

## Subject overview: KS4 Spanish

### Subject Rationale (Intent)

**The MFL department aims for every student to have a strong basis in grammar and memorisation skills and increase their ability to make connections between different areas of study. Throughout all key stages there is a deep desire to enhance the breadth of cultural capital of all students and create truly global citizens.**

Over the course of the Spanish GCSE students will develop their proficiency at writing and speaking independently using a range of tenses and complex language with greater confidence. They will also become more adept at selecting language to respond spontaneously in unpredictable situations. Moreover, students will develop a richer appreciation of the lifestyles, values and traditions of the countries where Spanish is spoken and be able to reflect on areas of similarity and difference between their own experiences and those of children in the Hispanic world.

The blended learning approach in the MFL curriculum facilitates a high level of challenge for all students, be it through differentiated Google Classroom lessons or the use of a plethora of digital platforms, such as Seneca Learning, Memrise or Word Wall. Within lessons, students are pushed through the use of audio-visual resources to stretch their ability to recognise authentic language use. In key stage 4, flipped learning is used to develop competence in the use of grammatical structures, synonyms and 'false friends'. Students are stretched to learn the additional skills that will challenge them to achieve higher grades.

### Exam Specification

We follow the Edexcel GCSE course in Spanish. The course code is 1SP0. Pupils sit 4 papers: reading, writing, listening and speaking . Each paper is worth 25%. Pupils can sit higher or foundation papers but must sit the same tier across all 4 skills as mixing tiers of entry is not allowed by the examination board. When pupils sit foundation papers the grades range from 1-5. When pupils sit the higher tier papers grades range from 5-9.

**Listening Paper:** Demonstrate understanding of different types of spoken language across a range of contexts, identify key points, details and opinions in a variety of spoken passages, involving some more complex language and recognise the relationship between past, present and future events.

**Speaking Paper:** Take part in a short conversation by exchanging opinions in a role play and conveying information based on a photo stimulus. There is also a Read Aloud activity to assess pronunciation. Pupils are also required to answer questions based on six thematic contexts studied using a range of tenses and opinions with confidence.

**Writing Paper:** Use simple sentences and familiar language accurately to describe a photo. Understand written cues in Spanish as a stimulus for either a 40 and a 90 (Foundation) or a 90 and a 150 (higher) word response using a variety of vocabulary and grammatical structures with reference to past, present and future events. Translate sentences and short texts from English into Spanish to convey key messages accurately.

**Reading Paper:** Understand general and specific details within texts, recognise the relationship between past, present and future events and deduce meaning from a variety of texts involving unfamiliar extracts from adapted literary texts and be able to translate a short passage from Spanish into English.

**YEAR 10**

Term	Topic sequence (What are you teaching?)	Topic sequence rationale (Why are you teaching this and how does it link to prior learning?)	Main methods of assessment
<b>Term 1:1</b>	<b>Module 1</b> ¡Diviértete!	<p>Thematic Context: My personal world; Media and technology.</p> <ul style="list-style-type: none"> <li>• Talking about life online</li> <li>• Talking about sports and free-time activities</li> <li>• Arranging to go out</li> <li>• Saying what you did at the weekend</li> <li>• talking about days that went wrong</li> </ul> <p>Our declarative knowledge for this term includes the following:</p> <p>Adjectival agreements            Regular present tense verbs (all 3 types)            Full paradigm:            usar, leer, subir            Examples of irregulars in 'I' form (hacer and ver)            Stem-changing verbs jugar; preferer            Using gustar, encantar and interesar to express an opinion            Opinion verb + infinitive to talk about activities            Irregular verbs in the present tense: tener, ser, ir            Near future tense            Stem changing verbs: Poder and querer            Preterite tense – regular verbs ar, er, and ir            (hablar, comer and salir)            Irregulars:            Ir and ser in the preterite            Hice, tuve, vi, jugué, llegué, saqué            Direct object pronouns            Introduction + use with the near future tense            Me gusta(n) + el/la/los/las + noun            Me gusta + infinitive            Me gustaría + infinitive</p>	<p>Writing 40/90/150 word essay on freetime and life online            Speaking preparation of GCSE oral booklet on the Google Drive</p> <p>Role play, Read Aloud and Picture Task assessment</p>

