**Chellaston Academy – Yr 12 Spanish**

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| **Spanish**  | **Year 12 and 13 Curriculum** |
| **Intent**Across the two years of our KS5 curriculum we aim to deliver a programme of study which is accessible to all students achieving a level 6 or above at GCSE. We want students to see the learning of a language as a skill for life but also as a way of developing additional life skills. We want to instil a love of the Spanish language and culture and hope that our students will continue their learning at a higher level (be it at university or within the jobs that they get). Just as at KS3 and KS4, we will continue to develop an awareness of other cultures, celebrating the similarities and differences that exist, allowing our students to pick an element of Spanish culture that appeals to them. KS5 language students need to build on their language learning skills, and through clear feedback and self-reflection, they will recognise and build on their own personal strengths and work on areas for improvement. Students will cover grammatical elements, higher-level academic vocabulary and exam techniques; all of which will prepare them thoroughly for the exams at the end of Year 13. We want out students to be resilient learners who can work independently and are self-motivated to achieve their best possible grade at A-Level |
| **Implementation**We want to develop resilient, independent learners ready to take on the challenge of the A-Level exams. Throughout the course, students will practise the types of assessment they will experience at the end of Year 13. Students will continue to develop the life skills that language learning brings. We will provide structure and frameworks to support students in the development of their 4 language learning skills, providing balance across the 4 skills and ensuring learning is differentiated to enable all students to make excellent progress. There will be opportunities for students to recap and revisit some of the work done at KS4. Accuracy, organisation and attention to detail (no matter which level pupils are working at) are important to us and will become more refined as students grow in confidence. All learners will have access to quality first teaching (9 lessons a fortnight) which adopts a consistent approach to lesson delivery and utilises common resources. Students will be given home learning activities to promote supported self-study. Long-term memory will be developed through retrieval practice and knowledge organisers. In return, we expect students to respect and then understand the cultural differences that exist in our world. We also expect students to facilitate the learning of others by contributing to class discussions, group tasks and work in a productive and ambitious manner.  |
| **Impact**Language learning skills will enable students to succeed in later life and they will start to understand how the skills they are learning in the Spanish curriculum link to potential future careers and/or skills that they will need in their chosen profession. We will enable our students to be the best versions of themselves through understanding and appreciating differences in other cultures. Regular assessments will take place throughout the course to make sure they are well prepared for the A-Level exams, hopefully leading to a positive set of KS5 results in Spanish. The assessments will identify where students are experiencing success and where the curriculum may need to be adjusted or intervention is needed. Students will end Year 13 as more confident linguists who have hopefully made good progress towards their academic targets, knowing more about elements of Spanish culture.  |
| **Links to prior learning** The KS5 curriculum builds on the language skills, grammar and vocab learnt at KS4 by both consolidating and reinforcing the vocab and skills that they have covered but then also stretching students to go into more depth. Although students have covered some of the cultural elements of Spain at KS4, the curriculum at KS5 has a clear emphasis on the issues affecting Spain and its people. |
| **Links to future learning**The KS5 Curriculum covers all the grammar points which underpin the Spanish language and provide students with the grounding to become confident, fluent Spanish speakers should students so wish. An A-level qualification will provide evidence of certain skills that will be required in the world of work and the cultural elements that the KS5 curriculum covers are also important in developing students’ global awareness of the world outside of the UK.  |
| **Links to other subjects and the wider curriculum**The KS5 curriculum links to other subjects through developing a greater awareness of academic language, the importance of accuracy and the diversity of the world around us. The development of students’ oracy, numeracy and literacy will link in with the work done in other subjects. The development of resilience, when work isn’t immediately understandable, is another skill that can help students across the wider Chellaston curriculum |

