

CURRICULUM SUMMARY - Spanish

YEAR 7: Ncelp: National centre of language pedagogy

TERM 1	TERM 2	TERM 3
<p>CONTENT</p> <ul style="list-style-type: none"> • Describing places and location. • Saying what someone is like at the moment. • Saying what someone is like in general. • Saying what people have. • Saying what people do • Saying what people do and don't do. • Numbers (1 to 12) and talking about more than one thing 	<p>CONTENT</p> <ul style="list-style-type: none"> • Describing family • Describing some natural wonders of the Spanish-speaking world • Asking and answering questions • Talking about what you do with others (rural life) • Talking about what people <i>can</i> do • Contrasting what people <i>must</i>, <i>can</i> and <i>want</i> to do • Places and locations 	<p>CONTENT</p> <ul style="list-style-type: none"> • Describing activities (travel) • Describing what people do • Describing what people do (technology) • Discussing what people do and don't do • Describing people and possessions • Describing when and where people go • Describing future plans
<p>ASSESSMENTS</p> <p>Assessments will alternate between in class sit down summative assessments and projects. These will aim to cover all 4 language skills within the term. Reading, Listening, Speaking and Writing. The assessed projects focus on developing writing and speaking skills and are completed at home. These require the use of the vocabulary and grammar taught as part of the topic in class. Following clear guidelines and a published marking criteria students will have the opportunity to develop and extend their skills whilst working creatively. Meanwhile the small end of unit tests will be used to assess listening and reading. Some of these tests also have short writing and translation tasks. The focus of these end of unit tests will be to check recall and develop the skill of inference and understanding instructions in Spanish.</p> <p>In class students will be given small quizzes to ensure that they keep on top of their learning and revision.</p>		
<p>HOW PARENTS CAN SUPPORT LEARNING</p> <ul style="list-style-type: none"> • Encourage and aid students to access GoogleClassroom, which will allow students all lessons taught throughout the year and additional Listening, Reading, Grammar and Vocabulary tasks. Homework will be set on this online platform regularly. I encourage you to add one of your emails to the profile which will allow you to reset the password if the student forgets it. • Watch kids shows in Spanish or listen to the Spanish version of classic Disney songs. Many of the streaming platforms allow you to change the language of the programme to Spanish and this is a good way to get your ear used to the sound and speed of Spanish. • Quizzlet, Memrise, Seneca learning and other web sites are free and have topic specific vocabulary lists that students can use to extend their knowledge. A list of useful websites can be found on Moodle. 		

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<p>CONTENT</p> <ul style="list-style-type: none"> • Describing events in the past and present (travel) • Talking about what people and places are like now vs in general. • Describing what people do (at home) • Describing events in the past and present (at school) • Describing future plans • Talking about what people do (work) 	<p>CONTENT</p> <ul style="list-style-type: none"> • Describing what people do (technology and social networks, free time activities) • Talking about the environment • Routines and daily life • Talking about giving and receiving (Birthdays) • Describing how things make people feel • Giving opinions about school 	<p>CONTENT</p> <ul style="list-style-type: none"> • Visiting a Spanish speaking city • Describing family members and how people feel • Describing what people do and did (sport) • Describing school • Describing what is happening now • Describing Hispanic traditions • Talking about past and future trips
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<p>CONTENT</p> <ul style="list-style-type: none"> • Healthy and unhealthy lifestyles, a cross curriculum subject of PSHE • Revision of complex Grammar: object pronouns and imperatives. • Holiday descriptions: using complex past structures. <p>Focus on consolidation through relevant and engaging topics as students have missed key language and skills because of lockdown.</p>	<p>CONTENT</p> <ul style="list-style-type: none"> • Technology and future plans <ul style="list-style-type: none"> • Extension and consolidation of clothes, shopping and descriptions. • Use of all three tenses: present, past and future. <p>Consolidation of expressing points of views and using these in the context of commonly used language which can be used in real life situations.</p>	<p>CONTENT</p> <ul style="list-style-type: none"> • Routine and global issues. • Traditions and cultures. • Grammar: Reflexive verbs. Direct and indirect pronouns. <p>Consolidation of reflexive verbs which is a difficult grammar point to tackle. Tradition and cultures is an integral part of the GCSE syllabus. By introducing those topics in year 9, they will feel more prepared in year 10 at the beginning of the GCSE course.</p>
<p>ASSESSMENTS</p> <ul style="list-style-type: none"> • Students will have one assessed piece of work every half term. This might be in class or homework which is differentiated and has a clear mark scheme. • Regular vocabulary, translation and writing mini assessments in class will be used to track progress. • End of Module Tests will alternate between the different skills listening, writing. reading and speaking. The assessments are designed to cover all four skills and translation. • Tasks differ in technique and the tests will help students develop a better understanding of their knowledge and how to improve their language learning. 		
<p>HOW PARENTS CAN SUPPORT LEARNING</p> <ul style="list-style-type: none"> • Encourage and aid students to access and use Claro 2 on kerboodle. Students will be able to access the online textbook and can download the vocabulary lists for each module. • vocabulary revision. Quizzlet, Memrise, languagesonline, Seneca learning and other web sites are free and have topic specific vocabulary lists that students can use to extend their knowledge. • Watch kids shows in Spanish or listen to the Spanish version of classic Disney songs. Many of the streaming platforms allow you to change the language of the programme to Spanish and this is a good way to get your ear used to the sound and speed of Spanish. • Subscribe to a Spanish Learning YouTube channel. In class I use Senor Jordan who uses songs to help students remember important grammar rules. 		

