**Key Stage 4 Curriculum Long Term Plan**

**Subject: Spanish**

|  | **Year 10** |
| --- | --- |
| **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 schoolSchool dayUniform | Describing where you liveDescribing your houseDescribing your town/cityComparing city to the countrysideYour dream house  | - Healthy lifestyles: diet, exercise, sleep, smoking and drugs- Homelessness- Poverty- The environment: recycling, ecological disasters |
| **Knowledge** | Wider range of opinionsSchool facilitiesExtra curricular opportunities ClothesInfinitive structures (*Hay que+inf., Tengo que+inf.)* | Types of dwellingCompass points and countriesTypes of housingRooms in the house, objects and prepositionsTown facilities, Things to do in town*Para+inf.* structure*Se puede+inf.* structureImperfect 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 opinionsUsing pronoun phrases (*se me da bien, me da igual, me ayuda, nos hace reír …)*Time phrases and sequencersUsing superlative suffixes (-*ísimo)* | Understanding the different elements and requirements for the speaking examBeing able to describe a photo in detailUnderstanding spoken questions Responding to spoken questions with clear communicationUsing 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 connectivesBuilding on knowledge of verb formationUsing comparative structuresRevising how to tell the timeRevising colours and adjectival agreement | Using infinitives with different structures Knowing how to manipulate infinitives to use language independentlyUsing 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 togetherConjugating verbs independentlySpontaneously 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 examincluding 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 | SpeakingPhoto card & Gen Conversation | Listening & ReadingExam style questions |

|  | **Year 11** |
| --- | --- |
| **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 holidayWhere to stayDescribing a past holiday and what you didDescribing future trips and your dream holiday | - Jobs, workplaces- Describing jobs - Future plans- Apprenticeships, study or employment? | Common exam topics:Myself and my familyFree timeSchoolLocal areaTricky topics:TechnologyMarriage and relationshipsGlobal / Social Issues |
| **Knowledge** | Types of holidaysTransportDurationsAccommodationThings to do on holidaySpanish 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 tricksUnderstand mark schemes for each paper to know how to succeedWhat 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 topicsBe able to give a detailed and coherent answer across all topicsBe confident in forming verbs correctly in a variety of tensesBe able to demonstrate a wide variety of vocabulary and grammatical structures  |
| **How the Unit build on previous learning** | Using time phrasesRevising verb conjugations and using several tenses simultaneously*Ir* in present, preterite, future and conditionalUsing imperfect subjunctive phrasesRevising facilitiesRevising 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 succeedPossible ‘chosen topic’?Using known vocabulary in a variety of contextsIdentifying different tenses in spoken and written languageBuilding 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** | SpeakingGeneral Conversation | Reading Exam questions, inc Sp-Eng | External examinations |