

GCSE (Y9-11) Spanish Curriculum Plan							
Unit	Core		Hinterland		NC Coverage	Assessment	Whole Education Opportunities
	Knowledge	Skills	Knowledge	Skills			
Module 1: Desconectate Year 9	<ul style="list-style-type: none"> Vocabulary to discuss holiday activities, locations, accommodation, problems and weather Vocabulary related to hotels and room types and key phrases to book a room Positive and negative opinion phrases Vocabulary for adverbs of frequency and time phrases in 3 tenses Vocabulary for points of the compass The meaning of key imperfect tense verbs (tener, haber, ser) Present tense verb conjugations Preterite past tense verb conjugations How, when and why 'usted' is used Vocabulary for question words 	<ul style="list-style-type: none"> Recognising and manipulating regular present tense verbs to talk about summer holidays Recognising and manipulating key irregular present tense verbs (ser, tener, ir) Recognising and manipulating preterite tense verbs to understand and produce an account of a past holiday Recognising and manipulating imperfect tense verbs to understand and produce a description of past holiday accommodation (higher only) Identifying and using verbs of opinion in different forms of the verb Using verbs of opinion followed by an infinitive verb Recognising and understanding higher numbers Using verbs with usted in formal situations Roleplaying the booking a hotel room using the present tense (2 tenses at Higher level) Roleplaying reporting an issue to the hotel manager (higher only) (Recognition only at Foundation) Writing a longer, more interesting 90 word text (150 at Higher level) using 3 tense together Using questions to form answers Translating short sentences into Spanish on this topic 	<ul style="list-style-type: none"> Finding out about Spaniards holiday preferences Finding about the city of Barcelona and its attractions The meaning of terms like 'half board' and 'full board' etc. <i>Finding out about the Mexican festival of 'El día de los muertos'</i> <i>Finding out about Christmas Holiday traditions in Spain and other Latin American Countries</i> 	<ul style="list-style-type: none"> Making hotel reservations in English or Spanish in the appropriate register 	3FA1, 3FA2, 3FA3, 3FA4 3FG1, 3FG2 3FG4 3FL1, 3FL2, 3FL3 3FL4, 3FL5, 3FL6, 3FL7, 3FL8	<ul style="list-style-type: none"> Formative assessment through reading and listening activities and assessments for each subtopic Formative assessment of speaking cards and role plays at the end of the module Formative 40 and 90 word writing assessments and Golden Answers exercises at the end of the module 	<p><i>SMSC:</i></p> <ul style="list-style-type: none"> <i>Finding out about the Mexican festival of 'El día de los muertos' - collaborate with Art Department in creation of sugar skull paintings? With catering to make 'pan de muerto' or sugar skulls?</i> <i>Finding out about Christmas Holiday traditions in Spain and other Latin American Countries (catering to make traditional Christmas food?)</i> <i>Could link to Black History Month in October by case studying another destination...Cuba, Puerto Rico etc.</i>
Module 2: Mi vida en el insti Year 9	<ul style="list-style-type: none"> Vocab for school subjects, school uniform items, school facilities, rules, teachers, extra curricular activities and a school exchanges Vocab for colours and patterns Expressions to express negative ideas Near future tense verb conjugations (and most common and relevant infinitive verbs) Range of opinion phrases Range of adjectives most positive and negative Knowledge and understanding of the gender and 'number' of nouns and their relevant pronouns Rules for adjective endings in singular, plural, masculine and feminine Knowledge of question words Phrases to make comparisons Numbers to 60 to be able to tell and recognise the time 	<ul style="list-style-type: none"> Using a dictionary to find out gender of a noun Changing adjective endings to agree with noun gender and number Using the verbs ser and haber to describe a school Distinguishing between the present and the imperfect tense when talking about school experiences Using phrases followed by the infinitive such as 'se debe' and 'esta prohibido' to describe what you must and must not do Recognising and conjugating the near future tense to talk about a future school trip Writing a longer, more interesting 90 word text (150 at Higher level) using 3 tenses together 	<ul style="list-style-type: none"> Learning about daily school life in Peru Learning about the stages of the Spanish Education System <i>Maybe change focus from school in Peru to Colombia...Could study Shakira and the Pies Descalzos Foundation. Aid through Education and their 5 schools in Colombia?</i> 	<ul style="list-style-type: none"> Using pronunciations patterns already known to pronounce unknown words correctly Selecting relevant information and ignoring 'distractors' in a recorded passage 	3FA1, 3FA2, 3FA3, 3FA4 3FG1, 3FG2 3FG4 3FL1, 3FL2, 3FL3 3FL4, 3FL5, 3FL6, 3FL7, 3FL8	<ul style="list-style-type: none"> Formative assessment through reading and listening activities and assessments for each subtopic Formative assessment of speaking cards and role plays at the end of the module Formative 40 and 90 word writing assessments and Golden Answers exercises at the end of the module <p>Summative PR1 assessment 8 Feb incorporating modules 1 and 2 (Writing and Listening Skills)</p>	<p><i>SMSC: Comparison between school life in UK and another TL country? Oracy – debate on which is better?</i></p> <p><i>Case study Colombia...and Pies Descalzos Foundation? Could also tie in with international women's day in March)</i></p>

