

CURRICULUM SUMMARY - Spanish

YEAR 7

TERM 1	TERM 2	TERM 3
<p>CONTENT</p> <ul style="list-style-type: none"> • Present ourselves • Free time activities <p>Grammar focus: Question words, some irregular verbs. Present tense AR verbs.</p>	<p>CONTENT</p> <ul style="list-style-type: none"> • My school • My family <p>Grammar focus: The verb hay (there is and there isn't). Possessive adjectives and sequencing words.</p>	<p>CONTENT</p> <ul style="list-style-type: none"> • My home and my town <p>Grammar focus: Review and consolidate taught grammar. Introduce the near future.</p>
<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 and use Viva ActiveLearn. On this site students will access the online textbook 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. • The students can access Claro! 1 on Kerboodle. This is the resource we use for extension and students can access it for revision or additional practice. • 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. 		

YEAR 8

TERM 1	TERM 2	TERM 3
<p>CONTENT</p> <ul style="list-style-type: none"> • Holidays • Free time and technology <p>Grammar focus: Past tense for further verb groups. Focus on the irregular verbs and particularly the commonly used verbs SER and IR</p>	<p>CONTENT</p> <ul style="list-style-type: none"> • Food and shopping • Free time and meeting up and sports <p>Grammar focus: opinion phrases, feminine and masculine forms. Prepositions and consolidate the near future tense. Using different tenses together.</p>	<p>CONTENT</p> <ul style="list-style-type: none"> • Future holidays and plans <p>Grammar focus: near future tense; comparative and superlative structures. Impersonal verbs and developing complex sentence structures.</p>
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TERM 1	TERM 2	TERM 3
<p>CONTENT</p> <ul style="list-style-type: none"> • Review and consolidation of Key Stage 3 grammar and structures. • Theme 1: Local, national, international and global areas of interest • Module 1 Viva / Topic: Travel and Tourism <p>Grammar focus on reviewing the present, past tenses and near future as well as the forms and uses of the verb “to be” and “to go”. Adding the past imperfect tense, reviewing frequency words, sequencers and a wider range of opinions.</p>	<p>CONTENT</p> <ul style="list-style-type: none"> • Theme 3: Current and Future Study and employment • Module 2 Viva / Topics: My Studies & My life at school <p>Comparatives and Superlatives and phrases followed by the infinitive. Using negatives, infinitive phrases, using the near future and object pronouns.</p>	<p>CONTENT</p> <ul style="list-style-type: none"> • Theme 1: Identity and Culture • Module 3 Viva / Topics: Technology and family relationships <p>Present continuous and adjectival agreement within detailed descriptions. Para + infinitive and review Ser and Estar. Review a range of connectives. Relationship verbs using indirect object pronouns.</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. • 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. 		
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YEAR 10 - AQA 8698

TERM 1	TERM 2	TERM 3
<p>CONTENT</p> <ul style="list-style-type: none"> • Theme 1: Identity and Culture • Module 4 Viva / Topic : Free time activities and Technology in everyday life <p>Grammar focus on stem changing verbs, <i>soler</i> + infinitive; review the imperfect. Learn the Perfect tense and useful adjectives which go before the noun.</p>	<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>Introduce the Simple future tense and explaining preferences. Review impersonal verbs, demonstrative adjectives and using the conditional tense. Recognising and using idioms.</p>	<p>CONTENT</p> <ul style="list-style-type: none"> • Theme 1: Identity and Culture • Module 6 Viva / Topics: Free time Activities and Customs and Festivals <p>Using the passive and reflexive verbs in the preterite tense. Working with and inferring meaning from literary texts. Expressions using the infinitive and paying attention to question words.</p>
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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>
<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. 		
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