<p><b>Term 1:2</b></p>	<p><b>Module 2</b> Viajes</p>	<p>Thematic context: Travel and Tourism.</p> <ul style="list-style-type: none"> <li>• Discussing travel plans</li> <li>• Talking about festivals in the Spanish-speaking world</li> <li>• Saying what you did on holiday</li> <li>• Describing where you stayed</li> <li>• Talking about holidays using different tenses</li> </ul> <p>Our declarative knowledge for this term includes the following:</p> <p>Impersonal verb phrases: Se puede(n) + infinitive Comparatives más/menos ... que ... tan ... como ... Irregular comparatives mejor/peor que ... mayor/menor que ... Superlatives el/la/los/las + noun + más/menos + adjective Irregular superlatives el/la/los/las mejor(es) peor(es) mayor(es) menor(es) Acabar de + infinitive Lo + adjective Lo mejor/peor Lo bueno/malo Imperfect tense: full paradigm of estar/tener and notes on había/era Soler + infinitive Possessive adjectives. Present continuous tense Estar + present participle Full paradigm Irregulars – leer, sonreír</p>	<p>Writing 40/90/150 word essay on travel, holidays and festivals Speaking preparation of GCSE oral booklet on the Google Drive</p> <p>Role play, Read Aloud and Picture Task assessment</p>
<p><b>Term 2:1</b></p>	<p><b>Module 3</b> Mi gente, mi mundo</p>	<p>Thematic Context: My personal world; Media and technology.</p> <ul style="list-style-type: none"> <li>• Describing people</li> <li>• Talking about who you admire</li> <li>• Talking about friendships and relationships</li> <li>• Talking about your identity and what matters to you</li> </ul>	<p>Writing 40/90/150 word essay on family and relationships Speaking preparation of GCSE</p>

		<ul style="list-style-type: none"> <li>Talking about problems and giving advice</li> </ul> <p>Our declarative knowledge for this term includes the following:</p> <p>Ser – physical descriptions  Estar – location  Desde hace + period of time  Personal a  Reflexive verbs  Llevarse - full paradigm  pelearse  sentirse  divertirse  reírse  para + infinitive  Verbs of opinion interesar/preocupar  Estar with feelings, emotions and mood  To give advice:  Deberías/Podrías + infinitive</p>	<p>oral booklet on the Google Drive</p> <p>Role play, Read Aloud and Picture Task assessment</p>
<p><b>Term 2:2</b></p>	<p><b>Module 4</b>  Mi estilo de vida</p>	<p>Thematic Context: Lifestyle and wellbeing.</p> <ul style="list-style-type: none"> <li>Describing healthy daily routines</li> <li>Talking about mealtimes and food trends</li> <li>Comparing old and new habits</li> </ul> <p>Our declarative knowledge for this term includes the following:</p> <p>Adjectives of nationality  Después de + infinitive  Antes de + infinitive  (inc. with reflexive verbs in infinitive)  Indefinite adjectives  Direct object pronouns  Grammar:  Impersonal verbs  hay que + infinitive  se necesita + infinitive  hace falta + infinitive  Imperfect tense for describing things in the past</p>	<p>Writing 40/90/150 word essay on health and well-being</p> <p>Speaking preparation of GCSE oral booklet on the Google Drive</p> <p>Role play, Read Aloud and Picture Task assessment</p>

