

Curriculum Summary Document

Year 10-11 Spanish

<p><i>Words in italics won't be on the website but it is important to consider them when producing this document for the website.</i></p>	<p>What will I learn?</p> <p><i>What topics, knowledge and skills do we cover?</i></p>	<p>How will I learn it?</p> <p><i>What lesson activities and learning and assessment strategies are used? Assessment will ensure that students have gained the knowledge by the relevant endpoint.</i></p> <p><i>Don't make this one further detail about what they will learn. Keep the focus on <u>how</u> they will.</i></p>	<p>Why is it important that I learn this?</p> <p><i>What is the purpose of learning this knowledge and skills? (This will link to the curriculum ambition.)</i></p>	<p>Why am I learning this now?</p> <p><i>How does this build on prior learning (inc.KS2)? How does it support future learning in the curriculum (inc. on to A level)? How does it connect with other subjects where relevant?</i></p>
<p>Year 10</p> <p>Module 3 Viva GCSE AQA course</p> <p><i>Mi gente – My people</i></p>	<p>Talking about socialising and family</p> <p>Describing people</p> <p>Talking about social networks</p> <p>Making arrangements</p> <p>Talking about reading preferences</p> <p>Discussing friends and family</p> <p><u>Grammar topics</u></p> <p>Using the present tense</p> <p>Using adjectival agreement</p> <p>Using <i>para</i> with infinitives</p> <p>Using a range of connectives</p> <p>Using the verbs <i>ser</i> and <i>estar</i></p>	<p>Listening and Reading comprehension activities from a variety of sources</p> <p>Speaking activities (role plays on shopping, general conversation and photo card description), pronunciation practice</p> <p>Translation into English and into Spanish</p> <p>Grammar activities</p> <p>Writing practice using exam-style questions</p>	<p>Students will develop the ability to talk about their opinions and practise complex structures understanding the differences between both Spanish verbs for the English verb “to be” and when to use each form, also solidifying knowledge of how to make adjectives agree with the noun they are describing.</p> <p>The grammar concepts learned in this module can be applied to a variety of contexts across a range of topics.</p>	<p>This module will build on prior knowledge from KS3 of family members, discussing technology and key vocabulary for descriptions of people’s physical appearance and personalities.</p> <p>It is the first sub topic in Theme 1 of the GCSE course.</p> <p>In this module, students will be reminded of key grammar points they have learned previously and build on them giving them a good foundation knowledge for the GCSE course.</p> <p>This module also ties in to the first module on the A Level course concerning different types of families.</p>

<p>Module 4 Viva GCSE AQA course</p> <p><i>Intereses e influencias – Interests and influences</i></p>	<p>Talking about free-time activities</p> <p>Talking about TV programmes and films</p> <p>Talking about what you usually do</p> <p>Talking about sports</p> <p>Talking about what's trending</p> <p>Discussing different types of entertainment</p> <p>Talking about who inspires you</p> <p><u>Grammar topics</u></p> <p>Using stem-changing verbs</p> <p>Using adjectives of nationality</p> <p>Using the verb <i>sober</i> with the infinitive form</p> <p>Using the imperfect tense to say what you used to do</p> <p>Using the perfect tense</p>	<p>Listening and Reading comprehension activities from a variety of sources</p> <p>Speaking activities (role plays at the tourist information centre, general conversation and photo card description), pronunciation practice</p> <p>Translation into English and into Spanish</p> <p>Grammar activities</p> <p>Writing practice using exam-style questions (including the 150-word task for Higher tier)</p>	<p>Studying interests and influences allows students to discuss their own opinions on a range of topics relevant to their own lives. This allows them to focus more on the skills they are developing than the language, much of which is already familiar to them.</p> <p>Students will develop the ability to give opinions and practise more complex structures with a variety of verbs relating to sports, technology and media.</p>	<p>This module will build on prior knowledge from KS3 of free-time activities.</p> <p>It is the second sub topic Theme 1 of the GCSE course.</p> <p>This module builds on students' existing grammatical knowledge by introducing a new group of adjectives, a new category of verbs and two additional past tenses.</p>
<p>Module 5 Viva GCSE AQA course</p> <p><i>Ciudades - cities</i></p>	<p>Talking about places in town</p> <p>Learning to ask for directions</p> <p>Talking about shops</p> <p>Shopping for souvenirs</p> <p>Describing features of a region</p> <p>Planning what to do</p>	<p>Listening and Reading comprehension activities from a variety of sources</p> <p>Speaking activities (transactional role plays, general conversation and photo card description), pronunciation practice</p>	<p>Students improve their cultural and geographical knowledge by finding out about Spanish regions and towns.</p> <p>They can discuss problems in their local area and offer solutions</p> <p>Students can use their prior knowledge to make plans discussing</p>	<p>This module will build on prior knowledge from KS3 of places in town and weather. It also recaps key vocabulary on shopping and clothes that was also studied at KS3.</p> <p>It is the second sub topic Theme 2 of the GCSE course.</p>

