**Key Stage 4 Curriculum Long Term Plan**

**Subject: Spanish**

|  | **Year 10** | | |
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| **Unit 1** | **Unit 2** | **Unit 3** |
| **Unit Title** | Al Cole | Donde Vivo | Los asuntos sociales y globales |
| **Start Date** | Term 1 | Term 3 | Term 5 |
| **Topic(s)** | School subjects  Describing teachers and the school  School day  Uniform | Describing where you live  Describing your house  Describing your town/city  Comparing city to the countryside  Your dream house | - Healthy lifestyles: diet, exercise, sleep, smoking and drugs  - Homelessness  - Poverty  - The environment: recycling, ecological disasters |
| **Knowledge** | Wider range of opinions  School facilities  Extra curricular opportunities  Clothes  Infinitive structures (*Hay que+inf., Tengo que+inf.)* | Types of dwelling  Compass points and countries  Types of housing  Rooms in the house, objects and prepositions  Town facilities, Things to do in town  *Para+inf.* structure  *Se puede+inf.* structure  Imperfect subjunctive phrases (*Si fuera, Si tuviera, Si pudiera…)*  Conditional tense | - Vocabulary as described above  - Modal verbs (*Necesitar, Querer, Poder, Deber)*  - Present subjunctive phrases (*es importante, aconsejable, imprescindible… que)* |
| **Skills** | Pluralising opinion phrases (*me gustan … porque son …)*  Giving detailed opinions  Comparing past with present opinions  Using pronoun phrases (*se me da bien, me da igual, me ayuda, nos hace reír …)*  Time phrases and sequencers  Using superlative suffixes (-*ísimo)* | Understanding the different elements and requirements for the speaking exam  Being able to describe a photo in detail  Understanding spoken questions  Responding to spoken questions with clear communication  Using a variety of strategies to add detail to spoken answers | - Giving and understanding advice  - Practising a variety of exam question types for the listening and reading paper  - Being aware of the traps examiners set in exam questions |
| **How the Unit build on previous learning** | Building on knowledge of opinions and connectives  Building on knowledge of verb formation  Using comparative structures  Revising how to tell the time  Revising colours and adjectival agreement | Using infinitives with different structures  Knowing how to manipulate infinitives to use language independently  Using free time language in a new context | - Building on modal verb knowledge  - Identifying verb tenses in a spoken and written text  - Identifying detail in a spoken and written text  - Using previously learnt vocabulary in new contexts |
| **How the Unit links to future learning** | Using three tenses together  Conjugating verbs independently  Spontaneously using adjectives correctly | Preparing for the speaking exam in Y11 - possible ‘chosen topic’?  Understanding the mark scheme fo the photo card and general conversation elements of the exam  including a wide variety of vocabulary and grammatical structures in spoken answers | - Practising skills needed for listening and reading papers (revisit every term in Y11)  - Modal verbs |
| **End of Unit Assessment** | Writing  90/150 word writing style task | Speaking  Photo card & Gen Conversation | Listening & Reading  Exam style questions |

|  | **Year 11** | | |
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| **Unit 1** | **Unit 2** | **Unit 3** |
| **Unit Title** | Las Vacaciones | Los trabajos | REVISION / EXAMS |
| **Start Date** | Term 1 | Term 3 | Term 4 |
| **Topic(s)** | Where to go on holiday  Where to stay  Describing a past holiday and what you did  Describing future trips and your dream holiday | - Jobs, workplaces  - Describing jobs  - Future plans  - Apprenticeships, study or employment? | Common exam topics:  Myself and my family  Free time  School  Local area  Tricky topics:  Technology  Marriage and relationships  Global / Social Issues |
| **Knowledge** | Types of holidays  Transport  Durations  Accommodation  Things to do on holiday  Spanish cuisine & destinations | - Vocabulary as described above  - Positive and negative descriptions  - Using previous knowledge in new contexts | What to expect in each exam - question types, topics and tricks  Understand mark schemes for each paper to know how to succeed  What is a ‘grammatical structure’ and how to use them effectively in speaking and writing |
| **Skills** | - Using a variety of tenses  - Understanding & responding to questions  - Adding detail and complexity to answers  - Speaking with confidence  - Understanding the mark scheme for the speaking exam | - Be aware of ‘false friends’ and ‘red herrings’  - Read for detail - exam skill is to be paranoid for traps  - Apply this skill to listening questions | Be able to understand spoken questions across all topics  Be able to give a detailed and coherent answer across all topics  Be confident in forming verbs correctly in a variety of tenses  Be able to demonstrate a wide variety of vocabulary and grammatical structures |
| **How the Unit build on previous learning** | Using time phrases  Revising verb conjugations and using several tenses simultaneously  *Ir* in present, preterite, future and conditional  Using imperfect subjunctive phrases  Revising facilities  Revising free time activities but using in the preterite and conditional tense | - Knowing techniques that examiners use in reading questions  - Identifying positive and negative language  - Understanding questions in Spanish  - Translating an extended text into English, including using context to translate unknown language  - Using knowledge of verb endings to identify the tense of a sentence | Bring the whole course together - be able to use vocabulary in a variety of contexts - helps students to see the ‘bigger picture’  Use all four skills across the topics - students will not know which topics will appear in each exam.  Students will choose one topic that they feel confident on for the speaking exam and prepare for this, demonstrating an excellent knowledge of vocabulary and grammatical structures in this context, being able to answer any question within that topic |
| **How the Unit links to future learning** | Preparing for the speaking exam & knowing how to succeed  Possible ‘chosen topic’?  Using known vocabulary in a variety of contexts  Identifying different tenses in spoken and written language  Building knowledge of positive and negative structures | - Preparing for the reading & listening exams and knowing how to succeed | If they choose to continue into KS5, students will require an in-depth of verb conjugation of all regular and irregular verbs in the following tenses:   * present, including present continuous * preterite, knowing which infinitives are irregular * imperfect, including imperfect continuous * future, including simple future and near future * conditional |
| **End of Unit Assessment** | Speaking  General Conversation | Reading  Exam questions, inc Sp-Eng | External examinations |