

Huntington School: Languages Department (French, German and Spanish).

Key Stage 4 - Spanish

Curriculum intent

Our languages curriculum is broad and ambitious and ensures our learners develop a richness of skills and knowledge. It promotes awareness and tolerance of other cultures and backgrounds. It ensures students can communicate for a variety of different purposes in different contexts. We aim to ensure that students are resilient and feel confident enough to participate in conversations in the Target Language, able to give important information with clarity and to initiate conversations and get to know others both inside and beyond the classroom.

Our curriculum aims to ensure that students are confident with grammar – particularly tenses and conjugations – and metalanguage. The use of phonics and sound patterns is taught explicitly and embedded throughout the curriculum to support students with decoding skills. We are committed to ensuring that the curriculum is accessible for all students.

In addition, the curriculum ensures that students are exposed to a variety of authentic material sources, in both speech and writing, that promote an active curiosity about French, German or Spanish cultures all over the world, including the experiences of young people in these cultures.

By the end of Key Stage 4 students should be confident speakers of the Target Language, able to apply strategies to decode vocabulary and able to use the past, present and future time frames confidently in a variety of different contexts across all four skills (listening, reading, speaking and writing). They should be accustomed to exposure to a variety of authentic material sources in speech and writing and have a sound knowledge of the culture of the various countries where the language is spoken.

Implementation – Year 10 Spanish

TIME PERIOD	CONTEXT	GRAMMAR	VOCABULARY
SEPT-NOV	<p><u>¡Desconéctate!</u></p> <p>Discussing holidays and weather Saying what you do in summer Talking about holiday preferences Describing where you stayed Booking accommodation and dealing with problems Giving an account of a holiday in the past.</p>	<ul style="list-style-type: none"> Revisiting present and preterite tenses Hacer in the preterite tense Present tense of the irregular verb ser Preterite tense of the irregular verb ir Identifying the person of the verb through listening Imperfect tense of estar, tener, ser, haber Using ser or estar in the imperfect for descriptions in the past Using 3 tenses together 	<ul style="list-style-type: none"> Weather expressions in the past and present Free time activities Countries Transport Types of accommodation Different opinion phrases Revisiting a range of connectives Giving opinions in the past using complex structures Question words Sequencers
DEC-FEB	<p><u>Mi vida en el insti</u></p> <p>Giving opinions about school subjects and teachers Describing school facilities Describing school uniform and the school day Talking about school rules and problems Talking about plans for a school exchange Talking about activities and achievements Saying how long you have been doing something.</p>	<ul style="list-style-type: none"> Adjectival endings for colour Using comparatives and superlatives Using phrases followed by the infinitive Negatives (<i>nadie, nada, ni...ni... tampoco, ningún</i>) Using the imperfect and present tenses to compare then and now Verbs with an infinitive (<i>está prohibido, no se permite, no se debe, hay que, tenemos que...</i>) Desde hace + present tense Direct object pronouns 	<ul style="list-style-type: none"> School subjects School facilities Extracurricular activities School rules A broad range of adjectives, including exclamations to give opinions

Phonics / SCC are regularly revisited and covered throughout the GCSE course.

Implementation – Year 10 Spanish

TERM	CONTEXT	GRAMMAR	VOCABULARY
MARCH-APRIL	<p><u>Mi Gente</u></p> <p>Talking about socialising and family Describing people – physically and personality Talking about social media and different apps Describing reading preferences Talking about different relationships</p>	<ul style="list-style-type: none"> • Possessive adjectives • Stem changing verbs poder and querer • Revisit present tense conjugations of regular verbs. • Adjectival endings • Ser and estar • Using comparatives (<i>tan...como</i>) • <i>Para</i> + infinitive structures • Revisit direct object pronouns • The present continuous tense • Reflexive verbs • The personal 'a' 	<ul style="list-style-type: none"> • Different social networks / apps and what they are used for • Prepositions • Types of books • Family members • Physical and personality descriptions • Describing relationships and a good friend • Idiomatic expressions • Revisiting a range of connectives
MAY-JULY	<p><u>Intereses e influencias</u></p> <p>Talking about free time activities Talking about TV programmes, films and sports Discussing what's trending Discussing different types of entertainment Talking about who inspires you</p>	<ul style="list-style-type: none"> • Stem-changing verb jugar • Cognates and near-cognates (focus especially on pronunciation) • Definite plural articles • Soler + infinitive • Revisiting direct object pronouns • Preterite tense verbs • The imperfect tense to say what you used to do • Using <i>ya no</i> and <i>todavía</i> • The perfect tense – regular and irregular past participles • <i>Acabar de</i> + infinitive • Using the near future and <i>tener ganas de</i> • Using a range of past tenses together 	<ul style="list-style-type: none"> • Adjectives of nationality • Using words that have more than one meaning • Types of music • Different sports • Tv programmes and films • Reasons for admiring someone • Adjectives such as <i>algunos, ciertos, otros, muchos, demasiados, todos.</i>

