


Department	Spanish	
Key Stage	KEY STAGE 4	
Course Level	GCSE	
Exam Board	Edexcel	

Dates Delivered	Unit Title	End Points	Substantive Knowledge What will they learn about in this topic?	Disciplinary Knowledge What subject concepts will be developed through this topic?	Assessment Method	Key Course Guides & Reading
Year 9 Autumn & Spring Term	Identity & Culture	<p>This unit focuses in depth on students being able to talk about themselves, their daily lives and personal information. They will describe family and friends in greater depth. Students will understand foods and traditions from different parts of the Hispanic world</p> <p>Students will consider traditions and customs of varied cultures and religions as well as describe special events in detail</p> <p>Students will develop and understanding of health &amp; illness issues related to diet</p>	<p>Who am I?</p> <p>Daily Life / Family</p> <p>Descriptions</p> <p>Free Time</p> <p>Cultural Life</p> <p>Daily Routine</p> <p>Food</p> <p>Health &amp; Illness</p> <p>Special Events</p>	<p>Talking about socialising and family</p> <p>Using verbs in the present tense</p> <p>Describing people</p> <p>Using adjectival agreement</p> <p>Talking about social networks</p> <p>Using para with infinitives</p> <p>Extending responses by referring to others</p> <p>Making arrangements</p> <p>Using the present continuous</p> <p>Improvising dialogues</p> <p>Talking about reading preferences</p> <p>Using a range of connectives</p> <p>Recognising similar ideas expressed differently</p> <p>Describing people</p> <p>Using ser and estar</p> <p>Understanding more detailed descriptions</p> <p>Talking about friends and family</p> <p>Using a range of relationship verbs</p> <p>Referring to the present and past</p>	<p>CATs across the course of the theme during delivery (usually 2 assessments per half term), assessments include all 4 skills (listening, speaking, reading &amp; writing)</p> <p>Weekly tasks that assess understanding and application, all scores are recorded as part of data monitoring and to inform planning</p>	<p>Topic / Theme Knowledge books for Modules 3,4 &amp; 6 of Viva GCSE</p> <p>Answer Booster &amp; writing support booklets</p> <p>Chatty mat</p>

<p>Year 9 Summer Term</p>	<p>Local Area, Holidays and Travel</p>	<p>This unit focuses in depth on students describing the area in which they live, giving detailed descriptions. Students will also be able to ask for and give directions, talk about shops and use transactional language to go shopping. They will be able to shop for clothing, souvenirs and gifts They will be able to make plans for going out using the future tense. Students will also give a detailed account of a visit in the past tense.</p> <p>Students will consider features of a region and be able to respond to questions.</p> <p>Students will develop their understanding of the geography of Spain and give details about their preferences</p> <p>They will also address the pros and cons of a region and use the conditional tense to make suggestions for improvement. Students will begin to recognise and use standard idioms</p>	<p>Town, Region and Country Local Area Geography Travel and Tourist Attractions Problems in the Area</p>	<p>Discussing holiday activities and weather Revising the present tense of regular verbs Saying what you do in summer Using the present tense Listening to identify the person of the verb Talking about holiday preferences Using verbs of opinion to refer to different people Understanding percentages Saying what you did on holiday Using the preterite tense Using different structures to give opinions Describing where you stayed Using the imperfect tense Working out the meaning of new words Booking accommodation and dealing with problems Using verbs with used Using questions to form answers</p>	<p>CATs across the course of the theme during delivery (usually 2 assessments per half term), assessments include all 4 skills (listening, speaking, reading &amp; writing)</p> <p>Weekly tasks that assess understanding and application, all scores are recorded as part of data monitoring and to inform planning</p> <p>Year 9 exams that include Listening, Speaking, Reading &amp; Writing, tailor made to address only the modules covered in Year 9</p>	<p>Topic / Theme Knowledge books for Module 5 of Viva GCSE</p> <p>Answer Booster &amp; writing support booklets</p> <p>Chatty mat</p>
<p>Year 10 Autumn Term</p>		<p>This unit focuses in depth on students giving details about their school life, including giving opinions about subjects, teachers, school rules, uniform etc. and justifying these opinions, giving a detailed description of the school building and school life, using comparatives and superlatives as</p>	<p>What is school like School Activities Rules Jobs Using language beyond the classroom</p>	<p>Talking about subjects and teachers Using comparatives and superlatives Justifying opinions using a range of language Describing your school Using negatives Comparing then and now Describing your school</p>	<p>CATs across the course of the theme during delivery (usually 2 assessments per half term), assessments include all 4 skills (listening, speaking, reading &amp; writing)</p>	<p>Topic / Theme Knowledge books for Modules 2 &amp; 7 of Viva GCSE</p> <p>Answer Booster &amp; writing support booklets</p>

