Spanish Key Stage 4 LTP

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| **Curriculum Intent** |
| What are the objectives for your curriculum? *To teach students the gcse syllabus.*  What do you want pupils to be able to know and do by the time they end the stage? *We would like students to be able to communicate and understand in the target language; using at least three tenses and giving opinions with reason in the range of topics chosen by the exam board.*  How does your curriculum plan set out the sequence and structure of how it is going to be implemented? In year 9 we set out to introduce and consolidate core grammar and two or more tenses. We also re visit topics learnt in ks3 and that we will revisit in more depth during when studying the gcse content. In year 10 we cover the first 5 modules and work on phonics. We also prepare students for their speaking assessment. By year 11, students have three more modules to cover. By December’s mocks, students should have covered the entire GCSE syllabus and have their speaking topic of conversation learnt.  Why is it shaped the way it is? To allow students to learn all modules on time for the December mocks and give students time to consolidate their learning to the point where they are able to manipulate the target language, written and spoken.  What values have guided your decisions about the curriculum you have in place? We acknowledge the length of content in the gcse syllabus; therefore, we have planned in so students with different learning abilities have time to do well in the subject.  How does your curriculum reflect the school's context? Our priority is our students. St Joseph takes a lot into consideration those students with disadvantage backgrounds. With this in mind, the department has allowed time within the SOL and MTP time for All students to learn the content but also is giving them time to go over again modules, develop studies skills, learn exam strategies, improve on their speaking, reading, listening and/or writing skill.  How does your curriculum reflect the schools Catholic Ethos? By introducing them to other cultures and discussing the way of living and idiosyncrasies in comparison to ours.  To what extent have you made these objectives clear? For each lesson, we have the learning objective displayed clearly on the board when students come into the lesson. Students write down the objective; and then, it is discussed as a class.  Does everybody know them? They are written: in the white board, on students’ exercise book, on the MTP and teacher’s short-term plan.  How does your curriculum reflect national policy (for example, British values and PSHE)? We cover topics that mirror the British values (Democracy, rule of law, tolerance, mutual respect and individual liberty). Topics such as talking about who inspires you and role models, think globally and recycle, discussing healthy or unhealthy lifestyles and so on.  How does it cater for disadvantaged and minority groups? As we encourage students to give their opinions with reasons and to develop their thoughts, students learn to have a voice in the target language. Motivating students to learn the vocabulary set in the course; and to do well. |

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| **Prior Learning Summary** |
| . Most of the students, when arrive into year 9 to begin their Spanish GCSE course, have come with a good foundation into the language. Students will have already cover at least three tenses, adjectives, some high frequency verbs, nouns and would roughly learnt the basic vocabulary of a few of the GCSE foundation topics. |

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| **Curriculum Structure – Year 9** | | | | | |
| KS3 | KS3 | M3 x 6 | M5 x 6 | m6 x 6 | Revision x 6 |

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| **Curriculum Structure – Year 10** | | | | | | |
| m1 x 6 | m2 x 6 | m3 x 6 | m4 x 6 | m5 x 6 | m6 x 6 | Revision x 6 |

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| **Curriculum Structure – Year 11** | | |
| m7 x 6 | m8 x 6 | Revision x 6 |

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| Modulo 4 Ganarse la vida **(MIRA 3 ROJO text book)** | |
| **Overview** | Jobs and money |
| **Aims** | Talking about earning and spending money. Talking about what you would like to do. Using masculine and feminine job titles. Three tenses and using languages at work. Using the future tense. |

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| Modulo 5 – Hipanoamerica **(MIRA 3 ROJO text book)** | |
| **Overview** | Spanish speaking countries |
| **Aims** | Learn about Spanish speaking countries (Hispanic countries), daily routine in the life of a Hispano-American, the environments, a famous personality and fair trade. |

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| modulo 6 - Mi casa es tu casa **(MIRA 3 ROJO text book)** | |
| **Overview** | At home |
| **Aims** | To introduce your parents, family, home life and travels. |

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| **Revision and Film review and practicing Spanish Phonics** | |
| **Overview** | Developing listening and understanding skills and practicing Spanish phonics |
| **Aims** | Revision of grammar, watching and discussing the film “El laberinto del fauno” (Pan’s Labyrinth). Additionally, practicing Spanish pronunciation through a Spanish song |