	<ul style="list-style-type: none"> Direct Object pronouns 	<ul style="list-style-type: none"> Using comparative phrases to describe teachers or schools (mas que / menos que etc) Recognising and telling the time Using the present and preterite tenses to describe extra curricular activities and recount past successes Recognising direct object pronouns (foundation) and using them to avoid repetition of noun (Higher) Roleplaying a discussion about your school with a friend Looking out for 'distractors' in listening tasks Translating short sentences into Spanish on this topic 					
<p>Module 3: Mi gente Year 9</p>	<ul style="list-style-type: none"> Adjectives to describe people's physical appearance and personality Vocabulary for family members in masculine and feminine forms, social networks, types of reading material Conjugations of the verbs ser and estar and the correct use of each Conjugation of the present continuous tense (estar and formation of present participle) Vocabulary to describe relationships between family and friends A variety of connectives Quantifiers (poco, muy, bastante) Conjugation of reflexive verbs / reflexive pronouns 	<ul style="list-style-type: none"> Changing adjective endings to agree with noun gender and number when describing people Using 'para' with an infinitive accurately to express the idea of 'in order to' do something Recognising and using the present tense to describe your use of social networks. Using the third person singular and plural of the present tense to extend your work by referring to other people's use of social networks Conjugating the verb estar and forming the present participle to be able to use the present continuous tense to describe what you are currently doing or what others are doing in a photo Correctly deciding between the use of estar or ser when describing people and their actions Using the verb querer and an infinitive to invite and make arrangements Translating short sentences into Spanish on this topic Roleplaying a discussion with a friend about use of technology Using PAWS to describe a photo card 	<ul style="list-style-type: none"> Learning about the Mexican band 'Jesse and Joy' Different kinds of social networks and what they are used for Learning about Salamanca Learning about Miguel de Cervantes and Mafalda (Higher only) 	<ul style="list-style-type: none"> Giving and recognising simple arguments for and against social networks Discussing the pros and cons of e-books / paper books Recognising the same idea but expressed in different language 	<p>3FA1, 3FA2, 3FA3, 3FA4 3FG1, 3FG2 3FG4 3FL1, 3FL2, 3FL3 3FL4, 3FL5, 3FL6, 3FL7, 3FL8</p>	<ul style="list-style-type: none"> Formative assessment through reading and listening activities and assessments for each subtopic Formative assessment of speaking cards and role plays at the end of the module Formative 40 and 90 word writing assessments and Golden Answers exercises at the end of the module <p>14 June MPR2 Year 9 (Writing and Reading skills)</p>	<ul style="list-style-type: none"> Produce profile of a person in their family using ser and estar accurately to describe them in a photo. Lyric gap fill to Jesse and Joy '3am' SMSC
<p>Module 4: Intereses y influencias Year 10 Term 1</p>	<ul style="list-style-type: none"> Vocabulary for popular free time activities and sports in the present tense Vocabulary for types of film and TV shows Adjectives for nationality 	<ul style="list-style-type: none"> Recognising and conjugating stem changing verbs such as jugar (in all people for Higher level) Using suelo+ infinitive verb to talk about what we usually do 	<ul style="list-style-type: none"> Learning about 'Afro latinos' in the field of sports and tv/film to coincide with Black history month (celebration but also consideration of issues they continue to face) 	<ul style="list-style-type: none"> Using timephrases to identify the correct tense Considering and justifying what makes a good role model and why 	<p>3FA1, 3FA2, 3FA3, 3FA4 3FG1, 3FG2 3FG4 3FL1, 3FL2, 3FL3 3FL4, 3FL5, 3FL6, 3FL7, 3FL8</p>	<ul style="list-style-type: none"> Formative assessment through reading and listening activities and assessments for each subtopic Formative assessment of speaking cards and role plays at the end of the module 	<ul style="list-style-type: none"> Cross curricular with dance and music – Dominican Republic and bachata and merengue?? Cross curricular with Georgraphy Dominican Republic case study?