**Topics**

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| **Autumn 1 /2 - Los valores tradicionales y modernos** |  |
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| **Reading**Information Retrieval Translation skillsInferenceAnswering in SpanishReading for gist**Speaking**Regular sound patternsFluency and intonationDeveloping confidence to speak out loudDebating an argument – learning how to present a point. | **Writing**Attention to detailPast tensesWriting in paragraphsTranslation skills **Listening**Information retrievalAwareness of different phonicsChange of tenseInferenceTime management |
| **Learning content:** Students follow the Kerboodle textbook supplemented by the teacher’s own resources (whether that is content, grammar or skill development)This is the first topic of the A-Level course and contains some familiarity for students given that it deals with the topic of family and relationships. This unit covers the past tense in 2 forms (preterite and imperfect) and therefore challenges the grammar knowledge of students from the start. The MTP details where shared resources can be found. |

 | **Home Learning** Vocab learningGrammar exercises testing understanding of new and older grammar pointsWritten pieces working on developing accuracyTranslation both waysSpeaking questions |
| **Assessment** **Reading and listening assessments** **Speaking – a graded presentation on an aspect of family life in Spain****Mini mock oral exam**   |
| **Wider curriculum**  |
| Literacy * Writing and reading skills
* Oracy
* Reading for gist
 | NumeracyAnalysing figures, pie charts and graphs related to the topic of the changing family | British Values * Importance of rules and laws.
* Tolerance and individual liberty (Gay marriage etc.)
 | EmployabilityVerbal communication with a native speaker in a one to one conversation. Developing cultural understanding.Clearly presenting orally and in writing your findings (research and oral cards) Thinking creatively ‘out of the box’Organisation skillsDebating skillsSummarising |
| SMSCUnderstanding recent trends in marriage and other forms of partnershipMaking students aware of the merits and problems of different family structuresConsidering the importance of religion and the influence of the church on the culture of Spain. | Cultural CapitalDeveloping academic language. | Character Education* Resilience to complete a task
* Working independently
* Reflection
* Responsibility
 | Personal DevelopmentTaking responsibility for learning. |
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|  **Autumn 1/2 – El ciberespacio**

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| **Reading**Information Retrieval  Translation skillsInferenceReading for gistSummarising**Speaking**Regular sound patternsDeveloping confidence to speak out loudSpeaking in different tensesQuestion recognitionDebate cardsOral question preparation | **Writing**Attention to detailTranslation Grammar exercisesSummarising**Listening**Information retrieval when language is near normal speed.Awareness of different phonicsTense recognitionTime management |
| **Learning content:** Students follow the Kerboodle textbook supplemented by the teacher’s own resources (whether that is content, grammar or skill development)This is the ‘’2nd’’ first topic of the A-Level course (taught by the second teacher) and again contains some familiarity for students given that it deals with the topic of new technology and the cyber society. This unit covers the present tense and present continuous recapping both regular and irregular patterns as well as looking comparatives and superlative. Ser and Estar are also looked at in more detail. The MTP details where shared resources can be found. |

 | **Home Learning**  Vocab learningGrammar exercises testing understanding of new rules (adjectives / **tenses)**Written pieces working on developing accuracy.Translation both waysOral questions |
| **Assessment** **Reading and writing – listening and reading assessments****Speaking – Graded presentation on an aspect of cyber society****Speaking – mini mock oral** |
| **Wider curriculum** |
| Literacy* writing and reading
* Oracy
 | NumeracyAnalysing figures, pie charts and graphs related to the topic of new technologies and cyber society.  | British Values* Data protection laws
 | EmployabilityVerbal communication with a native speaker in a one to one conversation. Developing cultural understanding.Clearly presenting orally and in writing your findings (research and oral cards) Thinking creatively ‘out of the box’Organisation skillsDebating skillsE safety in the modern world.Summarising |
| SMSCThe dangers of digital technology.Influence of phones on society | Cultural CapitalDeveloping academic language | Character Education* Resilience to complete a task
* Participation
* Working under pressure
* Working to achieve a target
 | Personal DevelopmentDebating – seeing two sides of an argument. |

