



## KS4 Curriculum: Spanish

### Curriculum Vision

In Year 10 students are introduced to the language and they spend the first 2 terms covering a wide range of topics at a foundation level as well as gradually learning all the key grammar concepts, verb tenses and vocabulary. The aim is for students to transfer their language skills acquired from their study of other languages at Key Stage 3 to Spanish.

In Year 11 students build their knowledge of the language and grammar studied in Year 10 to a higher level, they tackle more complex texts and grammar concepts with the vision to develop strong linguistic skills and confidence in the language as well as an understanding of the culture of the Spanish speaking world.

### Curriculum Profile

#### Year 10

Autumn Term 1	Autumn Term 2
<p><b>Who am I?</b></p> <ul style="list-style-type: none"> <li>• Personal (physical and character) descriptions.</li> <li>• Comparatives and quantifiers.</li> <li>• Nationalities and countries.</li> <li>• Basic verbs to introduce yourself.</li> </ul> <p><b>School</b></p> <ul style="list-style-type: none"> <li>• Describing school- facilities.</li> <li>• School subjects and timetable: telling the time.</li> <li>• Basic opinion verbs.</li> <li>• Describing uniform- colours and basic adjectives.</li> <li>• Comparatives and superlatives.</li> <li>• Quantifiers.</li> <li>• Present tense (regular and irregular verbs).</li> <li>• Near future tense.</li> </ul>	<p><b>School activities:</b> extracurricular clubs and class activities in 3 tenses.</p> <ul style="list-style-type: none"> <li>• Time expressions in the present.</li> <li>• Time expressions in the past.</li> <li>• Preterite tense (regular and key irregular verbs).</li> </ul> <p><b>Daily routine:</b> reflexive verbs in the present, preterit and near future tense.</p> <p><b>Revising: Telling the time</b> Infinitive structures, ie "before getting up, after having breakfast..."</p> <p><b>Helping at home:</b></p> <ul style="list-style-type: none"> <li>• Talking about chores and using more complex opinions.</li> <li>• Time expressions and expressions of frequency</li> </ul>

	<ul style="list-style-type: none"> <li>• Infinitive structures: I have to do...</li> </ul>
--	--

Spring Term 1	Spring Term 2
<p><b>My home and my town:</b>  Making arrangements to go out.  Using present continuous tense.  Giving excuses using modal verbs.  Parts of the house: vocabulary  <b>Places in town:</b> negatives no, ni..ni, tampoco, hay, tiene, es, está...  Places to see- Things to do (se puede + inf).  Directions (ud form).  Means of transport.  Location: compass and prep of place (vb estar vs ser).  <b>Talking about free time activities.</b>  Using stem-changing verbs (e.g. jugar, preferir, querer).  <b>Weather.</b>  Sports (jugar vs hacer).  If / when clauses.  Talking about computers, TV programmes and films.  Definite and indefinite articles: un/una/el/la  Using adjectives of nationality.  Using para + infinitive.</p>	<p><b>Professions-</b> masculine and feminine forms.  Present and imperfect tenses.  <b>Places of work.</b>  Opinions and justifications.  IO pronouns.  Year 10 exams.  Grammar coverage.  Exam feedback.  Imperfect tense.  <b>Childhood memories.</b>  <b>Work experience.</b></p>

Summer Term 1	Summer Term 2
<p><b>Types of holidays</b> in the present  Importance of holidays.  <b>Summer holidays activities.</b>  A holiday in the past.  Use of preterite regular and irregular verbs.  Fue/fui use  Revising time expressions in the past.  Giving a detailed account of a holiday using complex opinions.  Using different tenses together.  Describing types of accommodation in the past.</p>	<p><b>Talking about holidays in the future and ideal holidays.</b>  Using <i>cuando</i> + present subjunctive.  Using <i>si</i> + imperfect subjunctive.  Future/conditional tense including irregular stem verbs.  <b>Talking about problems, aches and illnesses.</b>  Using <i>hay que</i> and <i>tener que</i> to give advice.  <i>Me duele vs Me duelen</i>  Using reflexive verbs.  <b>Learn the perfect tense.</b></p>

<b>Booking a hotel room/campsite.</b>	Using desde hace + present tense. Using demonstrative adjectives.
---------------------------------------	--