	<p>Shopping for clothes and presents</p> <p>Talking about problems in a town</p> <p>Describing a visit in the past</p> <p><u>Grammar topics</u></p> <p>Asking and responding to questions</p> <p>Using the future tense</p> <p>Using demonstrative adjectives</p> <p>Using the conditional tense</p> <p>Using a variety of tenses together</p>	<p>Translation into English and into Spanish</p> <p>Grammar activities</p> <p>Writing practice using exam-style questions</p>	<p>the weather with more complex structures</p> <p>This module gives students the opportunity to use a variety of different tenses and teaches them how to combine grammar points learned separately to use them together in the same piece of writing</p>	<p>This module contains a lot of transactional vocabulary which can be used in a range of real-life situations.</p>
<p><u>Year 11</u></p> <p>Module 6 Viva GCSE AQA course</p> <p><i>De costumbre – Customs and traditions</i></p>	<p>Describing meal times</p> <p>Talking about illnesses and injuries</p> <p>Talking about typical foods</p> <p>Discussing festivals and traditions</p> <p>Ordering in a restaurant</p> <p>Talking about a music festival</p> <p><u>Grammar topics</u></p> <p>Using the passive voice</p> <p>Using reflexive verbs to discuss daily routine</p> <p>Using the preterite tense with irregular verbs</p> <p>Spotting irregular verb patterns</p>	<p>Listening and Reading comprehension activities from a variety of sources</p> <p>Speaking activities (role plays on school and healthy living, general conversation and photo card description), pronunciation practice</p> <p>Translation into English and into Spanish</p> <p>Grammar activities</p> <p>Writing practice using exam-style questions</p>	<p>Studying customs, traditions and festivals allows students to compare how important dates are celebrated in the UK and in the Hispanic World.</p> <p>As well as building up a knowledge of more complex grammatical and linguistic structures, this module increases students' awareness of other cultures.</p> <p>Students can use their prior knowledge to describe events, give opinions and practise more complex structures.</p>	<p>This module will build on prior knowledge from KS3 of food, daily routine and clothes.</p> <p>It is the last part of Theme 1 of the GCSE course.</p> <p>This module also builds on students' existing grammar knowledge from Year 10 and teaches more complex structures.</p>

<p>Module 7 Viva GCSE AQA course <i>iA currar ! – To work !</i></p>	<p>Talking about different jobs</p> <p>Talking about how you earn money</p> <p>Talking about work experience</p> <p>Talking about the importance of learning a foreign language</p> <p>Applying for a summer job</p> <p>Discussing gap year plans</p> <p>Discussing plans for the future</p> <p><u>Grammar topics</u></p> <p>Using the verb <i>sober</i> with the imperfect tense</p> <p>Using the present continuous tense for different verbs</p> <p>Using the verbs <i>saber</i> and <i>conocer</i></p> <p>Using the preterite tense and imperfect tense together</p> <p>Using indirect object pronouns</p> <p>Using the conditional tense</p> <p>Phrases in the imperfect subjunctive</p> <p>Using the subjunctive with <i>cuando (when)</i></p>	<p>Listening and Reading comprehension activities from a variety of sources</p> <p>Speaking activities (role plays, general conversation and photo card description), pronunciation practice</p> <p>Translation into English and into Spanish</p> <p>Grammar activities</p> <p>Writing practice using exam-style questions</p>	<p>This module provides the students opportunities to discuss which jobs they would like to have in the future and which path they need to follow.</p> <p>They can also describe present and past work experience.</p> <p>It will also give them a good understanding of why studying different subjects at school can benefit their futures and provide opportunities in later life.</p>	<p>This module builds on prior knowledge of jobs vocabulary from KS3.</p> <p>It is the second sub topic of Theme 3 of the GCSE course.</p> <p>As they approach the end of the GCSE course, this module also encourages students to think about and discuss their own future plans for study and work.</p> <p>This module introduces several grammar concepts, such as the imperfect subjunctive, which students learn through set phrases but will later study in detail at A Level.</p>
<p>Module 8 Viva GCSE AQA course <i>Hacia un mundo mejor</i></p>	<p>Describing types of houses</p> <p>Talking about the environment</p>	<p>Listening and Reading comprehension activities from a variety of sources</p>	<p>In this module, students will explore a range of world issues that will allow them to reflect on what can be done to</p>	<p>This module will build on prior knowledge from KS3 of weather.</p>

<p>– towards a better world</p>	<p>Talking about healthy eating and diet-related problems</p> <p>Considering global issues</p> <p>Talking about local actions</p> <p>Discussing healthy lifestyles</p> <p>Talking about international sporting events</p> <p>Talking about natural disasters</p> <p><u>Grammar topics</u></p> <p>Using the present subjunctive and using the subjunctive in commands</p> <p>Understanding different tenses</p> <p>Using the pluperfect tense</p> <p>Using the imperfect continuous tense</p>	<p>Speaking activities (role plays on shopping, general conversation and photo card description), pronunciation practice</p> <p>Translation into English and into Spanish</p> <p>Grammar activities</p> <p>Writing practice following using exam-style questions</p>	<p>help the environment or society.</p> <p>It is important for students' personal development to be aware of such issues and how they can be active world citizens.</p> <p>On top of this students will look back on elements of module 6 regarding diet and healthy living.</p>	<p>It is the third sub topic of Theme 2 of the GCSE course.</p> <p>This module also teaches exam skills and revision techniques as students prepare for their final GCSE exams.</p>
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