



LANGUAGES DEPARTMENT

Curriculum Overview



The curriculum at West Derby School reflects the aspirations we have for all students. It is designed to be as ambitious as the National Curriculum, offering a first-class education that is rich in knowledge and skills, whilst also being broad and balanced throughout the key stages. In the Modern Foreign Languages department, we aim to ensure that all language learners develop the skills and confidence to consider themselves as 'Global Citizens'. We are committed to developing strong, lasting linguistic skills and to encourage students to become curious and interested in the world. We want all our students to feel successful in and proud of their language skills and begin a lifelong learning journey that can open doors and take them around the world and, ultimately, we want our students to have a lifelong love of languages.

Departmental Overview

The Languages Department is comprised of 3 specialist teachers situated in 3 spacious classrooms on the top floor of the West building. The department also provides pupils with their own access to interactive learning sites for home use, such as Active Learn KS3 Years 7-9, Linguascope KS3 Years 7-9 and the AQA Kerboodle site that supports learning through Years 10 – 11 in KS4. All students are given a username and password for these websites.

Departmental Staff

Ms C Burns

Head of Spanish

Miss C Inman

Teacher of Spanish / Deputy Pupil Progress Leader (Y10)

Mrs K Peacock

TA Languages (part-time)

Mrs S Wilson

SLT Line Manager / Assistant Head teacher / Teacher of Spanish

Year 7 Spanish (KS3)

Curriculum Overview

In Year 7, pupils will talk about life, free time, school, family, friends, and your city. In Year 7, pupils in Spanish study 6 modules of work throughout the academic year:

Term 1	Term 2	Terms 3/4	Term 5	Term 6
Pupils learn to say their name, age, birthday, likes and dislikes. In addition, they learn to talk about classroom items, to say the alphabet and to spell words out loud.	Pupils learn to talk about their family members, say if they have brothers and sisters and talk about their pets, using colours and making adjectival agreements. They also learn to describe their personal appearance. They will be using present, past and future tenses	Pupils learn how to say what school subjects they study, give their opinions on their school subjects, talk about their school day and describe what they do before and after school, inclusive of the present and past tenses	Pupils learn how to say what sports they practise and which ones they will do in the future using the verbs jugar and hacer.	Pupils will learn to describe their home and their region, describing rooms, furniture, learning prepositions. They will learn to describe what there is to do in their area and their likes and dislikes.

New Knowledge (What we would like students to know and understand by the end of year 7)

Students will know and understand by the end of Year 7:

- Talk about using the four words for the in English – el, la, los and las, be able to introduce yourself, talk about your personality, be able to use numbers from 1-31, learn and use the Spanish alphabet and understand how to make adjectives agree in singular, plural, masculine and feminine. To be able to talk about sports using the verbs jugar and hacer, talk about family members using the 3rd person singular (he/she/it) and discuss pets with colours using adjectival agreement and word order. Learn and use the present, past and future tenses to describe appearance, discuss school subjects using el, la and las and to give opinions on these. To talk about places in a town with the use of three tenses and finally to do a research project on Spanish festivals.

New Skills

Students will have a good command of pronunciation and intonation in their Spanish through speaking in lessons using scripts in the textbooks to help with sentence starters. Their writing skills will develop through adding a variety of language learnt through each unit. Reading skills will be developed through reading texts and answering questions and their listening skills will be developed through using predictions as listening strategies. All elements of knowledge learnt should now be visible in students work by the end of Year 7.

Disciplinary Vocabulary

Soy – I am; eres – you are (Singular); es – he/she/it is; tengo – I have; tienes – you have (Singular); tiene – he/she/it has; mi – my/mine; tu – you/your; que se llama(n) – that is called (Singular and plural); y - and; me gusta – I like; cuando - when; hacer – to do; jugar – to play (sports); con - with; mucho – a lot; pero - but; porque - because; también - also; o - or; algo – something/anything; donde - where; por qué - why; tampoco – neither/nor; aburrido - boring; como – as/like/since; normalmente - normally; a veces - sometimes; es – he/she/it is; además – in addition to/furthermore; bastante - quite; muy - very; un poco – a little (bit); mi(s) – my/mine; tu(s) – you/yours; su(s) – his/hers; quién - who; vivo – I live; está – it is (located); hay – there is/there are; te gusta – you like (Singular); voy – I go; salgo – I go out; quiero – I want; voy a INFINITIVE – I am going to ‘verb’ (near future tense); vamos a INFINITIVE – we are going to ‘verb’ (near future tense); más - more; a las dos – at 2 o’clock; este fin de semana – this weekend.