	<ul style="list-style-type: none"> Use and conjugation of the imperfect tense Use and conjugation of the perfect tense Vocabulary for different types of entertainment Vocabulary to talk about role models and qualities they possess which makes them a role model Numbers to talk about pocket money and currency Use of stem changing verbs Adjectives algunos/otros/muchos/demasiados 	<ul style="list-style-type: none"> Recognising and using the present and imperfect tenses to describe our hobbies in past and present Using 'ir a' accurately when followed by feminine and masculine places Translating short sentences accurately into Spanish Recognising and using the perfect tense to talk about what you have done /seen/listened to etc in terms of current trends Listening for clues in listening passages Using adjectives like otros y muchos so they correctly agree with the noun in gender and number Using the expression 'tener ganas de' + infinitive To use prior knowledge from module 3, alongside the perfect tense, to describe idol or role model Roleplaying the purchase of a ticket for a cinema or concert Beginning to write longer texts between 90 and 150 words (higher level) 	<ul style="list-style-type: none"> Learning about the sport 'padel' <i>Experiencing Latin American music such as Juan Luis Guerra (use El Niagara en Bicicleta to touch on Life in Dominican Republic...case study on Dominican Republic...link to Black History month)?</i> Learning about Malala Yousafzai and Rigoberta Menchu 			<ul style="list-style-type: none"> Formative 40 and 90 word writing assessments and Golden Answers exercises at the end of the module 	
<p>Module 5: Ciudades</p> <p>Year 10 Term 2</p>	<ul style="list-style-type: none"> Vocabulary for places in a town Vocabulary for directions Vocabulary for different kinds of shops Vocabulary for different kinds of souvenirs and presents Vocabulary for clothes Knowledge of question words Vocabulary to describe the features of a region Uses and conjugations of the future tense Numbers for prices up to 99 Knowledge and vocabulary for demonstrative adjectives Vocabulary for problems with clothing Antonyms for key adjectives Vocabulary for pros and cons 	<ul style="list-style-type: none"> Using 'a' 'some' and 'many' so they agree in gender and number with the noun Asking, giving and understanding directions Asking for and understanding prices (numbers up to 99) Using usted as the polite form of address Roleplaying the purchase of items in a shop Using 'se puede' plus and infinitive verb to discuss what you can do in a town Asking questions using question words and turning phrases into questions Roleplaying the purchase of bus tickets Conjugating the simple future tense in all 6 peoples to be able to talk about you and others will do in the future Using 'if' clauses to discuss possible plans in the future Expressing preferences using demonstrative adjectives and comparatives Roleplaying dealing with complaints in a shop Expressing the pros and cons of a city using tan / tanto etc. Translating short phrases into Spanish Beginning to write longer texts between 90 and 150 words (higher level) 	<ul style="list-style-type: none"> Learning basic information about the Spanish and Latin American cities of Arequipa, Valencia and Coroico Learning about the pros and cons of the city of Bilbao 	<ul style="list-style-type: none"> Using the correct register when making complaints Discussing the pros and cons of different kinds of shopping 	<p>3FA1, 3FA2, 3FA3, 3FA4 3FG1, 3FG2 3FG4, 3FG3 3FL1, 3FL2, 3FL3 3FL4, 3FL5, 3FL6, 3FL7, 3FL8</p>	<ul style="list-style-type: none"> Formative assessment through reading and listening activities and assessments for each subtopic Formative assessment of speaking cards and role plays at the end of the module Formative 40 , 90 and 150 word writing assessments and Golden Answers exercises at the end of the module <p>Summative PR1 Assessment – February (Reading, listening and writing skills)</p>	<ul style="list-style-type: none"> <i>Cross curricular with Geography regarding different places?</i>

<p>Module 6: De costumbre</p> <p>Year 10 Term 3</p>	<ul style="list-style-type: none"> Vocabulary for daily routine Vocabulary for mealtimes and mealtime verbs Vocabulary for illness and injuries Vocabulary for typical foods Vocabulary for quantity expressions Knowledge of reflexive pronouns and common reflexive verbs Conjugation of the verb estar Knowledge of 'ísimo' Numbers to 60 to tell the time Conjugation of the preterite past tense verbs and reflexive verbs in the preterite tense Vocabulary for items in a restaurant 	<ul style="list-style-type: none"> Roleplaying asking for help in a pharmacy Understanding and using clock times Conjugating meal time verbs in the present tense Conjugating reflexive verbs in the present tense to describe daily routine Using more interesting connectives such as si and donde Explaining if we are unwell and for how long (using estar, tener, doler and desde hace) Translating short sentences into Spanish Differentiating between me gusta and me gustaria to say what we like and what we would like Describing our favourite dish Using what you already know to help you figure out the meaning of new words in a text (clues, cognates, context and common sense) Describing a special day in your live using the preterite tense Roleplaying ordering food in a restaurant Saying before and after