	<p>School Future Aspirations, Study and Work</p>	<p>well negative phrases other than 'no'.</p> <p>Students will consider the differences between Spanish and English schools and the importance of school rules and problems that may arise in school</p> <p>Students will develop an understanding about school exchanges and the impact they have.</p> <p>This unit also focuses in depth on students talking about different jobs, job preferences, their own part time jobs and how they earn &amp; spend money. Students will also discuss their plans for the future and what is important to them.</p> <p>Students will consider the importance of learning a language and how it can be used outside the classroom.</p> <p>Students will develop an insight to work experience and describing it using 2 different past tenses.</p> <p>They will also address the key questions of how to apply for a job in Spain and the benefits of what you could do &amp; achieve in a gap year.</p>	<p>Work Experience Part-time jobs Applications &amp; CVs Gap Year</p>	<p>Using negatives Comparing then and now Talking about plans for a school exchange Using the near future tense Asking and answering questions Talking about activities and achievements Using object pronouns Saying how long you have been doing something</p>	<p>Weekly tasks that assess understanding and application, all scores are recorded as part of data monitoring and to inform planning</p>	<p>Chatty mat</p>
--	--	--	---	--	--	-------------------

<p>Year 10 Spring Term</p>	<p>Future Aspirations, Study and Work</p> <p>Local Area, Holidays and Travel</p>	<p>This unit focuses in depth on students talking about different jobs. Students will also discuss their plans for the future and what is important to them, not just in terms of employment but life goals too.</p> <p>Students will consider the pros and cons of a gap year.</p> <p>Students will develop an insight to how to express future plans in different ways, not just with the future tense.</p> <p>They will also address the key questions of how to apply for a job in Spain and the benefits of what you could do &amp; achieve in a gap year.</p> <p>This term also focuses in depth on the topic of holidays, saying what you generally do in the school holidays and in summer. Linking activities to different types of weather using both the present and preterite tenses.</p> <p>Students will consider people's preferences for holidays and travel</p> <p>Students will develop an insight to how to express opinions in different ways</p>	<p>Work</p> <p>Gap Year</p> <p>Ambitions &amp; Aspirations</p> <p>Weather</p> <p>Summer Activities</p> <p>Holiday Preferences</p>	<p>Talking about how you earn money</p> <p>Using soler in the imperfect tense</p> <p>Using verbs in different forms</p> <p>Talking about work experience</p> <p>Using the preterite and imperfect together</p> <p>Using alternatives to 'and'</p> <p>Talking about the importance of learning languages</p> <p>Using the present and the present continuous</p> <p>Using saber and conocer</p> <p>Talking about languages and travel</p> <p>Using lo + adjective</p> <p>Using the 24-hour clock</p> <p>Applying for a summer job</p> <p>Using indirect object pronouns</p> <p>Writing a formal letter</p>	<p>CATs across the course of the theme during delivery (usually 2 assessments per half term), assessments include all 4 skills (listening, speaking, reading &amp; writing)</p> <p>Weekly tasks that assess understanding and application, all scores are recorded as part of data monitoring and to inform planning</p>	<p>Topic / Theme Knowledge books for Modules 7 &amp; 1 of Viva GCSE</p> <p>Answer Booster &amp; writing support booklets</p> <p>Chatty mat</p>
------------------------------------	--	---	---	---	--	--