Prior Learning and Recall

In Y6, students who studied Spanish would have been taught to listen attentively and show understanding by joining in and responding. To explore the patterns and sounds of language and to develop accurate pronunciation and intonation. To engage in conversation. To read carefully and show understanding. To broaden their vocabulary and develop their ability to understand new words. To write phrases from memory to describe themselves and others.

Students have seen verb patterns with basic description and this is extended with the use of a variety of verbs as well as regular and irregular. The emphasis is about describing others, which is reinforced. Number pattern is extended here. Conjugated verbs in the present tense and the formation of verbs assists in the forming of verbs in the conditional tense.

Examinations/Key Assessments

Pupils are assessed continuously in their foreign-language learning and parents are regularly informed of their son’s progress. In Year 7, pupils are taught how to assess their own and other pupils’ work to help them become more independent learners. Pupils are assessed in listening, reading and writing and are awarded an overall percentage and current working level. Speaking is informally assessed throughout lessons. Pupils are tested at the end of each module of work and they should bring home a review sheet after each test for you to read and comment on. Additionally, Progress Tasks are marked in detail, highlighting strengths, weaknesses and suggesting ways for pupils to improve.

Homework

This is set once a week and is designed to support the work done during lessons. The task will be detailed on *Satchel One*, so that pupils and their parents can easily access the work and deadlines. As it is school policy to set homework, a detention will be issued and/or a letter sent home if they are not completed regularly. Prior to assessment periods, pupils may receive an increased volume of homework or independent study work. This will help them to prepare for exam revision in the future. Homework may be set online. This provides support and immediate feedback on the work you have done and allows the class teacher to keep a record of a pupil’s progress.

In Year 7, homework can be a reading task, a piece of writing, listening tasks and vocabulary learning. All homework is accessible online through *Satchel One* and/or *Active Learn*.

Term 1	Term 2	Term 3
https://classroom.thenational.academy/lessons/saying-what-someone-is-like-at-the-moment-part-12-6dk66t?step=1&activity=intro_quiz	https://classroom.thenational.academy/lessons/asking-and-answering-questions-part-12-61hkee	https://classroom.thenational.academy/lessons/talking-about-having-part-12-68wk4r
https://classroom.thenational.academy/lessons/saying-what-someone-is-like-at-the-moment-part-22-6cwkgc	https://classroom.thenational.academy/lessons/saying-what-people-do-part-24-ctgp2r	https://classroom.thenational.academy/lessons/talking-about-having-part-22-6rwkcd
https://classroom.thenational.academy/lessons/talking-about-more-than-one-thing-part-12-ccw66t	https://classroom.thenational.academy/lessons/saying-what-people-do-part-34-chj3ec	https://classroom.thenational.academy/lessons/describing-people-and-places-part-12-6cr6cc
https://classroom.thenational.academy/lessons/talking-about-more-than-one-thing-part-22-69h66c	https://classroom.thenational.academy/lessons/saying-what-people-do-part-44-cmuk2e	https://classroom.thenational.academy/lessons/describing-people-and-places-part-22-75k32t
https://classroom.thenational.academy/lessons/naming-an-object-and-saying-where-it-is-61h6ac	https://classroom.thenational.academy/lessons/saying-what-people-do-and-dont-do-part-12-cgt3jd	https://classroom.thenational.academy/lessons/saying-what-someone-is-like-in-general-part-12-c5gkcr
https://classroom.thenational.academy/lessons/asking-and-answering-questions-part-12-61hkee	https://classroom.thenational.academy/lessons/saying-what-people-and-dont-do-part-22-6djp6d	https://classroom.thenational.academy/lessons/saying-what-someone-is-like-in-general-part-22-6grk6c
https://classroom.thenational.academy/lessons/asking-and-answering-questions-part-22-6guk0d	https://classroom.thenational.academy/lessons/talking-about-what-you-do-with-other-people-part-12-6rv34c	https://classroom.thenational.academy/lessons/saying-what-people-have-part-13-crt62d
https://classroom.thenational.academy/lessons/talking-about-doing-and-making-6wv6cc	https://classroom.thenational.academy/lessons/talking-about-what-you-do-with-other-people-part-22-cmu36t	https://classroom.thenational.academy/lessons/saying-what-people-have-part-23-6ctp8r
https://classroom.thenational.academy/lessons/describing-activities-travel-part-12-70u3cr	https://classroom.thenational.academy/lessons/describing-what-people-do-part-14-70tkgr	https://classroom.thenational.academy/lessons/saying-what-people-have-part-33-6tgpcd
https://classroom.thenational.academy/lessons/describing-activities-travel-part-22-c5k3er	https://classroom.thenational.academy/lessons/describing-what-people-do-part-24-ctgp2r	https://classroom.thenational.academy/lessons/saying-what-you-are-like-at-the-moment-and-in-general-c8t3ec
https://app.senecalearning.com/courses?Price=Free&Subject=Spanish	https://classroom.thenational.academy/lessons/describing-what-people-do-part-34-6hk3ad	https://classroom.thenational.academy/lessons/describing-locations-part-22-64vk6r
	https://classroom.thenational.academy/lessons/describing-what-people-do-part-44-c8w38d	https://classroom.thenational.academy/lessons/describing-places-6hjpat