YEAR 10 - AQA 8698

TERM 1	TERM 2	TERM 3
<p>CONTENT</p> <ul style="list-style-type: none"> • Theme 2: Local, National, International, Global areas of interest • Module 1 Viva / Topic: Holiday • Theme 3: Current and future study and employment • Module 2 Viva / Topic: School 	<p>CONTENT</p> <ul style="list-style-type: none"> • Theme 1: Identity and Culture • Module 3 Viva / Topic: Family and relationships • Theme 1: Identity and Culture • Module 4 Viva / Topic : Free time activities and Technology in everyday life 	<p>CONTENT</p> <ul style="list-style-type: none"> • Theme 2: Local, National, International, Global areas of interest • Module 5 Viva / Topic: Home, town, neighbourhood and Region
<p>ASSESSMENTS</p> <ul style="list-style-type: none"> • Students will have one assessed piece of work every half term. This might be in class or homework which is differentiated and has a clear mark scheme. • Regular vocabulary, translation and writing mini assessments in class will be used to track progress. • End of Module Tests will alternate between the different skills listening, writing, reading and speaking. The assessments are designed to cover all four skills and translation. • Foundation and Higher tasks differ in technique and the tests will help students develop a better understanding of how tasks are set and the expectations from examiners. • Careful review of mark schemes and reject notes during feedback to ensure students set SMART targets for progress. 		
<p>HOW PARENTS CAN SUPPORT LEARNING</p> <ul style="list-style-type: none"> • Encourage and aid students to access and use Viva ActiveLearn even when they haven't been set work on it. Students will be able to access the online textbook and can download the vocabulary lists for each module. Homework will be set using this online platform regularly. I encourage you to add one of your emails to the profile which will allow you to reset the password if the student forgets it. • Encourage students to use the new platform: thisislanguage where students can improve all skills and they can listen to native Spanish teenagers talking about GCSE topics. • The students can access the Oxford University Press GCSE textbook on Kerboodle. This is the resource we use for extension and students can access it for revision or additional practice. It also has a foundation and higher textbook and interactive exercises which are ideal for grammar and vocabulary revision. Tasks will be set on this platform and it is important that students pay attention to the logins they are given at the start of the year. Help your child keep these safe. Quizzlet, Memrise, Seneca learning and other web sites are free and have topic specific vocabulary lists that students can use to extend their knowledge. A list of useful websites can be found on Moodle. • Watch kids shows in Spanish or listen to the Spanish version of classic Disney songs. Many of the streaming platforms allow you to change the language of the programme to Spanish and this is a good way to get your ear used to the sound and speed of Spanish. • Subscribe to a Spanish Learning YouTube channel. In class I use Senor Jordan who uses songs to help students remember important grammar rules. 		