		<p> jugar, comer, salir  ser, ir, ver  Preterite tense  Reflexive verb + definite  article/preposition  Grammar:  doler  tengo dolor de </p>	
<b>Term 3:1</b>	<p> <b>Module 4</b>  Mi estilo de vida </p>	<p> Thematic Context: Lifestyle and wellbeing. </p> <ul style="list-style-type: none"> <li>• Talking about illnesses and injuries</li> <li>• Future plans for health and well-being</li> <li>• Examination preparation for oral exams.</li> </ul> <p> Our declarative knowledge for this term includes the following: </p> <p> Adjectives of nationality  Después de + infinitive  Antes de + infinitive  (inc. with reflexive verbs in infinitive)  Indefinite adjectives  Direct object pronouns  Grammar:  Impersonal verbs  hay que + infinitive  se necesita + infinitive  hace falta + infinitive  Imperfect tense for describing things  in the past  jugar, comer, salir  ser, ir, ver  Preterite tense  Reflexive verb + definite  article/preposition  Grammar:  doler  tengo dolor de </p>	<p> Writing 40/90/150  word essay on  illness and  well-being </p> <p> Speaking  preparation of GCSE  oral booklet on the  Google Drive </p> <p> Role play, Read  Aloud and Picture  Task assessment </p>
<b>Term 3:2</b>	<p> <b>Module 4</b>  Mi estilo de vida </p>	<p> Thematic Context: Lifestyle and well-being. </p>	<p> Mock examinations  in all 4 skills: </p>

	Preparation for orals and examination practice for the examination.	<ul style="list-style-type: none"> <li>Talking about shopping for clothes, using the indicative possessive</li> </ul> Preparation of each examination - work on all 4 papers. Listening practice - how to infer meaning, develop deduction skills Reading Practice - how to answer questions in the target language Approaches to the literary texts. Exam technique relating to V/F/M questions. Approaches to effective translation. All of the constructions, grammar and vocabulary now link to prior learning. Our focus is now to enhance students' ability to transfer skills and language across skills and across topic areas.	reading, writing, listening and speaking.
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**YEAR 11**

Term 1:1	Topic sequence (What are you teaching?)	Topic sequence rationale (Why are you teaching this and how does it link to prior learning?)	Main methods of assessment
	<b>Module 5</b> ¡A clase!	Thematic Context: Studying and my future. <ul style="list-style-type: none"> <li>Talking about a typical day in school</li> <li>Talking about your studies</li> <li>Talking about how you would change your school</li> <li>Talking about students and teachers at school</li> <li>Describing trip in the past</li> </ul> Our declarative knowledge for this term includes the following:  A review of the present, imperfect, preterit and future tenses. Comparison of school life in the UK and the Hispanic World.	Writing 40/90/150 word essay on school and school life  Speaking preparation of GCSE oral booklet on the Google Drive  Role play, Read Aloud and Picture Task assessment
Term 1:2	<b>Module 6</b> Mi barrio y yo	Thematic Context: My Neighbourhood <ul style="list-style-type: none"> <li>Describing cities</li> <li>Describing how a city or town has changed</li> <li>Describing shopping preferences</li> <li>Giving preferences about where you live</li> <li>Talking about your area</li> </ul>	Writing 40/90/150 word essay on my area  Speaking preparation of GCSE oral booklet on the

		<p>Our declarative knowledge for this term includes the following:</p> <p>Using pronouns after prepositions Singular (<i>tú</i>) affirmative imperative Position of pronouns in imperatives Accents on commands of two syllables or more Impersonal verbs (+ infinitive) Forming and using the passive and avoidance of the passive using <i>se</i> The imperfect continuous tense The present subjunctive after verbs of wishing, command, request and emotion Irregular verbs in the present subjunctive including <i>ser</i> and <i>ir</i> (<i>no se debería</i> + infinitive to say what should (not) be done</p>	<p>Google Drive</p> <p>Role play, Read Aloud and Picture Task assessment</p>
<b>Term 2:1</b>	<p><b>Module 7</b> Un mundo mejor para todos</p>	<p>Thematic Context: My Neighbourhood</p> <ul style="list-style-type: none"> <li>• Talking about how you help in your community</li> <li>• Talking about climate change</li> <li>• Talking about actions to help the environment</li> <li>• Talking about solutions</li> <li>• Developing effective comprehension skills</li> </ul> <p>Our declarative knowledge for this term includes the following:</p> <p>Using pronouns after prepositions Singular (<i>tú</i>) affirmative imperative Position of pronouns in imperatives Accents on commands of two syllables or more Impersonal verbs (+ infinitive) Forming and using the passive and avoidance of the passive using <i>se</i> The imperfect continuous tense The present subjunctive after verbs of wishing, command, request and emotion Irregular verbs in the present subjunctive including <i>ser</i> and <i>ir</i> (<i>no se debería</i> + infinitive to say what should (not) be done</p>	<p>Writing 40/90/150 word essay on my area Speaking preparation of GCSE oral booklet on the Google Drive</p> <p>Role play, Read Aloud and Picture Task assessment</p>
<b>Term 2:2</b>	<p><b>Module 8</b> El futuro te espera</p>	<p>Thematic Context: Studying and my future</p> <ul style="list-style-type: none"> <li>• Talking about your plans for the future</li> <li>• Talking about getting a job</li> <li>• Talking about future career intentions</li> <li>• Talking about the importance of learning languages</li> </ul>	<p>Writing 40/90/150 word essay on my my future plans Speaking preparation of GCSE</p>