<https://classroom.thenational.academy/lessons/describing-what-people-do-technology-part-12-61gp6t>

<https://classroom.thenational.academy/lessons/describing-what-people-do-technology-part-22-74w30d>

<https://app.senecalearning.com/courses?Price=Free&Subject=Spanish>

<https://classroom.thenational.academy/lessons/describing-what-people-have-6ww3cr>

<https://classroom.thenational.academy/lessons/describing-possession-6njkgd>

<https://classroom.thenational.academy/lessons/describing-people-and-possession-c8rkgr>

<https://classroom.thenational.academy/lessons/describing-where-people-go-and-when-part-13-6rrkac>

<https://classroom.thenational.academy/lessons/describing-where-people-go-and-when-part-23-6tip8c>

<https://classroom.thenational.academy/lessons/describing-where-people-go-and-when-part-33-c8w6cd>

<https://classroom.thenational.academy/lessons/describing-future-plans-cnk3gr>

<https://classroom.thenational.academy/lessons/saying-what-people-can-must-and-want-to-do-6mupad>

<https://classroom.thenational.academy/lessons/describing-future-plans-64wkad>

<https://classroom.thenational.academy/lessons/saying-what-there-is-around-you-using-hay-part-12-61j3ec>

<https://classroom.thenational.academy/lessons/saying-what-there-is-around-you-using-hay-part-22-6xj3ge>

<https://classroom.thenational.academy/lessons/saying-what-there-is-around-you-and-describing-it-part-12-cdj6cd>

		https://classroom.thenational.academy/lessons/saying-what-there-is-around-you-and-describing-it-part-22-70vp8t
		https://app.senecalearning.com/courses?Price=Free&Subject=Spanish

How Parents can Help

- Check *Satchel One* regularly and ensure that all work is completed to a good standard.
- Ensure that basic equipment is brought to each lesson. Pens, pencil and ruler are the minimum requirements.
- Encourage the use of the Internet for homework completion and revision (see useful websites list).
- Discuss the importance of languages and how they transfer to the world of work and other cultures. Encourage the use of the correct terms and language (see parent booklet on school website).
- Ensure pupils revise for assessment tests, the revision will be put on *Satchel One* in plenty of time for their assessment.
- Check with your son that homework has been completed and is handed in on time.
- Help him with his learning homework or revision by testing him. Even if you don't understand Spanish, you will be able to work out to what extent your son has tried to learn his words.
- Provide him with a Spanish dictionary to help with homework – one that is small enough to bring to lessons would be even better.
- Check that your son is fully equipped for lessons – pen, pencil, and ruler.

Year 8 Spanish (KS3)

Curriculum Overview

In Year 8, pupils will talk about food and drink, past holidays, daily life, social life and things you do in the summer. Pupils build on their previous learning experiences from Year 7 and study 6 modules of work throughout the academic year.

Half term 1	Half term 2	Half term 3/4	Half Term 5	Half term 6
Pupils will talk about music, television and technology using a range of tenses.	Pupils learn to talk about mealtimes using the present, past and future tenses, shop for food and order food in a restaurant. They learn how to describe a recent meal, and they are able to talk about what they like to eat and drink.	Pupils learn to describe a recent holiday, say how they travelled there and what activities they did. They learn to describe their normal holiday arrangements, their future plans, and they also express opinions using the present, past and future tenses.	Pupils will learn about festivals in the Hispanic world and will learn how to describe birthdays in the past, present and future tenses.	Pupils will describe their town and region. They will look at places of interest in Spanish speaking areas and compare them with what Liverpool has to offer. They will learn about summer camps in the Hispanic world.

New Knowledge

Students will know and understand by the end of Year 8:

- Talk about recent and past holidays that include where they go/went, whom they go/went with and how they go/got there as well as including present and past tense activities. To talk about a range of technology using a range of tenses and to be able to talk about food & drink using three tenses in the present, past and future. To then discuss about places in town using *me gustaría* (I would like), *querer* (to want) and *poder* (to be able to/can) and use reflexive verbs to talk about clothes and to talk about holidays and summer camps using the superlative, comparative and imperative before doing a research project based on information covered in the 5 modules.

