

## Chellaston Academy – Yr 13 Spanish

Spanish	Year 12 and 13 Curriculum
<p><b>Intent</b></p>	<p>Across the second year of our KS5 curriculum we aim to deliver a programme of study which prepares our students for the demands of the A-Level exams. However, we also want to see our students 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. Our KS5 students will study both film and literature in depth during Year 13 which should both prepare them for the exams they will face but also develop their analytical skills.</p> <p>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>
<p><b>Implementation</b></p>	<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 in year 12 as well as having contact with our language assistant facilitating regular oral practice. 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>
<p><b>Impact</b></p>	<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 continuing the positive trend 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>
<p><b>Links to prior learning</b></p>	<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**

The KS5 Curriculum covers all of 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

<b>Autumn 1 /2 - La inmigración</b>			
<p><b>Reading</b> Information Retrieval Translation skills Inference Answering in Spanish Reading for gist</p> <p><b>Speaking</b> Regular sound patterns Fluency and intonation Developing confidence to speak out loud Debating an argument – learning how to present a point with evidence.</p> <p><b>Learning content:</b> 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 Year 13 A-Level course and deals with the pros and cons of immigrations focusing within the Spanish speaking world. It looks at the problems that immigrants experience. The MTP details where shared resources can be found.</p>		<p><b>Writing</b> Attention to detail Tenses (present / imperfect and preterite) Translation skills Developing arguments and providing evidence.</p> <p><b>Listening</b> Information retrieval Awareness of different phonics Inference Time management</p>	
<p><b>Home Learning</b></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 - preparation of oral card</p> <p>Essay writing</p>			
<p><b>Assessment</b></p> <p><b>Reading and listening assessments</b></p> <p><b>Speaking – a graded presentation on an aspect of immigration</b></p> <p><b>Mini mock oral exam</b></p>			
<b>Wider curriculum</b>			
<p>Literacy</p> <ul style="list-style-type: none"> <li>• Writing and reading skills</li> <li>• Oracy</li> <li>• Reading for gist</li> </ul>	<p>Numeracy</p> <p>Analysing figures, pie charts and graphs related to the topic of immigration</p>	<p>British Values</p> <ul style="list-style-type: none"> <li>• Importance of equality.</li> <li>• Respect of other cultures</li> </ul>	<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>

			Learning about tolerance and equality
SMSC Problems that Immigrants may face. Empathy	Cultural Capital Developing academic language.	Character Education <ul style="list-style-type: none"> <li>Resilience to complete a task</li> <li>Working independently</li> <li>Reflection</li> <li>Responsibility</li> </ul>	Personal Development Taking responsibility for learning.

<b>Autumn 1/2 – El racismo</b>  <b>Reading</b> Information Retrieval Translation skills Inference Reading for gist Summarising  <b>Speaking</b> Regular sound patterns Developing confidence to speak out loud Speaking in different tenses Question recognition Debate cards Oral question preparation  <b>Learning content:</b> Students follow the Kerboodle textbook supplemented by the teacher’s own resources (whether that is content, grammar or skill development) This is the “2 <sup>nd</sup> ” first topic of the Year 13 A-Level course (taught by the second teacher) It covers the reasons for racism, discrimination in education and the world of work / wider Spanish speaking world) This unit covers the use of nouns and adjectives as well as looking again at the future and conditional tenses. The MTP details where shared resources can be found.		<b>Writing</b> Attention to detail Grammar exercises – use of nouns and adjectives. Use of conditional and future tenses Translation – both ways Summarising  <b>Listening</b> Information retrieval when language is near normal speed. Awareness of different phonics Tense recognition Time management	<b>Home Learning</b>  Vocab learning  Grammar exercises testing understanding of new rules (adjectives / <b>tenses</b> )  Written pieces working on developing accuracy.  Translation both ways  Oral questions  Essay writing
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<b>Assessment</b> <b>Reading and writing – listening and reading assessments</b>  <b>Speaking – Graded presentation on an aspect of racism</b>  <b>Speaking – mini mock oral</b>			
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<b>Wider curriculum</b>			
Literacy <ul style="list-style-type: none"> <li>writing and reading</li> <li>Oracy / debating</li> </ul>	Numeracy Analysing figures, pie charts and graphs related to the topic of racism	British Values <ul style="list-style-type: none"> <li>Tolerance and acceptance of others.</li> <li>Freedom of movement</li> <li>Freedom of expression</li> </ul>	Employability Verbal communication with a native speaker in a one to one conversation.