YEAR 11 - AQA 8698

TERM 1	TERM 2	TERM 3
<p>CONTENT</p> <ul style="list-style-type: none"> • Theme 3: Current and Future Study and employment • Module 7 Viva / Topic: Education post 16 and jobs <p>Review of all the tenses and focus on the conditional. Using soler + imperfect. Using alternative connectives. Verbs saber and conocer. Review indirect object pronouns. Introducing the subjunctive with cuando.</p>	<p>CONTENT</p> <ul style="list-style-type: none"> • Theme 2: Local, National, International, Global areas of interest • Module 8 Viva / Topic Social Issues & Global issues <p>Introduce the subjunctive as a command and the pluperfect tense, when they are used and how. Reviewing the tenses and extended sentences.</p>	<p>CONTENT</p> <p>Revision of all themes and topics + preparation for Public Speaking exams</p>
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YEAR 12 - AQA 7692

TERM 1	TERM 2	TERM 3
<p>CONTENT Aspects of Hispanic Society: current trends: Traditional and modern values. Discussing how the family unit has changed, the role of women and how Spanish speaking countries have adapted.</p> <p>Revision of the past tenses taught at GCSE.</p> <p>Artistic Culture in the Hispanic world: the impact of popular culture and modern day role models. Singers, actors and celebrities. Discussing the values and influence upon young people.</p> <p>Object pronouns and passive voice.</p>	<p>CONTENT Aspects of Hispanic Society: current trends: cyberspace. The use and impact of technology on our everyday life. Understanding the relation between socio-economic factors and access to the internet.</p> <p>Revision of superlative and the present tenses taught at GCSE.</p> <p>Artistic Culture in the Hispanic world: regional identity in Spain. Understanding the diversity in Spain as well as the strong links between food, dance and festivals to how people view themselves and others.</p> <p>Subjunctive tense.</p> <p>Introduction to the Film and book. Each year the selection changes according to the tastes of the students. The exam board provides a list and the choices are limited to those which are appropriate for Hasmonean.</p>	<p>CONTENT Aspects of Hispanic Society: current trends: equality of the sexes. The role of women and men in Hispanic society and the factors that have influenced current changes and movements.</p> <p>Teaching compound tenses in past and future.</p> <p>Artistic Culture in the Hispanic world: Cultural heritage. An understanding of historic factors in architecture and art and how these are reflected in both Spanish and South American culture.</p> <p>Subjunctive, adjectives and imperatives.</p> <p>Introduction to the Independent research project for the speaking examination. This is a project chosen by the students themselves which investigates an event, cultural aspect, film, political movement or controversy affecting the Hispanic world.</p>
<p>ASSESSMENTS</p> <ul style="list-style-type: none"> • Half termly assessed work in class or set as homework which practises the taught material with questions and skills based on examination skills. • Assessments will focus on translations, reading comprehension and essay writing. • Listening assessments based on topics being taught. Students should have earphones so they can work from individual listening devices (this is how the exam is conducted). • Writing summaries of a passage that follows a strict format. These comprise read and listened to passages. 		
<p>HOW PARENTS CAN SUPPORT LEARNING</p> <ul style="list-style-type: none"> • Use the online resource on Kerboodle. Here you can find the textbook with the audio available to practice at home. • Quizzlet, Memrise, Seneca Learning have vocabulary lists for the AQA examination which can be used to practice key words. • Find a television program, film or YouTube channel in Spanish that you can enjoy. Many of the streaming platforms allow you to change the language of the programme to Spanish and this is a good way to get your ear used to the sound and speed of Spanish. • Encourage students to review notes for 10 – 15 minutes the day before their next lesson to make sure that material is fresh. 		

TERM 1	TERM 2	TERM 3
<p>CONTENT:</p> <p>Multiculturalism in Hispanic society: immigration. The challenges of integration of different cultures and religions and understanding others. Political and social approaches to immigration.</p> <p>Consolidation of tenses.</p> <p>Aspects of political life in the Hispanic world: youth of today, citizens of tomorrow. The challenges faced by young people today in the Hispanic world including the effects of the global recession and globalisation.</p> <p>Consolidation of subjunctive and imperatives.</p>	<p>CONTENT:</p> <p>Multiculturalism in Hispanic society: racism and cohabitation. Discussing and evaluating the racism that exists between Hispanic communities. How institutional racism and historical stereotypes affect social progress.</p> <p>Consolidation of tenses, pronouns and adverbs.</p> <p>Aspects of political life in the Hispanic world: Monarchy and dictatorship & Popular movements. New political movements which address the concerns of young people in South America and Spain. Understanding the historical context of modern political problems</p> <p>Consolidation of tenses, using them together and passive tense. If clauses + compound subjunctive.</p>	<p>CONTENT</p> <p>Revision</p> <p>Speaking examination</p>
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