New Skills

Students should be able to confidently use a variety of tenses including the present, past and future as well as using the conditional opinion of '*me gustaría* – I would like' and to be able to use the superlative, comparative and imperative. Students should also be able to conjugate the verbs in the tenses covered by identifying the infinitive endings (AR, ER, IR) and knowing the process on what to do to make sure they are talking about the correct person (subject pronoun) and in the correct tense by revising

and knowing by heart the endings related to the tenses. Dictionary skills are introduced in order that students can become more independent in their learning and looking for new words (vocabulary).

Disciplinary Vocabulary

Fui – I went; fuimos – we went; visité – I visited; comí – I ate; fue – it was; ser – to be; ir – to go; así que – so/therefore; más... que more ... than (comparative); normalmente - normally; nunca - never; no – no/not; ayer - yesterday; fui – I went; hice – I did; el problema – the problem; la foto – the photo; a las – at (time); favorito/a - favourite; hora - hour; lugar - place; para – for, in order to; por ejemplo – for example; pasado/a – past (relating to time); que viene (next); día - day; ¿qué te gusta? – what do you like? al/a la – to the (masculine and feminine); del/de la – of the (masculine and feminine); demasiado/a(s) too much/too many; este/esta/estos/estas – this/that/these/those; por eso - therefore; por supuesto – of course; lo pasé fenomenal – it was amazing; me gustaría – I would like; dónde - where; genial – great/amazing; me encanta – I love; me encantaría – I would love; el fin de semana pasado – last weekend; tiene – he/she/it has; hace dos años – two years ago; hoy - today; mañana - tomorrow; el año que viene – next year; se puede – one can/you can (generally speaking); este fin de semana – this weekend.

Prior Learning and Recall

Students have studied descriptions of family members, sports and their grammatical knowledge is extended through talking about past holidays, technology, food & drink, clothes and describing your town. Conjugated verbs in the present tense and formation of verbs links in to formation of verbs in the conditional. Students have described the area where they live and it is extended to the places in their town. They have seen the language of description and here it is extended to comparison. Students are familiar with verbs and tenses; they have seen the present tense and expressions in the conditional. Here they will study the future and expressions in the imperfect, which enables students to write & speak using several time frames. Students have seen verb patterns with basic description and this is extended in this module with the use of a variety of verbs as well as regular and irregular. Prior learning was describing yourself and others that is reinforced in Year 8.

Examinations/Key Assessments

Pupils are assessed continuously in their foreign-language learning and parents are regularly informed of their son's progress. In Year 8, pupils often assess their own work, particularly in speaking and writing, to help them become more independent in their learning. Pupils are formally assessed in listening, reading and writing and are awarded an overall percentage and current working level. Speaking is informally assessed throughout lessons. Pupils are tested at the end of each module of work and they should bring home a review sheet after each test for parents to read and comment on. Additionally, Progress Tasks are marked in detail, highlighting strengths, weaknesses and suggesting ways for pupils to improve.

Homework

This is set once a week and is designed to support the work done during lessons. The task will be detailed on *Satchel One*, so that pupils and their parents can easily access the work and deadlines. As it is school policy to set homework, a detention will be issued and/or a letter sent home if they are not completed regularly. Prior to assessment periods, pupils may receive an increased volume of homework or independent study work. This will help them to prepare for exam revision in the future. Homework may be set online using *Satchel:One* or *ActiveLearn* websites. This provides support and immediate feedback on the work you have done and allows the class teacher to keep a record of a pupil's progress.

In Year 8, homework can be a reading task, a piece of writing, listening tasks and vocabulary learning. All homework is accessible online through Satchel One and/or Active Learn.

Term 1	Term 2	Term 3
https://classroom.thenational.academy/lessons/describing-events-in-the-past-and-present-part-12-c4r3ae https://classroom.thenational.academy/lessons/describing-events-in-the-past-and-present-part-22-6ruk8c	https://classroom.thenational.academy/lessons/describing-what-you-and-someone-else-we-do-parties-celebrations-part-12-6grkgr	https://classroom.thenational.academy/lessons/describing-what-people-do-at-home-part-12-cmw62d https://classroom.thenational.academy/lessons/describing-what-people-do-at-home-part-22-6mt3ad

<p>https://classroom.thenational.academy/lessons/comparing-past-experiences-part-12-chhk6t</p> <p>https://classroom.thenational.academy/lessons/comparing-past-experiences-part-22-c8wked</p> <p>https://classroom.thenational.academy/lessons/talking-about-people-and-places-now-vs-in-general-part-12-ccuk0t</p> <p>https://classroom.thenational.academy/lessons/talking-about-people-and-places-now-vs-in-general-part-22-60vkjr</p> <p>https://app.senecalearning.com/courses?Price=Free&Subject=Spanish</p>	<p>https://classroom.thenational.academy/lessons/describing-what-you-and-someone-else-we-do-parties-celebrations-part-22-chk3jc</p> <p>https://app.senecalearning.com/courses?Price=Free&Subject=Spanish</p>	<p>https://classroom.thenational.academy/lessons/asking-what-someone-can-must-do-in-class-part-12-74r3je</p> <p>https://classroom.thenational.academy/lessons/asking-what-people-can-and-must-do-in-class-part-22-74v6cr</p> <p>https://app.senecalearning.com/courses?Price=Free&Subject=Spanish</p>
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How Parents can help