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| Modulo 1 Desconectate: - AQA VIVA GCSE Spanish text book | |
| **Overview** | “Switching off” - Holidays. |
| **Aims** | To discuss holidays and weather, saying what you do in summer, holiday preferences and accommodation and dealing with problems. In this module students will cover the present, preterite and imperfect tense, using questions to form answers, using different structures to give opinions and using the verbs with “USTED” ( formal “you” in Spanish). |

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| Modulo 2 Mi vida en el insti: - AQA VIVA GCSE Spanish text book | |
| **Overview** | My school life |
| **Aims** | To cover giving opinions about school subjects, describing school facilities, school uniform, talking about the school day, subjects and teachers. Students will discuss school rules and problems, a plan for an exchange, activities and achievements. Grammar wise, adjectives, comparatives, superlatives will be cover. Justifying opinions using a range of languages, using modal verbs, the near future and using also object pronouns. |

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| Modulo 3 – Mi gente: - AQA VIVA GCSE Spanish text book | |
| **Overview** | My people |
| **Aims** | Talking about socialising, friends and family, describing people, talking about social network, arranging with people, talking about reading preferences. The module covers verbs in the present and preterit, introduces the present continuous tense, works on consolidating the use of adjectives and details descriptions and a range of relationship verbs. Using “para” with infinitives and the use of the verbs “ser” and “estar” (“to be” verbs). |

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| Modulo 4 – Intereses e influences –- AQA VIVA GCSE Spanish text book | |
| **Overview** | Interests and influences |
| **Aims** | Talking about free time activities, TV programmes and films, talking about what you “usually” do and sports, what is trending, types of entertainment and about who inspires you. Grammatically, the module covers stem changing verbs, adjectives of nationality, using “soler” with infinitives, the prefect and imperfect tense, using words that have more than one meaning, quantifiers and a range of past tenses. |

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| Modulo 5 – Ciudades: - AQA VIVA GCSE Spanish text book | |
| **Overview** | Cities |
| **Aims** | Talking about places in town, shops, describing the features of a region, planning what to do, shopping for clothes and presents, discussing problems in a town and describing a visit in the past. Grammar wise, we cover “Se puede(n)” , using the conditional tense, synonyms and antonyms. |

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| Modulo 6 – De costumbre- AQA VIVA GCSE Spanish text book | |
| **Overview** | Traditions and habits |
| **Aims** | To describe mealtimes, illnesses and injuries, talking about foods and festivals; describing a special day, ordering at a restaurant and talking about a music festival. Grammatically, we cover the passive voice, reflexive verbs in the preterite tense, the absolute superlative and adding interest when narrating a story. |

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| **Revision and Film review and Spanish song** | |
| **Overview** | Developing listening and understanding skills and practicing Spanish phonics |
| **Aims** | Revision of grammar, watching and discussing the film “María llena de gracia” (“Mary full of grace”). Additionally, practicing Spanish pronunciation through a Spanish song |

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| Modulo 7 – A currar- AQA VIVA GCSE Spanish text book | |
| **Overview** | to work |
| **Aims** | To talk about different jobs and how you earn money; talking about work experience, the importance of learning languages, applying for a summer job, discussing a gap year and plans for the future. Grammar wise, this module covers, using “soler” in the imperfect tense and the preterite together, other alternatives to the connector “and”, using the present and present continuous tense, using “saber” and “conocer”, writing a formal letter and using the subjunctive with “cuando”. |

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| Modulo 8 - Hacia un mundo mejor: - AQA VIVA GCSE Spanish text book | |
| **Overview** | Towards a better world |
| **Aims** | To describe different types of houses, healthy eating, talking about the environments and discussing diet related problems; considering global issues and talking about local actions, healthy lifestyles. Additionally, talking about international sporting events and natural disasters. Grammatically, the module covers using the present subjunctive, presenting written arguments, giving extended reasons, using the pluperfect, explaining points of view, using the imperfect continuous and using grammar knowledge in translation. |

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| **revision + exam practice** | |
| **Overview** | Revise the eight modules and learn exam techniques |
| **Aims** | To recap the 8 modules, prepare for the speaking assessment, exam practice with past papers and consolidate grammar. |