Implementation – Year 11 Spanish

TERM	CONTEXT	GRAMMAR	VOCABULARY
TERM 1.1	<p><u>Ciudades</u></p> <p>Talking about places in a town Asking for and understanding directions Talking about shops and shopping for souvenirs Describing the features of a region Making plans about what to do Understanding the geography of Spain Shopping for clothes and presents Talking about problems in a town Describing a visit in the past</p>	<ul style="list-style-type: none"> • Negatives without indefinite articles • Using 'e' in place of 'y' • Using <i>a + el = al</i> & <i>de + el = del</i> • Se puede + se pueden + infinitive • The future tense • <i>Si</i> + present + future clauses • Demonstrative adjectives • The conditional tense (regular and irregular verbs) • Using different tenses together (present, imperfect, perfect, conditional) 	<ul style="list-style-type: none"> • Giving directions • Different shops (and decoding their names) • Souvenir and gift items • Functional language in a tourist office • Revisiting the weather • Saying prices in different ways • Polite forms of address • Meanings of 'me quedé' • Nature & landscape descriptive vocabulary
TERM 1.2	<p><u>De Costumbre</u></p> <p>Describing mealtimes Talking about daily routine Talking about illness and injury and asking for help at the pharmacy Talking about typical foods Comparing different festivals in the Hispanic world Describing a special day / celebration Inferring meaning from literary texts Ordering in a restaurant Talking about a music festival</p>	<ul style="list-style-type: none"> • Using reflexive verbs in the present tense, preterite and the perfect tense • Using verbs to describe different means (<i>desayuno, ceno...</i>) • Using sober in the 'we' form • Using estar and tener • The passive & avoiding use of the passive • Using the 'they' form of present tense verbs • Using superlatives • Irregular verbs in the preterite • Using the preterite and imperfect together correctly to talk about the past • Expressions followed by the infinitive (<i>para, al, sin, antes de, después de...</i>) 	<ul style="list-style-type: none"> • Words that indicate increase / decrease • Different Hispanic foods • Expressions of quantity • Daily routine expressions • Describing illnesses and ailments • Vocabulary related to different festivals and celebratory days • Functional language to order / complain in a restaurant

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Implementation – Year 11 Spanish

TERM	CONTEXT	GRAMMAR	VOCABULARY
TERM 2.1	<p><u>¡A currar!</u></p> <p>Talking about different jobs and discussing job preferences Taking about how you earn money and work experience Talking about the importance of learning languages, particularly in the working world Applying for a summer job Writing a formal letter Discussing gap years Discussing plans for the future and using different ways to express future plans</p>	<ul style="list-style-type: none"> • Masculine and feminine noun endings • Use of indefinite articles to talk about jobs • The conditional • Soler in the imperfect tense • Using the preterite and imperfect tenses together • The present and present continuous • Indirect object pronouns • The imperfect subjunctive • <i>Cuando</i> + present subjunctive 	<ul style="list-style-type: none"> • Using alternatives to 'and' (<i>no solo... sino también... tanto...como</i>) • Different jobs • Adjectives to describe personality • Tasks during work experience • Reasons for learning languages • Plans for a gap year • Other future plans
ITERM 2.2	<p><u>Hacia un mundo mejor</u></p> <p>Describing types of houses Talking about healthy eating & diet-related problems Discussing healthy lifestyles Considering global issues & local actions you can take to help the environment Talking about international sporting events Talking about natural disasters</p>	<ul style="list-style-type: none"> • <i>(No) se debería</i> + infinitive • Using present and near-future tenses together • The present subjunctive • The subjunctive in commands • The pluperfect tense • The imperfect continuous • Using grammar knowledge in translation 	<ul style="list-style-type: none"> • Different types of housing • Actions to take care of the environment • Environmental problems • Healthy diet vocabulary • Smoking / drugs • Reasons for hosting international sports events
TERM 3.1 & 3.2	<p><u>Revision</u></p> <p>Revision of all taught content through exam-style practice questions. These are from the 'Leer e escuchar', Exam Practice & 'Te Toca a Ti' sections of the VIVA textbook, from Exampro, Kerboodle and past papers including specimen materials.</p>	<ul style="list-style-type: none"> • All seen grammar – particular focus on use of the past, present and future tenses in order to successfully answer exam questions (speaking and writing) 	<ul style="list-style-type: none"> • Revision of all vocabulary for each module.

Assessment	<p>Ongoing Formative assessment: Vocabulary tests (recall of key vocab) Grammar tests (conjugations, recall of key verbs) In class paired speaking assessment</p> <p>Summative assessment: End of Unit tests across the four skills (reading, listening, speaking and writing) End of Year assessments In Year 10 GCSE practice exam questions and full papers.</p>
Feedback	<ul style="list-style-type: none"> - Verbal feedback given in lessons to correct and develop spoken language. - Detailed written feedback given on pieces of students' writing with actionable targets - Vocab test feedback where students are given a mark - Peer feedback during speaking activities <p>Students are given time to carry out their DIRT (Direct, independent reflection time) in response to feedback</p>
Homework	<p><i>Frequency:</i> Homework learning will be set no more than once a week and will either build on from, or consolidate, the content learned in lessons.</p> <ul style="list-style-type: none"> - Vocabulary learning which is based around students' Vocabulary and Grammar Booklets and Knowledge Organisers. - Pieces of writing which bring together and consolidate learning from the lesson. - Exam style questions. - Active Learn Reading and Listening tasks. <p>In addition to official Homework, we recommend that whenever possible students are reflecting on and recapping the content delivered in lessons so that they feel well prepared coming into their next lesson.</p>
How can I support my child?	<ul style="list-style-type: none"> - Look & talk through the contents of your child's red Spanish exercise book with them. Question them about what they have learned in each lesson. Ask them to translate various vocabulary and texts into English for you. - Test and question your child on the vocabulary from their Vocab and Grammar Booklet. Say the English words to them and ask them to tell you the Spanish. - Support them with logging onto Active Learn regularly to complete reading, listening and grammar activities. - Encourage them to listen to as much authentic Spanish as possible (even if it is hard to understand it!). Play Spanish radio stations (find them through a Google search). Spanish shows on Netflix, Spanish YouTube channels & Spanish playlists on Spotify are all really helpful.