Key Stage 4 Curriculum

Spanish

THE WINSFORD ACADEMY

In Year 10 Students will study:

	Winter Term	Spring Term	Summer Term
Content	**Half Term 1 & 1st ½ of Half Term 2**	**2nd ½ of Half Term 2 & Half Term 3**	**2nd ½ of Half Term 5 & Half Term 6**
	Pearson Edexcel GCSE Spanish Module 1 **¡Diviértete! (Enjoying yourself!)** Using **adjectives** in Spanish. Talking about life online. Revising the **present tense.** Using **expressions of frequency.** Talking about sports and free time activities. Revising **irregular present tense verbs.** Using **opinion verbs.** Arranging to go out. Using the **near future tense.** Saying what you did at the weekend. Using the **preterite tense.** Pronouncing the letter 'c' correctly. Talking about days that went wrong. Using direct object	**Pearson Edexcel GCSE Spanish Module 2** **Viajes (Trips)** Using ***me gusta / me gustaría*** **+ infinitive.** Describing a photo. Discussing Travel Plans. Using **comparatives.** Using ***se puede(n)*** **+ infinitive.** Talking about festivals in the Spanish-speaking world. Using the **superlative.** Using **'if' clauses.** Saying what you did on holiday. Using ***acabar de + infinitive.*** Using a range of structures to give opinions in the past. Describing where you stayed on holiday. Using the **imperfect tense.** Talking about holidays using different tenses. Using ***suelo + infinitive.***	**Pearson Edexcel GCSE Spanish Module 4** **Mi estilo de vida (My lifestyle)** Learning about typical foods in Spanish-speaking countries. Using **adjectives of nationality.** Describing healthy daily routines. Using **indefinite adjectives.** Using ***tener + noun.*** Talking about mealtimes and food trends. Using direct object pronouns. Comparing old and new habits. Using **the imperfect tense** to say what you used to do. Using ***ya no + verb.*** Talking about illnesses and injuries. Using **reflexive verbs** in the **preterite tense.** Giving advice using ***debes, tienes que and necesitas.*** Future plans for health and wellbeing. Using the **simple future tense.** Using **'if' clauses.**

	pronouns. Recognising and using three tenses.			
Homework	Homework will be set weekly and students will be asked to complete a specific course or spend a specific amount of time on the interactive vocabulary learning platform *Memrise.* Memrise is a British language platform that uses spaced repetition of flashcards to increase the rate of learning and allows students to transfer vocabulary learnt in class into the long-term memory in a fun and interactive way. Class teachers will monitor the use of Memrise using the statistics from their class groups. Memrise will give students the opportunity to consolidate the important vocabulary and grammar structures learnt in class and will allow them to progress in their language learning journey at a much quicker rate. Grammar quizzes and phonics worksheets provided by Pearson will also be set at appropriate times throughout the year.			
Wider Curriculum Offer	Comparing phonics in the English and Spanish language.	Discussing festivals in the Spanish–speaking world.	Discussing different types of families in the 21st century.	Learning about different foods in Spanish-speaking countries. Comparing and contrasting British and Spanish mealtimes and food trends.
Assessment	In the first half-term we will conduct a summative assessment to assess students starting points. This will be towards the end of the first module and will consist of a reading assessment and a writing assessment in the style of the exam (80-90 word question). At the end of every module, a single skill assessment will take place (this may be reading (including translation), listening (including dictation), speaking (including read aloud) or writing) and this will be alternated each time. This will be completed in assessment conditions without access to any support. Students will also complete an end of module writing task which will be in the style of the exam. Class teachers will use these assessments and writing tasks to look for gaps in knowledge and misconceptions which can then be addressed in future lessons and revisited in 'Do Now' tasks at the start of lessons. A full mock exam will take place at the end of Year 10 (listening, reading, writing and speaking). The speaking mock will slowly build up to the real examination which will take place in half term 5 of year 11. Assessment for learning takes place within every lesson by the classroom teacher, predominantly through the use of mini-whiteboards which are an integral part of our Spanish curriculum. Teachers use mini-whiteboards and other Assessment for Learning strategies each lesson to respond to the needs of the students in front of them and to inform future planning. Students will also complete extended writings in the target language approximately half way through each module and these will be formatively assessed by the class teachers. These extended writings will always follow the format of the writing exam to fully prepare and gear students up for the final written examination. The students will have specific success criteria to follow so that they are clear about what to include in their extended writing. These will also include recent grammar structures taught in class, giving them the opportunity to apply what they have learnt and manipulate the language. The extended writings will be marked by the teachers and individual feedback given. Students will then be given sufficient lesson			

	time to redraft and improve their writings and we encourage them to become autonomous learner by self-correcting using the MFL marking codes.

