



Chellaston Academy – Yr 12 Spanish

Spanish	Year 12 and 13 Curriculum
Intent	<p>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 our students to be resilient learners who can work independently and are self-motivated to achieve their best possible grade at A-Level</p>
Implementation	<p>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.</p>
Impact	<p>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.</p>
Links to prior learning	<p>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.</p> <p>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.</p>
Links to future learning	<p>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.</p>



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

<p>Autumn 1 /2 - Los valores tradicionales y modernos</p>				
<p>Reading Information Retrieval Translation skills Inference Answering in Spanish Reading for gist</p> <p>Speaking Regular sound patterns Fluency and intonation Developing confidence to speak out loud Debating an argument – learning how to present a point.</p> <p>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.</p>			<p>Writing Attention to detail Past tenses Writing in paragraphs Translation skills</p> <p>Listening Information retrieval Awareness of different phonics Change of tense Inference Time management</p>	<p>Home Learning Vocab learning Grammar exercises testing understanding of new and older grammar points Written pieces working on developing accuracy Translation both ways Speaking questions</p>
<p>Assessment Reading and listening assessments Speaking – a graded presentation on an aspect of family life in Spain Mini mock oral exam</p>				
<p>Wider curriculum</p>				
<p>Literacy</p> <ul style="list-style-type: none"> • Writing and reading skills • Oracy • Reading for gist 	<p>Numeracy</p> <p>Analysing figures, pie charts and graphs related to the topic of the changing family</p>	<p>British Values</p> <ul style="list-style-type: none"> • Importance of rules and laws. • Tolerance and individual liberty (Gay marriage etc.) 	<p>Employability</p> <p>Verbal communication with a native speaker in a one to one conversation.</p> <p>Developing cultural understanding.</p> <p>Clearly presenting orally and in writing your findings (research and oral cards)</p> <p>Thinking creatively ‘out of the box’</p> <p>Organisation skills</p> <p>Debating skills</p> <p>Summarising</p>	



<p>SMSC</p> <p>Understanding recent trends in marriage and other forms of partnership</p> <p>Making students aware of the merits and problems of different family structures</p> <p>Considering the importance of religion and the influence of the church on the culture of Spain.</p>	<p>Cultural Capital</p> <p>Developing academic language.</p>	<p>Character Education</p> <ul style="list-style-type: none"> • Resilience to complete a task • Working independently • Reflection • Responsibility 	<p>Personal Development</p> <p>Taking responsibility for learning.</p>
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<p>Autumn 1/2 – El ciberespacio</p> <p>Reading Information Retrieval Translation skills Inference Reading for gist Summarising</p> <p>Speaking Regular sound patterns Developing confidence to speak out loud Speaking in different tenses Question recognition Debate cards Oral question preparation</p> <p>Writing Attention to detail Translation Grammar exercises Summarising</p> <p>Listening Information retrieval when language is near normal speed. Awareness of different phonics Tense recognition Time management</p> <p>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.</p>	<p>Home Learning</p> <p>Vocab learning</p> <p>Grammar exercises testing understanding of new rules (adjectives / tenses)</p> <p>Written pieces working on developing accuracy.</p> <p>Translation both ways</p> <p>Oral questions</p>
<p>Assessment</p>	



Reading and writing – listening and reading assessments

Speaking – Graded presentation on an aspect of cyber society

Speaking – mini mock oral

Wider curriculum

<p>Literacy</p> <ul style="list-style-type: none"> • writing and reading • Oracy 	<p>Numeracy</p> <p>Analysing figures, pie charts and graphs related to the topic of new technologies and cyber society.</p>	<p>British Values</p> <ul style="list-style-type: none"> • Data protection laws 	<p>Employability</p> <p>Verbal communication with a native speaker in a one to one conversation.</p> <p>Developing cultural understanding.</p> <p>Clearly presenting orally and in writing your findings (research and oral cards)</p> <p>Thinking creatively 'out of the box'</p> <p>Organisation skills</p> <p>Debating skills</p> <p>E safety in the modern world.</p> <p>Summarising</p>
<p>SMSC</p> <p>The dangers of digital technology.</p> <p>Influence of phones on society</p>	<p>Cultural Capital</p> <p>Developing academic language</p>	<p>Character Education</p> <ul style="list-style-type: none"> • Resilience to complete a task • Participation • Working under pressure • Working to achieve a target 	<p>Personal Development</p> <p>Debating – seeing two sides of an argument.</p>

