



Curriculum Plan Key Stage 4

Modern Foreign Languages (Spanish)

Academic year: 2020/21	Head of department: Miss E Boardman (l.boardman@todhigh.co.uk)
Term 1	
Year 10	Year 11
<p><u>Mi vida y mi casa</u></p> <ul style="list-style-type: none"> • Theme 1 - Identity and Culture - Topic 1: Me, my family and friends- Relationships with family and friends • Theme 2 - Local, national, international and global areas of interest - Topic 1: Home, town, neighbourhood and region <p><u>La salud y la vida sana</u></p> <ul style="list-style-type: none"> • Theme 2 - Local, national, international and global areas of interest - Topic 2: Social Issues – Healthy and unhealthy living 	<p><u>Los problemas del mundo y la sociedad moderna</u></p> <ul style="list-style-type: none"> • Theme 2 - Local, national, international and global areas of interest - Topic 2: Social issues -Charity and voluntary work and Topic 3: Global Issues- The environment and poverty and homelessness). <p><u>La tecnología en la vida cotidiana*</u></p> <ul style="list-style-type: none"> • Theme 1 - Identity and Culture - Topic 2: Technology in everyday life - Social media and Mobile technology). <p><u>Las fiestas y las costumbres del mundo hispánico*</u></p> <ul style="list-style-type: none"> • Theme 1 - Identity and Culture -Topic 4: Customs and festivals in Spanish-speaking countries and communities. <p>*Both these units will be slightly trimmed to accommodate the additional content to be covered in this academic year. <u>Las fiestas y las costumbres del mundo hispánico will straddle late December to mid-January.</u></p>
Term 2	
Year 10	Year 11
<p><u>Los viajes y el turismo</u></p> <ul style="list-style-type: none"> • Theme 2 - Local, national, international and global areas of interest - Topic 4: Travel and tourism) <p><u>El instituto</u></p> <ul style="list-style-type: none"> • Theme 3 - Current and future study and employment - Topic 1: My studies and Topic 2: Life at school/college 	<p><u>Las fiestas y las costumbres del mundo hispánico*</u></p> <ul style="list-style-type: none"> • Theme 1 - Identity and Culture -Topic 4: Customs and festivals in Spanish-speaking countries and communities. <p><u>El ocio</u></p> <ul style="list-style-type: none"> • Theme 1 - Identity and Culture - Topic 3: Free time activities (Music, Cinema and TV, Food and Eating out and Sport) <p>*This unit has been moved here as it was omitted during the last academic year as a result of disruption in the 2019/2020 academic year.</p> <p><u>Cuando sea mayor **</u></p> <ul style="list-style-type: none"> • Theme 1 - Identity and culture - Topic 1: Me, my family and friends - Marriage/partnership) <p>**This portion of the ‘Cuando sea mayor’ unit has been moved here as it was omitted during the last academic year as a result of disruption in the 2019/2020 academic year. It will be the final topic covered before revision begins.</p> <p><u>Revision</u></p> <ul style="list-style-type: none"> • Revision for the GCSE final exams will begin in later March, once the units of work have been completed. All topics will be revised in preparation for the exams in Reading, Listening, Writing and Speaking.

Term 3	
Year 10	Year 11
<p>Quando sea mayor</p> <ul style="list-style-type: none"> • Theme 1 - Identity and culture - Topic 1: Me, my family and friends - Marriage/partnership) • Theme 3 - Current and future study and employment - Topic 3: Education post-16 and Topic 4: Jobs, career choices and ambitions) <p>El ocio</p> <ul style="list-style-type: none"> • Theme 1 - Identity and Culture - Topic 3: Free time activities (Music, Cinema and TV, Food and Eating out and Sport) 	<p>Revision and Examination Season</p> <ul style="list-style-type: none"> • Revision for the GCSE final exams will continue in Term 3. All topics will be revised in preparation for the exams in Reading, Listening, Writing and Speaking.