- Check with your son that homework has been completed and is handed in on time.
- Help him with his learning homework or revision by testing him. Even if you don't understand Spanish you will be able to work out to what extent your son has tried to learn his words.
- Provide him with a Spanish dictionary to help with homework – one that is small enough to bring to lessons would be even better.
- Check that your son is fully equipped for lessons – pen, pencil, and ruler.

Year 9 Spanish (KS3)

Curriculum Overview

In Year 9, pupils talk about what you do in your week using a variety of tenses, future jobs, keeping fit, children's lives and the environment and an adventure in Madrid. This will build on their previous learning experiences from Year 7 and Year 8 and study 5 modules of work throughout the academic year with a 6th module concentrating on a project. A lot of emphasis is placed on building their grammatical and vocabulary knowledge in Year 9 so they are fully prepared for their GCSE throughout Years 10 and 11.

Half Term 1/2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Pupils learn to talk about likes and dislikes using the present tense, talk about what they do in a week using the present tense, talk about films, use the near future tense to discuss future birthday celebrations and use the 4 W's (Where, Who, What, When) to produce longer written paragraphs. Pupils will learn to give opinions and descriptions of free time activities (sport, cinema, social media, celebrity culture).	Pupils will talk about their lifestyle and diet using negative opinions, talk about an active lifestyle using stem-changing verbs, discuss daily routines with reflexive verbs, talk about ailments with a variety of different verbs to describe illness, talk about getting fit using se debe/no se debe and give a presentation about your lifestyle creating interesting sentences.	Pupils will talk about work using tener que, talk about what jobs they would like to do using the conditional tense and correct adjective agreement. Discuss about what they did at work yesterday using regular past tense verbs, describe your job with the present and past tenses together.	Pupils will discuss youth and children's lives using he/she/it form of verbs (3 rd person singular), talk about children's rights using the verb poder, talk about journeys to school using the comparative. Discuss environmental issues using the 'we' form of verbs and write about raising money for charity looking up a variety of verbs in the dictionary.	Pupils will learn to talk about the arts, including paintings, artists, music, books, writers and musicians. They will use the comparative and the superlative to add depth to their opinions.

New Knowledge

Students will know and understand by the end of year 9:

- Be able to use the verb 'ir – to go' confidently in the present tense so they are able to use this in the near future tense as well (what someone is going to do). Use positive and negative opinions in the singular and plural so that they agree with the noun in its quantity and use the four Ws (Who, What, Where, When) to enhance listening skills. To be able to use the verb tener accurately and to then be able to use tener que. Revise and embed the uses of the present and preterite tenses along with reflexive verbs and stem-changing verbs, and to be able to use se debe and no se debe when discussing about healthy lifestyles and diet. To be able to use the 3rd person singular subject pronoun (he/she/it) accurately as well as using the 'we' form to discuss plurals of the subject pronouns. Also, to be

able to use expressions with the verb 'tener – to have' and know and use accurately the informal and formal of tú and usted. Finally, to complete a research project about Madrid.

New Skills

Students should now be able to use the present, past and future tenses with more accuracy from exposure to these in Year 7 and Year 8 and now be able to use the imperfect tense in the I form for AR, ER and IR verbs. They should also be able to tackle harder listening's through their development of using predictions as well as being able to sift out the key information they need for their answers. The near future tense should now be fully understood and used to improve their ability to use a future tense and be able to give a more detailed description in their writing and show accuracy in making adjectives agree in the singular, plural, masculine and feminine. Having seen the verb estar – to be, students should be able to use this to use the present continuous.

Disciplinary Vocabulary

Soy – I am; eres – you are (Singular); es – he/she/it is; son – they are; me gusta – I like; prefiero – I prefer; voy – I go; fui – I went; tener – to have; tengo que – I have to; voy a – I am going to; hay que – you must/you need to; nada - nothing; nadie - nobody; nunca - never; hay – there is/there are; lo mas – the most (superlative); más que - more than; puedo – I can/I am able to; estoy – I am (temporary); somos – we are; estamos – we are (temporary); me llevo – I get on with; a menudo - often; podemos – we can/we are able to.

