

Key Stage Four Spanish Curriculum – Carre’s Grammar School

Spanish						
	Autumn Term 1	Autumn Term 2	Spring Term 3	Spring Term 4	Summer Term 5	Summer Term 6
Year 10	<p>Travel and tourism Developing vocabulary and grammatical structures, as well as comprehension skills so that students can understand and be understood when discussing holidays. Acquiring the ability to successfully interact in realistic holiday situations such as booking rooms, making complaints and asking for directions.</p> <p>Me voy de vacaciones (G) ¿Dónde te alojas? (F) ¿Qué hiciste y qué te gustaría hacer durante las vacaciones? (H)</p> <p>Weather (present + past) Using expressions of sequence Exclamations using the subjunctive Revising the use of preterite and imperfect tenses Further expressions of sequence (antes de haber, después de haber, mientras + imperfect)</p>	<p>Travel and tourism ¿En qué región vives? (G) Un folleto turístico (F) Describiendo tu región (H)</p> <p>Points of the compass Adverbs of place Using estar + past participle Giving opposite views Using the passive and passive forms with se Desde hacía + imperfect</p> <p>Conveying meaning when translating Learning verbs Making use of the social and cultural context</p>	<p>Home, town, neighbourhood and region Developing vocabulary and grammatical structures, as well as comprehension skills so that students can understand and be understood when discussing their town and their local area, as well as hypothetically how their ideal home or town would be. Acquiring the ability to cope in realistic situations that they could find themselves in in a town, such as asking for train tickets or getting help in a tourist office.</p> <p>Mi casa (G) ¿Cómo es tu casa? (F) Mi casa y i barrio (H)</p> <p>Hay, ser., estar Expressions of quantity Using prepositions to say where things are Further prepositions of place Formulating more complex questions</p>	<p>Home, town, neighbourhood and region ¿Qué se puede hacer donde vives? (G) Mi ciudad (F) La ciudad y el campo (H)</p> <p>Using puedo and se puede Use estar to say where things are Using demonstrative adjectives and pronouns Revising ir and hacer in present and preterite tenses Using possessive pronouns Using el que, la que, los que, las que + a verb</p> <p>Justifying Dealing with past, present and future questions Using a wider range of connectives</p>	<p>Life at school and college Developing vocabulary and grammatical structures, as well as comprehension skills so that students can understand and be understood when discussing school life, as well as gaining an appreciation of school life in the French-speaking world.</p> <p>El instituto y las asignaturas (G) ¿Cómo ser un buen estudiante? (F) ¿Qué tal el instituto? (H) Las reglas y el uniforme (F) Lo bueno y lo malo del instituto (H)</p> <p>Revising comparatives and superlatives Use of tú and usted Using the imperative Revising the perfect tense Using the personal a Desde hace + the present tense Revising se debe, hay que, tener que</p>	<p>University or work? Careers Developing vocabulary and grammatical structures, as well as comprehension skills so that students can understand and be understood when discussing jobs, careers and future plans.</p> <p>Que voy a hacer ? (G) ¿Trabajar o estudiar? (F) ¿Vale la pena ir a la universidad? (H) Los trabajos (G) Buscar trabajo (F) El trabajo ideal (H)</p> <p>Revising <i>si</i> clauses Uses of <i>cuánto</i> Using lo que and lo + adjective Using expressions with tener Using the present subjunctive after expressions of time Using the infinitives of reflexive verbs Using <i>quisiera</i> Other verbs of planning and wanting Using a variety of tenses Revising adjectives Using the present subjunctive in hypothetical situations Forming and using the past continuous tense</p> <p>Recognises percentages and</p>

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	<p>Preparing a conversation topic Showing off language you know Looking out for useful synonyms</p>		<p>Using en qué, con quién, a quién in questions</p> <p>Expressing opinions Using quantifiers Using different vocabulary to express the same idea</p>		<p>Verbs that take the infinitive Using debería ser and debería haber Further usage of the imperative</p> <p>Using the same word with different meanings Talking to yourself for practice Creating a check list Translating into English Looking for clues to time frames</p>	<p>fractions Learning common suffixes Making deductions in reading and listening Learning useful phrases Using advanced language to impress</p>
<p>Short formative assessments in listening, reading, speaking, writing and translation will take place throughout the individual modules with a key listening and reading assessment task based on the work completed this term</p>		<p>Short formative assessments in listening, reading, speaking, writing and translation will take place throughout the individual modules with a key listening and writing assessment task based on the work completed this term</p>		<p>Short formative assessments in listening, reading, speaking, writing and translation will take place throughout the individual modules with the Y7 examination taking place during this term, covering all the work studied during the course of the academic year.</p>		

Homework is given in accordance with the timetable produced for each Year group. Tasks include vocabulary learning (1 homework a week and the other homework could be one of the following: practising grammatical structures and preparing and writing answers to questions, reading and listening comprehensions).

Y9 is seen as a transition year between the work studied at KS3 and that which will be studied during KS4. As such, the main focus of the work studied will involve the development, practice and refinement of the key skills necessary in order to be successful at this level.

The aim of our KS 4 Curriculum is to develop mastery of using an increasing range of grammatical structures, whilst broadening vocabulary and empowering students with the ability and confidence to converse effectively, making themselves able to be understood in real-life contexts over topics that build upon prior learning in KS3 and/or are in-keeping with typical day-to-day interactions that young people would expect to have in the Spanish speaking world. We promote resilience and comprehension skills for understanding increasingly complex written and spoken texts, whilst also fostering cultural awareness and an understanding, appreciation and respect of diversity. Through all of this, a sense of adventure is encouraged, with students realising that they can transfer their classroom learning into the real world.

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Year 11	<p>Social issues</p> <p>Developing vocabulary and grammatical structures, as well as comprehension skills so that students can understand and be understood when discussing environmental, social and global issues.</p> <p>Me gustaría ayudar (F) La importancia de hacer obras benéficas (H) ¿Llevas una vida sana? (F) ¿Qué opinas? (H)</p> <p>Using me gustaría Recognising different tenses Using the conditional tense The formation and use of the gerund Using negative words Using deber, tener que and hay que Learning about the present subjunctive Revising the imperfect tense</p> <p>Approaching language in reading texts Conversation fillers</p>	<p>Global issues</p> <p>Developing vocabulary and grammatical structures, as well as comprehension skills so that students can understand and be understood when discussing environmental, social and global issues</p> <p>Protegiendo el medio ambiente (F) Problemas ecológicos (H) Los “sin techo” (F) Es importante ayudar a los demás (H)</p> <p>Using ‘if’ sentences The pluperfect tense Using modal verbs to express recommendations and obligations The formation and use of the preterite to describe past events and actions Using reflexive constructions such as se debe, se puede + infinitive Negative expressions Using me encanta, me preocupa, etc. with the</p>	<p>Revision</p> <p>Skill rotation Past papers FLA Success at GCSE booklets Literary texts Translation Verbs Vocab This is language</p>	<p>Revision</p> <p>Skill rotation Past papers FLA Success at GCSE booklets Literary texts Translation Verbs Vocab This is language</p>	<p>Revision for Speaking exam and 1 set of past papers.</p>	N/A

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	<p>Listening for different tenses Expressing agreement and disagreement</p>	<p>subjunctive The imperfect subjunctive and its use in ‘if’ clauses</p> <p>Using prefixes Making mind maps Spotting positive and negative expressions Extending the way, you express opinions</p>				
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