In Year 11 Students will study:

	Winter Term	Spring Term	Summer Term
Content	**Pearson Edexcel GCSE Spanish Module 5: ¡A clase! (To class!)** Learning about schools in Spain. Using **absolute superlatives.** Talking about a typical day at school. Using the **relative pronouns *que, donde, cuando.*** Talking about your studies. Using ***lo que.*** Talking about opinions of others. Talking about how you would change your school. Using the ***conditional tense.*** Using **impersonal verbs** with an infinitive. Talking about students and teachers at school. Using **negatives.** Forming questions. Describing a school trip in the past. Using **adjectives and adverbs.** Identifying **false friends.** **Pearson Edexcel GCSE Spanish Module 6: Mi barrio y yo (My**	**Pearson Edexcel GCSE Spanish Module 7: Un mundo mejor para todos (A better world for all)** Learning about natural wonders of Spanish-speaking countries. Using **pronouns after prepositions.** Talking about how you help in your community. Using the **imperative.** Talking about climate change. Using the **passive.** Using the **imperfect continuous tense.** Talking about actions to help the environment. Avoiding the **passive.** Practicing **negatives.** Talking about solutions. Using the **present subjunctive** to give opinions. Using ***(no) se debería + infinitive.*** **Pearson Edexcel GCSE Spanish**	**Revision Topics** **Exam Technique & Preparation**

	neighbourhood and me) Finding out about Colombia. Recognising **demonstrative adjectives.** Describing cities. Using the **perfect tense.** Using **prepositions of place** for directions. Describing how a city or town has changed. Using **demonstrative adjectives** for descriptions. Comparing now and then in the **imperfect tense.** Describing shopping preferences. Revising **direct object pronouns.** Practiving key sounds. Giving preferences about where you live. Using the **present subjunctive with cuando.** Revising **comparisons.** Talking about your area. Using a variety of verb tenses. Finding different ways to describe future plans.	**Module 8: El futuro te espera (Your future awaits)** Learning about Latin trailblazers. Using Spanish stress patterns correctly. Talking about your plans for the future. Using ***seguir/continuar + present participle.*** Transcribing unfamiliar words. Talking about getting a job. Using **possessive pronouns.** Using **prepositions** followed by an infinitive. Talking about future career intentions. Using **masculine and feminine nouns** for jobs. Using and understanding the suffix ***-dad/-idad.*** Talking about the importance of learning languages. Using **modal verbs.** Using different verb forms. Talking about changes in the world of work. Talking about the impact of artificial intelligence. Using ***para +*** **present subjunctive.** **SPEAKING EXAM PREPARATION (role play, describing a photo, general conversation practice).**	

Homework	Homework will be set weekly and students will be asked to complete a specific course or spend a specific amount of time on the interactive vocabulary learning platform *Memrise.* Memrise is a British language platform that uses spaced repetition of flashcards to increase the rate of learning and allows students to transfer vocabulary learnt in class into the long-term memory in a fun and interactive way. Class teachers will monitor the use of Memrise using the statistics from their class groups. Memrise will give students the opportunity to consolidate the important vocabulary and grammar structures learnt in class and will allow them to progress in their language learning journey at a much quicker rate. Grammar quizzes and phonics worksheets provided by Pearson will also be set at appropriate times throughout the year.		
Wider Curriculum Offer	Comparing and contrasting the British and Spanish-speaking world education system. Finding out about Colombia.	Learning about natural wonders of Spanish-speaking countries. Talking about climate change and actions and solutions to help the environment. Learning about Latin trailblazers. Discussing Careers and future career intentions. Talking about changes in the world of work. Talking about the impact of artificial intelligence.	
Assessment	At the end of every module, a single skill assessment will take place (this may be reading (including translation), listening (including dictation), speaking (including read aloud) or writing) and this will be alternated each time. This will be completed in assessment conditions without access to any support. Students will also complete an end of module writing task which will be in the style of the exam. Class teachers will use these assessments and writing tasks to look for gaps in knowledge and misconceptions which can then be addressed in future lessons and revisited in 'Do Now' tasks at the start of lessons. A full mock exam will take place in half term 2 and half term 4 of Year 11 (listening, reading, writing and speaking). The speaking mock will slowly build up to the real examination which will take place in half term 5 of year 11. This will give class teachers a robust set of data to ensure accurate predictions of outcomes. The assessments will be moderated between class teachers but also within The Halliard Trust. Assessment for learning takes place within every lesson by the classroom teacher, predominantly through the use of mini-whiteboards which are an integral part of our Spanish curriculum. Teachers use mini-whiteboards and other Assessment for Learning strategies each lesson to respond to the needs of the students in front of them and to inform future planning. Students will also complete extended writings in the target language approximately half way through each module and these will be formatively assessed by the class teachers. These extended writings will always follow the format of the writing exam to fully prepare and gear students up for the final written examination. The students will have specific success criteria to follow so that they are clear about what to include in their extended writing. These will also include recent grammar structures taught in class, giving them the opportunity to apply what they have learnt and manipulate the language. The extended writings will be marked by the teachers and individual feedback given. Students will then be given sufficient lesson		

	time to redraft and improve their writings and we encourage them to become autonomous learner by self-correcting using the MFL marking codes.