Prior Learning and Recall

Students should now be able to use a variety of tenses, that they have learnt in Years 7 and 8, more in depth and with confidence in the first person singular as well as other forms of subject pronouns. They should be able to talk about past holidays, jobs, technology, food & drink, places around town and holidays that include activities and summer camps. Also to be able to use more grammar including using the preterite of ar, er and ir regular verbs, using the preterite of ir (to go) and ser (to be), using the near future tense, using me gustaría + infinitive (ar, er, ir), using reflexive verbs and using the superlative, comparative and imperative.

Students have learnt how to describe hobbies and sports that can be used and can be extended as holiday activities in Year 9. The verb tenses learnt so far are present, some structures in the conditional and future tenses and the preterite tense.

Examinations/Key Assessments

Pupils are assessed continuously in their foreign-language learning and parents are regularly informed of their son's progress. In Year 9, pupils often assess their own work, particularly in speaking and writing, to help them become more independent in their learning. Pupils are formally assessed in listening, reading and writing and are awarded an overall percentage and current working level. Speaking is informally assessed throughout lessons. Pupils are tested at the end of each module of work and they should bring home a review sheet after each test for parents to read and comment on. Additionally, Progress Tasks are marked in detail, highlighting strengths, weaknesses and suggesting ways for pupils to improve.

Homework

- Check with your son that homework has been completed and is handed in on time.
- Help him with his learning homework or revision by testing him. Even if you don't understand Spanish you will be able to work out to what extent your son has tried to learn his words.
- Provide him with a Spanish dictionary to help with homework – one that is small enough to bring to lessons would be even better.
- Check that your son is fully equipped for lessons – pen, pencil, and ruler.

Term 1	Term 2	Term 3
www.satchelone.com	www.satchelone.com	www.satchelone.com
www.pearsonactivelearn.com	www.pearsonactivelearn.com	www.pearsonactivelearn.com
https://classroom.thenational.academy/subjects-by-year/year-9/subjects/spanish	https://classroom.thenational.academy/subjects-by-year/year-9/subjects/spanish	https://classroom.thenational.academy/subjects-by-year/year-9/subjects/spanish

<https://app.senecalearning.com/courses?Price=Free&Subject=Spanish>

<https://app.senecalearning.com/courses?Price=Free&Subject=Spanish>

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How Parents can help

- Check with your son that homework has been completed and is handed in on time.
- Help him with his learning homework or revision by testing him. Even if you don't understand Spanish you will be able to work out to what extent your son has tried to learn his words.
- Provide him with a Spanish dictionary to help with homework – one that is small enough to bring to lessons would be even better.
- Check that your son is fully equipped for lessons – pen, pencil, and ruler.

Year 10 Spanish (KS4)

AQA – To cover Theme 1 and Theme 2

Curriculum Overview

Taking a GCSE in Spanish will build on the work you have done in Years 7, 8 and 9 and will encourage you to use the language more fluently with accuracy and with confidence. Students in Year 10 will begin the GCSE course covering Themes 1 & 2 and will continue the course in Year 11 covering theme 3 (listed below) and preparing for final exams. The three themes are as follows:

Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
THEME 1: PEOPLE AND LIFESTYLE TOPIC 1: Identity and Relationships with others.	THEME 2: Communication and the world around us Topic 2: Media and technology.	THEME 2: POPULAR CULTURE Topic 2: Customs, festivals and celebrations.	THEME 2: Communication and the world around us Topic 3: The environment and where people live.	THEME 1: PEOPLE AND LIFESTYLE Topic 2: Healthy living and lifestyle.	THEME 2: Communication and the world around us Topic 1: Travel and tourism, including places of interest.

New Knowledge

Students will know and understand by the end of year 10:

- Throughout Theme 1 and Theme 2, students will confidently make adjectives agree and understand word order more in sentences, have full command of using reflexive verbs in the present tense and have the verbs ser and estar learnt by heart in the present, preterite and future tenses and understand how to use había and era accurately. Have more confidence in using irregular verbs in the present tense, e.g. tener, hacer, ir. Use the words por and para accurately and know when to use them in situations. Be able to use two verbs together in their work to talk about things happening at different times. Know what an adverb is and be able to use them accurately and be able to use the pronouns after the words con and para. Learn and the verbs haber, salir, hacer and tener and then use these accurately in the future. Learn the gerund part (words ending -ing) and use with accuracy and to be able to use a wider range of connectives to bring speaking and writing to life more. Use modal verbs to express recommendations and obligations and use reflexive constructions such as se debe and se puede + the 'infinitive', e.g. se debe 'beber' agua – you should 'drink' more water. To be able to develop writing skills by completing more complex texts with different tenses such as the subjunctive, pluperfect and imperfect continuous.