How can parents and carers help?	
Year 10	Year 11
<p>In order support your child to feel more confident and to give them a head start in lessons you could encourage students to:</p> <ul style="list-style-type: none"> • Visit BBC Bitesize and use the GCSE AQA Spanish section to explore the topics covered in the academic year. • Visit languagesonline.org.uk and take a look at the activities in the Caminos 1, Caminos 2, Caminos 3 and Vocabulary Units sections. <p>You could test your child when they have vocabulary lists or pronunciation assessments to prepare. Students will sometimes be asked to learn potential speaking answers that they have drafted to help prepare for the speaking exam; testing students on their speaking answers is another invaluable form of support that parents and carers can provide.</p>	<p>In order support your child to feel more confident and to give them a head start in lessons you could encourage students to:</p> <ul style="list-style-type: none"> • Visit BBC Bitesize and use the GCSE AQA Spanish section to explore the topics covered in the academic year. • Visit languagesonline.org.uk and take a look at the activities in the Caminos 1, Caminos 2, Caminos 3 and Vocabulary Units sections. <p>You could test your child when they have vocabulary lists or pronunciation assessments to prepare. Students will sometimes be asked to learn potential speaking answers that they have drafted to help prepare for the speaking exam; testing students on their speaking answers is another invaluable form of support that parents and carers can provide.</p>

Homework/revision	
Year 10	Year 11
<p>Homework is set weekly and there is a significant emphasis on developing knowledge of vocabulary and grammar from the AQA GCSE Spanish Exam Specification.</p> <p>Students have weekly spelling tests based on a set list of words from the exam specification. The list of words will either reflect vocabulary covered in the week or serve as a means of introducing content on anticipation of the next week's learning.</p> <p>Students will also complete an additional task to help develop exam skills. We will alternate between completing reading questions or translation tasks and redrafting written paragraphs produced in class. We are trying to build up a bank of potential responses to questions that might be asked in the general conversation portion of the final speaking exam and also to prepare for the written exam.</p> <p>We will be establishing a conversation class to help with developing spoken skills. This will start after October Half Term.</p>	<p>Homework is set weekly and there is a significant emphasis on developing knowledge of vocabulary and grammar from the AQA GCSE Spanish Exam Specification.</p> <p>Students have weekly spelling tests based on a set list of words from the exam specification. The list of words will either reflect vocabulary covered in the week or serve as a means of introducing content on anticipation of the next week's learning.</p> <p>Students will also complete an additional task to help develop exam skills. We will alternate between completing reading questions or translation tasks and redrafting written paragraphs produced in class. We are trying to build up a bank of potential responses to questions that might be asked in the general conversation portion of the final speaking exam and also to prepare for the written exam.</p> <p>Revision currently takes place on Wednesday during Eat 2 and we will be establishing a conversation class to help with developing spoken skills. This will start after October Half Term.</p>
Assessment	
Year 10	Year 11
<p>Students complete formative assessments throughout each half term unit and end each unit (roughly at the end of a half term) with a summative assessment in at least 2 of the key skill areas. These summative assessments review the work covered up to date in that half term, as well as some relevant existing knowledge, to reflect the cross-theme questioning that features heavily in the final exams.</p> <p>The grade used for the data check is an accumulation of the results of these assessments.</p> <p>Students do at times complete practice assessments, informal assessments or pre-checks to help inform teaching.</p> <p>We aim to imitate the demands of the GCSE Spanish exam and consequently will assess each skill area (Reading, Listening, Writing and Speaking) at least once in a half term, though some topics lend themselves towards particular skill areas more than others do.</p>	<p>Students complete formative assessments throughout each half term unit and end each unit (roughly at the end of a half term) with a summative assessment in at least 2 of the key skill areas. These summative assessments review the work covered up to date in that half term, as well as some relevant existing knowledge, to reflect the cross-theme questioning that features heavily in the final exams.</p> <p>The grade used for the data check is an accumulation of the results of these assessments.</p> <p>Students do at times complete practice assessments, informal assessments or pre-checks to help inform teaching.</p> <p>We aim to imitate the demands of the GCSE Spanish exam and consequently will assess each skill area (Reading, Listening, Writing and Speaking) at least once in a half term, though some topics lend themselves towards particular skill areas more than others do.</p>