Autumn 2 / Spring 1 - La igualdad de los sexos

<p>Reading</p> <p>Information Retrieval</p> <p>Translation skills</p> <p>Inference</p> <p>Answering in Spanish</p> <p>Reading for gist</p> <p>Summarising</p>	<p>Writing</p> <p>Grammar exercises</p> <p>Translation skills</p> <p>Summarising</p> <p>Essay writing</p> <p>Listening</p> <p>Information retrieval</p>	<p>Home Learning</p> <p>Vocab learning</p> <p>Grammar exercises testing understanding of new and older grammar points</p>
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<p>Speaking Regular sound patterns Fluency and intonation Developing confidence to speak out loud Debating an argument – learning how to present a point.</p> <p>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.</p>		<p>Awareness of different phonics Change of tense Inference Time management</p>	<p>Written pieces working on developing accuracy</p> <p>Translation both ways</p> <p>Speaking questions</p>
<p>Assessment Reading and listening assessments testing written Spanish as well. Speaking - Mini mock oral exam</p>			
<p>Wider curriculum</p>			
<p>Literacy</p> <ul style="list-style-type: none"> • Writing and reading skills • Oracy • Reading for gist 	<p>Numeracy</p> <p>Analysing figures, pie charts and graphs related to the topic of equality</p>	<p>British Values</p> <ul style="list-style-type: none"> • Importance of rules and laws. • Importance of equality 	<p>Employability</p> <p>Verbal communication with a native speaker in a one to one conversation.</p> <p>Developing cultural understanding.</p> <p>Clearly presenting orally and in writing your findings (research and oral cards)</p> <p>Thinking creatively ‘out of the box’</p> <p>Organisation skills</p> <p>Debating skills</p> <p>Developing an understanding of equal rights in the world around us.</p> <p>Understanding laws connected with equality in the UK and Spanish speaking world.</p> <p>Summarising</p>
SMSC	Cultural Capital	Character Education	Personal Development



<p>Equal rights / sexism / LGBT rights</p> <p>Spain vs UK – views and opinions on equality</p>	<p>Developing academic language.</p>	<ul style="list-style-type: none"> • Resilience to complete a task • Working independently • Reflection • Responsibility 	<p>Taking responsibility for learning.</p> <p>Essay writing</p>
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<p>Autumn 2 / Spring 1 - La influencia de los ídolos</p>			
<p>Reading</p> <p>Information Retrieval Translation skills Inference Answering in Spanish Reading for gist Summarising</p> <p>Speaking</p> <p>Regular sound patterns Fluency and intonation Developing confidence to speak out loud Debating an argument – learning how to present a point.</p> <p>Learning content:</p> <p>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.</p>		<p>Writing</p> <p>Grammar exercises Translation skills Summarising Essay writing</p> <p>Listening</p> <p>Information retrieval Awareness of different phonics Change of tense Inference Accents from around Spain Time management</p>	<p>Home Learning</p> <p>Vocab learning</p> <p>Grammar exercises testing understanding of new and older grammar points</p> <p>Written pieces working on developing accuracy</p> <p>Translation both ways</p> <p>Speaking questions</p> <p>Summarising</p> <p>Essay writing</p>
<p>Assessment</p> <p>Reading and listening assessments testing written Spanish as well.</p> <p>Speaking – a graded presentation on a Spanish idol.</p> <p>Mini mock oral exam</p>			
<p>Wider curriculum</p>			
<p>Literacy</p> <ul style="list-style-type: none"> • Writing and reading skills • Oracy • Reading for gist 	<p>Numeracy</p> <p>Analysing figures, pie charts and graphs related to the topic of popular culture and fashion</p>	<p>British Values</p> <ul style="list-style-type: none"> • Freedom of expression 	<p>Employability</p> <p>Verbal communication with a native speaker in a one to one conversation.</p> <p>Developing cultural understanding.</p> <p>Clearly presenting orally and in writing</p>



			<p>your findings (research and oral cards)</p> <p>Thinking creatively 'out of the box'</p> <p>Organisation skills</p> <p>Debating skills</p> <p>Summarising</p>
<p>SMSC</p> <p>Influence of fashion models on young people's view.</p> <p>Influence of music on people. (positive and negative)</p> <p>Developing an understanding of the influence of icons as role models.</p> <p>Debating the positive and negative influences of music in the lives of young people.</p>	<p>Cultural Capital</p> <p>Developing academic language.</p> <p>Studying literature and film</p>	<p>Character Education</p> <ul style="list-style-type: none"> • Resilience to complete a task • Working independently • Reflection • Responsibility 	<p>Personal Development</p> <p>Taking responsibility for learning.</p> <p>Essay writing</p>