## Year 11

<b>Autumn Term 1</b>	<b>Autumn Term 2</b>
<p><b>Work:</b> Talking about how you earn money. Using <i>soler</i> in present and imperfect tense.</p> <p><b>Work:</b> Talking about work experience. Using preterite and imperfect tenses correctly.</p> <p><b>Using languages beyond the classroom:</b> Talking about the importance of learning languages. Using <i>saber</i> and <i>conocer</i>. Using the present and the present continuous.</p> <p><b>Work &amp; ambitions:</b> Applying for a summer job and discussing gap years.</p> <p>Discussing plans for the future. Using indirect object pronouns.</p> <p>Revising the conditional.</p> <p>Using the subjunctive with <i>cuando</i>.</p>	<p><b>What school is like:</b> Talking about subjects and teachers. Using comparatives and superlatives.</p> <p>Describing your school. Using negatives: <i>nada, nadie, ni ... ni, ningún, nunca, tampoco</i>.</p> <p>Revision of imperfect and present tenses for descriptions of then and now.</p> <p><b>Revision for Year 11 mock orals</b> What school is like: Talking about school rules and problems. Using phrases followed by the infinitive: <i>tener que, hay que, se debe, está prohibido, no se permite</i>.</p> <p>What school is like: Talking about activities and achievements. Using <i>Desde hace</i> + present tense. Using direct object pronouns.</p> <p><b>Who am I?</b> Making arrangements.</p> <p><b>Talking about technology and social media.</b> Using the present continuous. Using <i>para</i> + infinitive.</p> <p><b>Daily life, Cultural life:</b> <b>Talking about reading preferences.</b> Using a range of connectives. Who am I? Describing people.</p> <p><b>Talking about friends and family:</b> Using <i>ser</i> and <i>estar</i>. Using a range of relationship verbs</p>

	Personal 'a'.
--	---------------

Spring Term 1	Spring Term 2
<p><b>Who am I?, Cultural life:</b> Talking about what you usually do.</p> <p><b>Cultural life:</b> Talking about sports. Using <i>soler</i> + infinitive. Using direct object pronouns.</p> <p>Using <i>ya</i> and <i>todavía</i> with the imperfect and present. Using the imperfect tense to say what you used to do.</p> <ul style="list-style-type: none"> <li>o regular</li> <li>o irregular (<i>ser, ir, ver</i>)</li> </ul> <p><b>Cultural life:</b> Discussing different types of entertainment.</p> <p><b>Who am I?</b> <b>Talking about who inspires you.</b> Using <i>algunos/ciertos/otros/muchos/demasiados/todos</i>.</p> <p>Using a range of past tenses (imperfect, preterite, perfect).</p> <p>Cultural life: <b>Talking about a music festival.</b> Using expressions followed by the infinitive: <i>para, al, sin, antes de, después de</i>.</p> <p><b>Bringing the world together:</b> <b>Talking about international sporting events.</b> Using the pluperfect tense.</p> <p><b>Town, region and country:</b> <b>Describing the features of a region.</b></p> <p>Talking about problems in a town. Using <i>se puede</i> and <i>se pueden</i>. Using the future tense.</p>	<p><b>Environmental issues:</b> <b>Considering global issues.</b> <b>Bringing the world together:</b> <b>Talking about local actions.</b> Using the present subjunctive. Giving commands.</p> <p><b>Environmental issues:</b> <b>Talking about natural disasters.</b> Using the imperfect continuous.</p>

Si + present, + future. Using tan and tanto. Using the conditional. Using different tenses together. <b>Travel and tourist transactions:</b> <b>Shopping for clothes and presents.</b> Using demonstrative adjectives.	
--	--

Summer Term 1	Summer Term 2
Revision and Examination technique	Public Examinations

*Please note that this timeline may be subject to change.*

### **Assessment and Feedback**

All students will:

- Have at least one piece of assessed work reviewed by their teacher per half-term (this increases to two pieces of assessed work if students receive five or more taught hours per fortnight).
- Receive feedback which outlines how they should develop their learning. This feedback should be summative, highlighting both key strengths and key areas for development in students' work.
- Be given the opportunity to act upon their feedback in a structured task. This task should then be reviewed again by the subject teacher. A review of this task can act as the second assessed task.

### **Resources to support learning beyond the classroom**

[Edexcel GCSE Spanish \(2016\) | Pearson qualifications](#)

[GCSE Spanish Revision | Quizlet](#)

[languages online](#)

[GCSE Spanish - Edexcel - BBC Bitesize](#)