they live and how they would improve their town</p>	<p>End of Y10 exam – assessing all of language learnt in Y10 – writing and speaking - students will be expected to write essays/ complete translations into Spanish involving any of the language/ grammar learnt in Units 1-6 as well as understand passages and translate in to English on the</p>

						language /grammar learnt in Y10 - Tiered at Foundation and Higher as appropriate
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Year 11	Week 1 ←					→ Week 39
	<i>Unit of work Title Unit 7 Global issues</i>	<i>Unit of work Title Unit 8 Travel and Tourism</i>	<i>Unit of work Title Unit 9 My studies</i>	<i>Unit of work Title Unit 10 Life at school college</i>	<i>Unit of work Title Unit 11 Education post 16</i>	<i>Unit of work Title Unit 12 Jobs career choices and ambitions</i>
Key content (know that...Know how...)	<p>Global problems Environmental issues and what you do for the environment Homelessness Volunteer work and helping others</p> <p>Present tense Using 'if' sentences preterite</p> <p>Recall of different tenses – past and present Se debe / deber / tener que structures plus infinitives</p> <p>modal verbs para +infinitive Using me preocupa/ me fastidia / me molesta / me irrita + global problems Negative expressions Forming and asking / writing questions Using me gustaría + infinitive</p>	<p>Past / present / future holidays Transport directions role play vocabulary weather accommodation /Accommodation problems Holiday disasters</p> <p>using the imperfect and preterite together</p> <p>High quality narrative structures</p> <p>Complex structures such as (antes de haber, después de haber, mientras + imperfect)</p> <p>conversations at the tourist</p> <p>Use of desde hacía + imperfect</p>	<ul style="list-style-type: none"> • Talking about school subjects • Opinions and reasons • Extended sentences 	<ul style="list-style-type: none"> • The Good and bad points of school • Describing your school and the school day • Describing a recent day at school using the preterite • Talking about school rules and uniform • Revising se debe, hay que, tener que • Verbs that are followed by the infinitive • Lo structures • Using debería ser and debería haber 	<ul style="list-style-type: none"> • Talking about future plans • Voy a plus other structures that are followed by an infinitive to talk about post 16 plans • Si + present tense + future tense to talk about post 16 plans • Talking about going to university, further study careers and finding a job • Using <i>lo</i> and <i>lo que</i> + adjective • Expressions with <i>tener</i> 	<p>Talking about different Jobs / work places Work experience Using a variety of tenses Revision of adjectives</p> <p>Ideal job / apply Using the present subjunctive in hypothetical situations The past continuous tense</p>

	AO3: Reading – understand and respond to different types of written language. AO4: Writing – communicate in writing.	AO3: Reading – understand and respond to different types of written language. AO4: Writing – communicate in writing.	AO3: Reading – understand and respond to different types of written language. AO4: Writing – communicate in writing.	AO3: Reading – understand and respond to different types of written language. AO4: Writing – communicate in writing.	AO3: Reading – understand and respond to different types of written language. AO4: Writing – communicate in writing.	AO3: Reading – understand and respond to different types of written language. AO4: Writing – communicate in writing.
Assessments	Unit 7 – Global issues reading and writing assessment – writing assessment students will write about global problems, what they did for the environment recently, how they help and what we should do to improve the situation for homeless people and those in need – The reading assessment will assess students knowledge of language taught in units 6 and 7	Assessment – Y11 Mock examinations (November) Reading, writing and speaking assessing units 1-8 (Theme 1 and Theme 2) - students to be assessed on all knowledge taught in previous units 1-8 (Themes 1 and 2)		School – writing – Essay piece assessment talking about your studies and a day at school Listening assessment involving language taught in units 7-10	March mock exams – Reading and writing – assessing language learnt in 1-12	GCSE exams in speaking, listening, reading and writing assessing