		<ul style="list-style-type: none"> <li>• Talking about changes in the world of work</li> <li>• Talking about the impact of artificial intelligence</li> </ul> <p>Our declarative knowledge for this term includes the following:</p> <p>Using stress patterns correctly  Different ways of talking about future plans:  <i>espero / me gustaría / quiero / tengo ganas de / tengo la intención de / voy a + infinitive</i>  Using the simple future tense  <i>seguir/continuar + present participle</i>  Possessive pronouns  Prepositions followed by an infinitive:  <i>para, sin, antes de, después de</i>  Masculine/feminine forms of nouns in relation to jobs  Invariable nouns (-e, -ista)  Modal verbs  Using an infinitive to start a sentence meaning ‘-ing’ in English</p>	<p>oral booklet on the Google Drive</p> <p>Role play, Read Aloud and Picture Task assessment</p>
<p><b>Term 3:1</b></p>	<p><b>Module 8</b>  El futuro te espera  <b>Unit 5: El trabajo antes, ahora... y mañana</b>  Talking about changes in the world of work  Understanding more complex texts  Listening for percentages  <b>Unit 6: El futuro sin límites</b>  Talking about the impact of artificial intelligence  Using <i>para que</i> + present subjunctive  Working out the infinitive of a conjugated verb</p>	<p>Thematic Context: Studying and my future</p> <p>Our declarative knowledge for this term includes the following:</p> <p>Present subjunctive after <i>para que</i>  Adding the suffix <i>-able</i> to verb stems to create adjectives</p> <p>Preparation for orals and examination practice for the examination.  At this point we are revising all of the compulsory themes and focusing on the transferable skills and vocabulary required across all 4 papers.</p> <ul style="list-style-type: none"> <li>• Listening practice - how to infer meaning, develop deduction skills</li> <li>• Reading Practice -how to answer questions in the target language</li> <li>• Approaches to texts</li> <li>• Exam technique relating to V/F/M questions</li> <li>• Approaches to effective translation</li> </ul> <p>All of the constructions, grammar and vocabulary now link to prior learning. Our focus is now to enhance pupil ability to transfer skills and language across skills and across topic areas.</p>	<p>Examination practice of Listening, Reading, Writing, Translation and speaking ( role-play, picture task, read aloud and general conversation)</p>

<p><b>Term 3:2</b></p>	<p><b>Public examinations</b></p>	<p>At this point we are revising all of the compulsory themes and focusing on the transferable skills and vocabulary required across all 4 papers.</p> <ul style="list-style-type: none"> <li>● Listening practice - how to infer meaning, develop deduction skills</li> <li>● Reading Practice -how to answer questions in the target language</li> <li>● Approaches to texts</li> <li>● Exam technique relating to V/F/M questions</li> <li>● Approaches to effective translation</li> </ul> <p>All of the constructions, grammar and vocabulary now link to prior learning. Our focus is now to enhance pupil ability to transfer skills and language across skills and across topic areas</p>	