New Skills

Students should be able to translate more complex texts using different tenses and to work with more than one text and be able to answer questions with relative ease and independence. Students should be able to write far more confidently making use of good grammar accuracy ensuring correct conjugations of subject pronouns in their correct tenses, making the adjectives agree accurately and considering word order in their writing and should now be able to translate more complex texts with all the necessary grammar accuracy. Listening and reading skills should now be confidently used in lessons again picking out key information regarding listening for accuracy and reading to understand and collect the gist of the text so answers are a lot simpler to spot and extract.

Students should be more confident in taking part in longer conversations on specific topics by describing or giving opinions in more details and should be able to confidently use four tenses in the 'I' form as well as knowing all other subject pronouns so that these are then used with more confidence and taken assuredly into Year 11.

Disciplinary Vocabulary

Prior Learning and Recall

GCSE specifications will be cumulative and progressive in content and language. They will take account of the matters, skills and processes specified in the national curriculum programmes of study for key stages 2 and 3. They will also build on the foundation of core grammar and vocabulary outlined in the programmes of study for key stages 2 and 3, increasing the level of linguistic and cognitive demand.

Students should now be able to use all the relevant information they have learnt in KS3. This will encompass using a variety of verbs in all subject pronoun forms (I, you [singular], he/she/it, we you [plural], they). Students will also be able to use the present tense, use the near future tense, use the 4 W's (Where, Who, What, When) to produce longer written paragraphs, use *tener que*, talk about what jobs they would like to do using the conditional tense and correct adjective agreement, use regular past tense verbs, use the present and past tenses together and learn to use a dictionary with more accuracy helping build their vocabulary. Use negative opinions, use stem-changing verbs, reflexive verbs and use a variety of different verbs to describe illness. The use of *se debe/no se debe* talking about ailments and fitness, use the he/she/it form of verbs (3rd person singular), use the verb *poder*, use the comparative, and use the 'we' form of all verbs learnt so far. To talk about meeting and greeting people using expressions with the verb *tener*, use the superlative, use irregular past tense verbs like *ir, hacer, ser, etc.*, use *tú* and *usted* for informal and formal uses, and be able to use three tenses, e.g. present, past and near future.

Examinations/Key Assessments

Students will be tested in Year 10 by having end of unit assessments as well as progress tasks along the way. These will cover all four-skill areas: listening, reading, writing and speaking. GCSE mocks may also be added in so that students are given the chance to do these and to prepare them for mocks and assessments in Year 11.

Homework

This is set once a week as a minimum and is designed to support the work done during lessons. The task will be detailed on *Satchel One*, so that pupils and their parents can easily access the work and deadlines. As it is school policy to set homework, a detention will be issued and/or a letter sent home if they are not completed regularly. Prior to assessment periods, pupils may receive an increased volume of homework or independent study work. This will help them to prepare for exam revision in the future. Homework may be set online using *Satchel:One* and/or *Kerboodle* websites. This provides support and immediate feedback on the work you have done and allows the class teacher to keep a record of a pupil's progress.

Term 1	Term 2	Term 3
www.satchelone.com	www.satchelone.com	www.satchelone.com
www.pearsonactivelearn.com	www.pearsonactivelearn.com	www.pearsonactivelearn.com
www.kerboodle.com	www.kerboodle.com	www.kerboodle.com
https://classroom.thenational.academy/subjects-by-year/year-10/subjects/spanish	https://classroom.thenational.academy/subjects-by-year/year-10/subjects/spanish	https://classroom.thenational.academy/subjects-by-year/year-10/subjects/spanish

<https://app.senecalearning.com/courses?Price=Free&Subject=Spanish>

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How Parents can help

- Check with your son that homework has been completed and is handed in on time.
- Help him with his learning homework or revision by testing him. Even if you don't understand Spanish you will be able to work out to what extent your son has tried to learn his words.
- Provide him with a Spanish dictionary to help with homework – one that is small enough to bring to lessons would be even better.
- Check that your son is fully equipped for lessons – pen, pencil, and ruler.

Year 11 Spanish (KS4)

Examination/Specification Board

AQA – To cover Theme 3 and to revisit and revise previous units in Themes 1 & 2 in preparation for the GCSE examinations.

Curriculum Overview

Taking the GCSE in Spanish in Year 11 will build on the work you have done in KS3 and KS4. Students in Year 11 will complete Theme 3 and then prepare for the GCSE examination through revisiting previous topics and strengthening grammar and vocabulary as well as taking mock exams to help with the smooth transition to taking the exams at the end of the year. After-school interventions will also take place weekly to support pupils further.