doing using antes and despues de Using the verb estar to describe a temporary state Using 3 tenses together to talk about festivals 	<ul style="list-style-type: none"> Learning about La Tomatina, Las Hogueras and Los Sanfermines festivals smsc times Learning about some typical dishes from Spain, Bolivia and Paraguay Finding out about Benicassim festival 	<ul style="list-style-type: none"> Using what you already know to help you figure out the meaning of new words in a text (clues, cognates, context and common sense) 	<p>3FA1, 3FA2, 3FA3, 3FA4 3FG1, 3FG2 3FG4 3FL1, 3FL2, 3FL3 3FL4, 3FL5, 3FL6, 3FL7, 3FL8</p>	<ul style="list-style-type: none"> Formative assessment through reading and listening activities and assessments for each subtopic Formative assessment of speaking cards and role plays at the end of the module Formative 40 , 90 and 150 word writing assessments and Golden Answers exercises at the end of the module <p>PPEs and MPR2 Year 10 July (all 4 skills tested)</p>	<ul style="list-style-type: none"> <i>Cross curricular with catering? Change to make some of the typical dishes from TL countries?</i>
<p>Module 7 A currar</p> <p>Year 11 Term 1</p>	<ul style="list-style-type: none"> Vocabulary for different jobs Vocabulary for different personality traits / qualities / skills Vocabulary for work experience Conjugations of the preterite and imperfect tenses 	<ul style="list-style-type: none"> Correctly differentiating between the preterite and imperfect tense to describe work experience placement Using the present tense to explain our responsibilities in our part-time jobs Discussing job preferences Using the present tense to discuss how you earn money Using lo + adj Using the 24 hour clock Recognising and using the perfect tense Writing a formal job application letter Using a variety of expressions to discuss plans for the future Using the present and future tense together in if clauses Using correct adjectival agreement to describe our skills and personal qualities and those of others in the workplace Discussing the pros of language learning 	<ul style="list-style-type: none"> Benefits of language learning and travel / gap years Learning about Machu Picchu 	<ul style="list-style-type: none"> Using the correct structure and register to write a job application letter and CV. Giving examples of the advantages of language learning Practising letter writing conventions Thinking about our strengths and weaknesses in terms of a job application 	<p>3FA1, 3FA2, 3FA3, 3FA4 3FG1, 3FG2 3FG4 3FL1, 3FL2, 3FL3 3FL4, 3FL5, 3FL6, 3FL7, 3FL8</p>	<ul style="list-style-type: none"> Formative assessment through reading and listening activities and assessments for each subtopic Formative assessment of speaking cards and role plays at the end of the module Formative 40 , 90 and 150 word writing assessments and Golden Answers exercises at the end of the module <p>PPEs and MPR1 Year 11 – January (summative assessment of all 4 skills)</p>	<ul style="list-style-type: none"> <i>Tie in the language learning module to coincide with European Day of Languages activities</i> <i>Could link gap years / Machu Picchu text to finding out about Peru and pre Colombine civilizations in Latin America? Colonization of the Americas? Why do they speak Spanish in LA? Links with history and geography?</i>

		<ul style="list-style-type: none"> Using the verbs <i>soer</i> and <i>tener que</i> followed by an infinitive to express what we tend to do or have to do Roleplaying the purchase of train tickets 					
<p>Module 8: Hacia un Mundo mejor</p> <p>Term 2 Year 11</p>	<ul style="list-style-type: none"> Vocabulary for different types of housing and rooms Adjectives to describe housing Present tense conjugation Vocabulary for food groups and properties Vocabulary for global issues (drought, homelessness etc) Numbers to 1 million Superlatives Vocabulary for addictions Vocabulary for sporting events 	<ul style="list-style-type: none"> Describing where you live Giving examples of things you do to protect the environment in the present tense Discussing the health benefits of certain foods Using the near future tense to explain how you are going to be healthier in the future Using the superlative to talk about the most/least serious issues Using <i>se deberia</i> to suggest solutions of how these issues can be tackled Recognising the time frame by using verb endings Giving the advantages and disadvantages of international sporting events 	<ul style="list-style-type: none"> Finding out about healthy living Finding out about ways of protecting the environment on a local and global level Finding out about the risks of alcohol and drug consumption 	<ul style="list-style-type: none"> Giving examples of ways you can protect the environment on a local and global level Listening for detail in listening passages 	<p>3FA1, 3FA2, 3FA3, 3FA4 3FG1, 3FG2 3FG4, 3FG3 3FL1, 3FL2, 3FL3 3FL4, 3FL5, 3FL6, 3FL7, 3FL8</p>	<ul style="list-style-type: none"> Formative assessment through reading and listening activities and assessments for each subtopic Formative assessment of speaking cards and role plays at the end of the module Formative 40 , 90 and 150 word writing assessments and Golden Answers exercises at the end of the module <p>PR2 Year 11 – April (summative assessment of all 4 skills)</p>	<p>Links with geography to discuss these global humanitarian and environmental issues in TL country? PHSE?</p>