Spring 2 / Summer 1 - La identidad regional en España		
<p>Reading</p> <p>Information Retrieval</p> <p>Translation skills</p> <p>Inference</p> <p>Answering in Spanish</p> <p>Reading for gist</p> <p>Summarising</p> <p>Speaking</p> <p>Regular sound patterns</p> <p>Fluency and intonation</p> <p>Developing confidence to speak out loud</p> <p>Debating an argument – learning how to present a point.</p>	<p>Writing</p> <p>Grammar exercises</p> <p>Translation skills</p> <p>Summarising</p> <p>Essay writing</p> <p>Listening</p> <p>Information retrieval</p> <p>Awareness of different phonics</p> <p>Change of tense</p> <p>Inference</p> <p>Accents from around Spain</p> <p>Time management</p>	<p>Home Learning</p> <p>Vocab learning</p> <p>Grammar exercises testing understanding of new and older grammar points</p> <p>Written pieces working on developing accuracy</p> <p>Translation both ways</p> <p>Speaking questions</p> <p>Summarising</p>



<p>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.</p>	<p>Essay writing</p> <p>Revision techniques</p>
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Assessment
End of Year 12 exams

Wider curriculum

<p>Literacy</p> <ul style="list-style-type: none"> • Writing and reading skills • Oracy • Reading for gist 	<p>Numeracy</p> <ul style="list-style-type: none"> • Analysing figures, pie charts and graphs related to the different regions of Spain. 	<p>British Values</p> <ul style="list-style-type: none"> • Regional independence – regional vs national law • Individual freedom and choices • Tolerance (other languages , customs and festivals in Spanish/Hispanic society) 	<p>Employability</p> <p>Verbal communication with a native speaker in a one to one conversation.</p> <p>Clearly presenting orally and in writing your findings (research and oral cards)</p> <p>Thinking creatively ‘out of the box’</p> <p>Organisation skills</p> <p>Debating skills</p> <p>Summarising</p> <p>Developing cultural understanding of different languages, customs and festivals and their impact on society.</p>
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<p>SMSC Considering other cultures through their music</p>	<p>Cultural Capital Developing academic language. Studying literature and film</p>	<p>Character Education</p> <ul style="list-style-type: none"> • Resilience to complete a task • Working independently • Reflection • Responsibility 	<p>Personal Development Taking responsibility for learning. Independent study and reflection</p>
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Spring 2 / Summer 1 - El patrimonio cultural

<p>Reading Information Retrieval Translation skills Inference</p>	<p>Writing Grammar exercises Translation skills Summarising</p>	<p>Home Learning Vocab learning</p>
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<p>Answering in Spanish Reading for gist Summarising</p> <p>Speaking Fluency and intonation Developing confidence to speak out loud Debating an argument – learning how to present a point. Answering unprepared questions</p> <p>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, architects 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.</p>	<p>Essay writing</p> <p>Listening Information retrieval Awareness of different phonics Change of tense Inference Accents from around Spain Time management</p>	<p>Grammar exercises testing understanding of new and older grammar points</p> <p>Written pieces working on developing accuracy</p> <p>Translation both ways</p> <p>Speaking questions</p> <p>Summarising</p> <p>Essay writing</p> <p>Revision skills</p>	
<p>Assessment End of Year 12 assessment</p>			
<p>Wider curriculum</p>			
<p>Literacy</p> <ul style="list-style-type: none"> • Writing and reading skills • Oracy • Reading for gist 	<p>Numeracy</p> <p>Analysing figures, pie charts and graphs related to the topic of cultural heritage</p>	<p>British Values</p> <ul style="list-style-type: none"> • Freedom of movement / expression • Mutual respect and tolerance (treatment of the indigenous people during the inquisition) 	<p>Employability</p> <p>Verbal communication with a native speaker in a one to one conversation.</p> <p>Clearly presenting orally and in writing your findings (research and oral cards)</p> <p>Thinking creatively ‘out of the box’</p> <p>Organisation skills</p> <p>Debating skills</p> <p>Summarising</p> <p>Developing a cultural understanding of the importance of a country’s heritage.</p>
<p>SMSC</p>	<p>Cultural Capital</p>	<p>Character Education</p>	<p>Personal Development</p>



<p>Understand the cultural heritage of Spain and Latin America</p> <p>Understand the history of the Spanish Inquisition and the resulting implications.</p>	<p>Developing academic language.</p>	<ul style="list-style-type: none">• Resilience to complete a task• Working independently• Reflection• Responsibility	<p>Taking responsibility for learning.</p> <p>Speaking one on one in an exam</p> <p>Coping with exam pressure.</p>
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