<p>Year 10 Summer Term</p>	<p>Local Area, Holidays and Travel</p>	<p>This unit focuses in depth on students giving detailed accounts of past holidays, including opinions and justifying them, descriptions of accommodation and facilities. Reserving a hotel / accommodation and dealing with problems whilst on holiday.</p> <p>Students will consider using questions to form answers along with using a variety of tenses together.</p> <p>Students will develop skills to identify positive and negative opinions</p>	<p>Opinion verbs Past holidays Where you Stayed Accommodation</p>	<p>Describing the features of a region Using se puede and se pueden Asking and responding to questions Planning what to do Using the future tense Understanding the geography of Spain Talking about problems in a town Using tan and tanto Using antonyms Describing a visit in the past Using different tenses together Recognising and using idioms</p>	<p>CATs across the course of the theme during delivery (usually 2 assessments per half term), assessments include all 4 skills (listening, speaking, reading &amp; writing)</p> <p>Weekly tasks that assess understanding and application, all scores are recorded as part of data monitoring and to inform planning</p> <p>Year 10 exams that include Listening, Speaking, Reading &amp; Writing, including all themes except theme 5.</p>	<p>Topic / Theme Knowledge books for Modules 1 of Viva GCSE</p> <p>Answer Booster &amp; writing support booklets</p> <p>Chatty mat</p>
<p>Year 11 Autumn Term</p>	<p>International and Global Dimension</p>	<p>This unit focuses in depth on students recognising and understanding about several international and global issues including; the environment, types of homes and 'green' aspects of living, healthy eating and diet related issues, global issues, local actions, international sporting events and natural disasters.</p> <p>Students will consider why the subjunctive is used and when &amp; developing extended reasons.</p>	<p>Homes Environment International Events International Foods Festivals Mocks Children's Rights Global Issues Local Actions</p>	<p>Describing types of houses Talking about the environment Talking about healthy eating Discussing diet-related problems Considering global issues Using the superlative Listening for high numbers Talking about local actions Using the subjunctive in commands Presenting a written argument Discussing healthy lifestyles</p>	<p>CATs across the course of the theme during delivery (usually 2 assessments per half term), assessments include all 4 skills (listening, speaking, reading &amp; writing)</p> <p>Weekly tasks that assess understanding and</p>	<p>Topic / Theme Knowledge books for Modules 8 of Viva GCSE</p> <p>Answer Booster &amp; writing support booklets</p> <p>Chatty mat</p>

		Students will develop effective use of higher numbers and figures, e.g., percentages	Natural Disasters	Understanding different tenses Giving extended reason Talking about international sporting events Using the pluperfect tense Explaining your point of view Talking about natural disasters Using the imperfect continuous Using grammar knowledge in translation	application, all scores are recorded as part of data monitoring and to inform planning  Year 11 Mock exams in November in Listening, Speaking, Reading & Writing	
Year11 Spring Term	Speaking Practice & Exam Preparation	This term focuses in depth on preparation for the actual speaking exam – role play and picture-based tasks prepared as well as all 5 general conversation themes (8 topics).  Students will consider techniques when translating into and from Spanish.  Students will develop the ability to speak spontaneously, using key words to answer unknown questions.	Mocks  Role play preparation  Picture based discussions  General conversation preparation  Translations  Listening & Reading exam questions  Written tasks  General conversation preparation  Listening & Reading exam questions	Practice and revision Consolidation of all topic areas using prior resources to support exam questions	CATs across the course of the theme during delivery (usually 2 assessments per half term), assessments include all 4 skills (listening, speaking, reading & writing)  Weekly tasks that assess understanding and application, all scores are recorded as part of data monitoring and to inform planning  Year 11 Mock exams in March in Listening, Speaking, Reading & Writing  Extra Mock Speaking and the	Topic / Theme Knowledge books for all Modules of Viva GCSE  Answer Booster & writing support booklets  Chatty mat  Sentence building booklet Revision booklets & Edexcel Revision book & workbook

					real GCSE Speaking exam	
Year11 Summer Term	Exam Preparation	<p>This term focuses in depth on preparation for the listening, speaking and writing exams. Students will look at past papers and apply techniques to answer questions, all topic areas will be revisited.</p> <p>Students will consider techniques when translating into and from Spanish. Using sentence building and strategies to write in detail. They will also consider strategies to pick out key details from listening and reading tasks.</p> <p>Students will develop the ability to speak spontaneously, using key words to answer unknown questions.</p>	<p>Mocks</p> <p>Translations</p> <p>Listening &amp; Reading exam questions</p> <p>Written tasks</p> <p>Listening &amp; Reading exam questions</p>	<p>Practice and revision</p> <p>Consolidation of all topic areas using prior resources to support exam questions</p>	<p>Weekly tasks that assess understanding and application, all scores are recorded as part of data monitoring and to inform planning</p> <p>Past papers to prepare for the exams</p>	<p>Topic / Theme Knowledge books for all Modules of Viva GCSE</p> <p>Answer Booster &amp; writing support booklets</p> <p>Sentence building booklet</p> <p>Revision booklets</p> <p>Edexcel Revision book &amp; workbook</p>