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| **Autumn 2 / Spring 1 - La igualdad de los sexos** |  |
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| **Reading**Information Retrieval Translation skillsInferenceAnswering in SpanishReading for gistSummarising**Speaking**Regular sound patternsFluency and intonationDeveloping confidence to speak out loudDebating an argument – learning how to present a point. | **Writing**Grammar exercisesTranslation skillsSummarising Essay writing**Listening**Information retrievalAwareness of different phonicsChange of tenseInferenceTime management |
| **Learning content:** Students follow the Kerboodle textbook supplemented by the teacher’s own resources (whether that is content, grammar or skill development)This topic deals with equality within society and in Spain in particular. This unit covers a number of tenses (perfect / pluperfect / conditional perfect / future perfect). The MTP details where shared resources can be found. |

 | **Home Learning** Vocab learningGrammar exercises testing understanding of new and older grammar pointsWritten pieces working on developing accuracyTranslation both waysSpeaking questions |
| **Assessment** **Reading and listening assessments testing written Spanish as well.****Speaking - Mini mock oral exam**   |
| **Wider curriculum**  |
| Literacy * Writing and reading skills
* Oracy
* Reading for gist
 | NumeracyAnalysing figures, pie charts and graphs related to the topic of equality | British Values * Importance of rules and laws.
* Importance of equality
 | EmployabilityVerbal communication with a native speaker in a one to one conversation. Developing cultural understanding.Clearly presenting orally and in writing your findings (research and oral cards) Thinking creatively ‘out of the box’Organisation skillsDebating skillsDeveloping an understanding of equal rights in the world around us.Understanding laws connected with equality in the UK and Spanish speaking world.Summarising |
| SMSCEqual rights / sexism / LGBT rightsSpain vs UK – views and opinions on equality | Cultural CapitalDeveloping academic language. | Character Education* Resilience to complete a task
* Working independently
* Reflection
* Responsibility
 | Personal DevelopmentTaking responsibility for learning.Essay writing |

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| **Autumn 2 / Spring 1 - La influencia de los ídolos** |  |
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| **Reading**Information Retrieval Translation skillsInferenceAnswering in SpanishReading for gistSummarising**Speaking**Regular sound patternsFluency and intonationDeveloping confidence to speak out loudDebating an argument – learning how to present a point. | **Writing**Grammar exercisesTranslation skillsSummarising Essay writing**Listening**Information retrievalAwareness of different phonicsChange of tenseInferenceAccents from around SpainTime management |
| **Learning content:** Students follow the Kerboodle textbook supplemented by the teacher’s own resources (whether that is content, grammar or skill development)This topic deals with the positive and negative impact that idols have in Spain (be it in music, fashion or TV) This unit covers the use of the passive voice. The MTP details where shared resources can be found. |

 | **Home Learning** Vocab learningGrammar exercises testing understanding of new and older grammar pointsWritten pieces working on developing accuracyTranslation both waysSpeaking questionsSummarisingEssay writing |
| **Assessment** **Reading and listening assessments testing written Spanish as well.****Speaking – a graded presentation on a Spanish idol.****Mini mock oral exam**   |
| **Wider curriculum**  |
| Literacy * Writing and reading skills
* Oracy
* Reading for gist
 | NumeracyAnalysing figures, pie charts and graphs related to the topic of popular culture and fashion | British Values * Freedom of expression
 | EmployabilityVerbal communication with a native speaker in a one to one conversation. Developing cultural understanding.Clearly presenting orally and in writing your findings (research and oral cards) Thinking creatively ‘out of the box’Organisation skillsDebating skills Summarising |
| SMSCInfluence of fashion models on young people’s view.Influence of music on people. (positive and negative)Developing an understanding of the influence of icons as role models.Debating the positive and negative influences of music in the lives of young people. | Cultural CapitalDeveloping academic language.Studying literature and film | Character Education* Resilience to complete a task
* Working independently
* Reflection
* Responsibility
 | Personal DevelopmentTaking responsibility for learning.Essay writing |