Theme 3 is as follows:

Term 1	Term 2	Term 3	Term 4	Term 5
<p>LOCAL, NATIONAL, INTERNATIONAL AND GLOBAL AREAS OF INTEREST</p> <p>Topic 9 - Holidays</p>	<p>CURRENT AND FUTURE STUDY AND EMPLOYMENT</p> <p>Topic 9 – School and subjects Topic 10 – Life at school</p>	<p>CURRENT AND FUTURE STUDY AND EMPLOYMENT</p> <p>Topic 11 – University or work? Topic 12 – Choice of career</p>	<p>GCSE PREPARATION</p> <p>These terms will be about pupils strengthening their skills in the four skill areas of listening, speaking, reading and writing. Assessments and mock exams will also take place in these terms so that pupils are fully prepared for their final exams at the end of the year, revisiting all three Themes again.</p>	<p>GCSE PREPARATION</p> <p>These terms will be about pupils strengthening their skills in the four skill areas of listening, speaking, reading and writing. Assessments and mock exams will also take place in these terms so that pupils are fully prepared for their final exams at the end of the year, revisiting all three Themes again.</p>

New Knowledge

Students will know and understand by the end of year 11:

- All of the information covered in Years 7 to 10 and in Year 11 be able to use the personal 'a' that is used after a verb when the object of the verb is a person and use desde hace to discuss how long you have been doing something for. Create a checklist to check adjectives agree, check gender, check articles of el, la, los, las, un, una, check verbs for tense and correct ending for person(s) and check the spellings. Use lo and lo que + adjective and learn common suffixes (mente – ly; ción – tion, sion; oso – ous; dad – ty; ía – y). Explore the imperative further by using debería ser and debería hacer with it. Use reflexive verbs but with the infinitive this time and be able to confidently use a variety of tenses in all subject pronoun forms and using advanced language to impress.

New Skills

Students will be able to use a variety of tenses in all subject pronoun forms and produce, understand and translate longer, detailed texts with good accuracy and a range of grammar rules. They will also manipulate language to suit their own purpose and needs with the uses of idioms, superlatives and comparatives as well as being able to use more complex grammatical structures that will be taught throughout the year.

Disciplinary Vocabulary

<https://www.aqa.org.uk/subjects/languages/gcse/spanish-8698/subject-content/vocabulary>

Prior Learning and Recall

Key vocabulary for describing house and town has already been introduced in KS3. This will be extended and developed through longer, more complex texts and through the introduction of more complex grammar points and vocabulary. The conditional tense was introduced in KS3 and will be embedded. Reading and listening for gist, answering unprepared questions were all reinforced and are developed and extended through more complex grammatical structures and longer, more complex texts. Key vocabulary for describing healthy habits and contrast has already been introduced in KS3. The conditional tense was introduced in KS3 and in the previous unit and will be reviewed in this unit to describe health resolutions. The imperfect and present tense have been introduced in previous units such as festivals, family and is being revised here to contrast past and current lifestyles. Key grammar points Si + present is introduced with sports and the subjunctive was introduced previously. The subjunctive was taught and this leads to introducing the imperfect subjunctive. Key vocabulary for describing accommodation, weather, holiday activities has already been introduced in KS3. The emphasis is on contrasting tenses and the consistent use of at least three time frames. Key vocabulary for describing school subjects, uniform, school facilities and school life has already been introduced in KS3. The emphasis is on contrasting tenses and the consistent use of three time frames.

Examinations/Key Assessments

Students will be assessed in Year 11 by having end of unit assessments as well as progress tasks and GCSE mock exams in lessons and in exam areas, e.g. the sports hall, that cover all four areas of the exam: speaking, listening, reading and writing. This is in preparation for their GCSE exam. Intervention sessions will also take place after school.

Homework

This is set once a week as a minimum and is designed to support the work done during lessons. The task will be detailed on *Satchel One*, so that pupils and their parents can easily access the work and deadlines. As it is school policy to set homework, a detention will be issued and/or a letter sent home if they are not completed regularly. Prior to assessment periods, pupils may receive an increased volume of homework or independent study work. This will help them to prepare for exam revision in the future. Homework may be set online using *Satchel:One* and/or *Kerboodle* websites. This provides support and immediate feedback on the work you have done and allows the class teacher to keep a record of a pupil's progress.

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https://classroom.thenational.academy/subjects-by-year/year-11/subjects/spanish	https://classroom.thenational.academy/subjects-by-year/year-11/subjects/spanish	https://classroom.thenational.academy/subjects-by-year/year-11/subjects/spanish
https://app.senecalearning.com/courses?Price=Free&Subject=Spanish	https://app.senecalearning.com/courses?Price=Free&Subject=Spanish	https://app.senecalearning.com/courses?Price=Free&Subject=Spanish

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