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| **Spring 2 / Summer 1 - La identidad regional en España** |  |
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| **Reading**Information Retrieval Translation skillsInferenceAnswering in SpanishReading for gistSummarising**Speaking**Regular sound patternsFluency and intonationDeveloping confidence to speak out loudDebating an argument – learning how to present a point. | **Writing**Grammar exercisesTranslation skillsSummarising Essay writing**Listening**Information retrievalAwareness of different phonicsChange of tenseInferenceAccents from around SpainTime management |
| **Learning content:** Students follow the Kerboodle textbook supplemented by the teacher’s own resources (whether that is content, grammar or skill development)This topic deals with cultural identity in Spain and South America. The module focuses on exploring traditions, food and regional languages. Students look at the history of these topics and the impact they have on modern day society. This unit covers the use of the subjunctive in Spanish. The MTP details where shared resources can be found. |

 | **Home Learning** Vocab learningGrammar exercises testing understanding of new and older grammar pointsWritten pieces working on developing accuracyTranslation both waysSpeaking questionsSummarisingEssay writingRevision techniques |
| **Assessment** **End of Year 12 exams**  |
| **Wider curriculum**  |
| Literacy * Writing and reading skills
* Oracy
* Reading for gist
 | Numeracy* Analysing figures, pie charts and graphs related to the different regions of Spain.
 | British Values * Regional independence – regional vs national law
* Individual freedom and choices
* Tolerance (other languages , customs and festivals in Spanish/Hispanic society)
 | EmployabilityVerbal communication with a native speaker in a one to one conversation. Clearly presenting orally and in writing your findings (research and oral cards) Thinking creatively ‘out of the box’Organisation skillsDebating skillsSummarisingDeveloping cultural understanding of different languages, customs and festivals and their impact on society. |
| SMSCConsidering other cultures through their music | Cultural CapitalDeveloping academic language.Studying literature and film | Character Education* Resilience to complete a task
* Working independently
* Reflection
* Responsibility
 | Personal DevelopmentTaking responsibility for learning.Independent study and reflection |

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| **Spring 2 / Summer 1 - El patrimonio cultural** |  |
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| **Reading**Information Retrieval Translation skillsInferenceAnswering in SpanishReading for gistSummarising**Speaking**Fluency and intonationDeveloping confidence to speak out loudDebating an argument – learning how to present a point.Answering unprepared questions | **Writing**Grammar exercisesTranslation skillsSummarising Essay writing**Listening**Information retrievalAwareness of different phonicsChange of tenseInferenceAccents from around SpainTime management |
| **Learning content:** Students follow the Kerboodle textbook supplemented by the teacher’s own resources (whether that is content, grammar or skill development)This topic deals with Spain’s cultural heritage and architecture. Students look at famous Hispanic artists, arquitects and prominent figures in the world of Hispanic music and dance. Students also look at the history of South America (both pre and post Christopher Columbus). This unit covers the subjunctive again as well as looking at the imperative. The MTP details where shared resources can be found. |

 | **Home Learning** Vocab learningGrammar exercises testing understanding of new and older grammar pointsWritten pieces working on developing accuracyTranslation both waysSpeaking questionsSummarisingEssay writingRevision skills |
| **Assessment** **End of Year 12 assessment**  |
| **Wider curriculum**  |
| Literacy * Writing and reading skills
* Oracy
* Reading for gist
 | NumeracyAnalysing figures, pie charts and graphs related to the topic of cultural heritage | British Values * Freedom of movement / expression
* Mutual respect and tolerance (treatment of the indigenous people during the inquisition)
 | EmployabilityVerbal communication with a native speaker in a one to one conversation. Clearly presenting orally and in writing your findings (research and oral cards) Thinking creatively ‘out of the box’Organisation skillsDebating skillsSummarisingDeveloping a cultural understanding of the importance of a country’s heritage. |
| SMSCUnderstand the cultural heritage of Spain and Latin AmericaUnderstand the history of the Spanish Inquisition and the resulting implications. | Cultural CapitalDeveloping academic language. | Character Education* Resilience to complete a task
* Working independently
* Reflection
* Responsibility
 | Personal DevelopmentTaking responsibility for learning.Speaking one on one in an examCoping with exam pressure. |