			<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>Accepting other opinions / religions / cultures in the modern world.</p>
<p>SMSC</p> <p>Making students aware of the impact of racism and the measures we must adopt to combat it.</p> <p>Understanding the role of governments and pressure groups in the fight against racism</p>	<p>Cultural Capital</p> <p>Developing academic language</p> <p>Seeing the treatment of those facing racism.</p>	<p>Character Education</p> <ul style="list-style-type: none"> <li>• Resilience to complete a task</li> <li>• Participation</li> <li>• Working under pressure</li> <li>• Working to achieve a target</li> </ul>	<p>Personal Development</p> <p>Debating – seeing two sides of an argument.</p> <p>Developing empathy</p>

<b>Autumn 2 / Spring 1 - La convivencia</b>			
<p><b>Reading</b></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><b>Speaking</b></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><b>Writing</b></p> <p>Grammar exercises (the use of prepositions, pronouns and adverbs)</p> <p>Translation skills</p> <p>Summarising</p> <p>Essay writing</p> <p>Sentence structure</p> <p><b>Listening</b></p> <p>Information retrieval</p> <p>Awareness of different phonics</p> <p>Change of tense</p> <p>Inference</p> <p>Time management</p>	<p><b>Home Learning</b></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 / oral cards</p>	

<p><b>Learning content:</b> 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 integration of people within society, education and religion. This unit covers the use of pronouns, prepositions and adverbs. The MTP details where shared resources can be found.</p>	<p>Essay writing skills</p>
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**Assessment**

**Reading and listening assessments testing written Spanish as well.**

**Speaking – a graded presentation on an aspect of integration in the Spanish speaking world**

**Mini mock oral exam**

**MOCK EXAMS**

**Wider curriculum**

<p>Literacy</p> <ul style="list-style-type: none"> <li>• Writing and reading skills</li> <li>• Oracy</li> <li>• Reading for gist</li> </ul>	<p>Numeracy</p> <p>Analysing figures, pie charts and graphs related to the topic of integration</p>	<p>British Values</p> <ul style="list-style-type: none"> <li>• Tolerance of others</li> </ul>	<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 the coexistence of various religions in the Hispanic World</p>	<p>Cultural Capital</p> <p>Developing academic language.</p>	<p>Character Education</p> <ul style="list-style-type: none"> <li>• Resilience to complete a task</li> <li>• Working independently</li> <li>• Reflection</li> <li>• Responsibility</li> </ul>	<p>Personal Development</p> <p>Taking responsibility for learning.</p> <p>Speaking one on one with a native speaker</p> <p>Revision skills</p>

**Autumn 2 / Spring 1 - Jovenes de hoy, ciudadanos del mañana**

<p><b>Reading</b></p> <p>Information Retrieval</p> <p>Translation skills</p> <p>Inference</p>	<p><b>Writing</b></p> <p>Grammar exercises (use of present and past subjunctives)</p> <p>Translation skills</p>	<p><b>Home Learning</b></p> <p>Vocab learning</p>
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<p>Answering in Spanish Reading for gist Summarising</p> <p><b>Speaking</b> Regular sound patterns Fluency and intonation Developing confidence to speak out loud Debating an argument – learning how to present a point.</p> <p><b>Learning content:</b> 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 importance of politics, unemployment and the future of Spain for young people. The MTP details where shared resources can be found.</p>	<p>Summarising Essay writing</p> <p><b>Listening</b> Information retrieval Awareness of different phonics Change of tense Inference Accents from around Spanish speaking countries 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 / oral cards</p> <p>Summarising</p> <p>Essay writing</p>	
<p><b>Assessment</b> Reading and listening assessments testing written Spanish as well. Mini mock oral exam <b>MOCK EXAMS</b></p>			
<p><b>Wider curriculum</b></p>			
<p>Literacy</p> <ul style="list-style-type: none"> <li>• Writing and reading skills</li> <li>• Oracy</li> <li>• Reading for gist</li> </ul>	<p>Numeracy</p> <p>Analysing figures, pie charts and graphs related to politics.</p>	<p>British Values</p> <ul style="list-style-type: none"> <li>• Right to vote</li> <li>• Democracy</li> <li>• Workers’ rights</li> </ul>	<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>Understanding the importance of democracy</p>
<p>SMSC</p>	<p>Cultural Capital</p>	<p>Character Education</p>	<p>Personal Development</p>

Young people and the importance of politics / democracy	Developing academic language.  Political awareness	<ul style="list-style-type: none"> <li>• Resilience to complete a task</li> <li>• Working independently</li> <li>• Reflection</li> <li>• Responsibility</li> </ul>	Taking responsibility for learning. Having a view of big issues
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<b>Spring 2 / Summer 1 - Monarquías y dictaduras</b>			
<p><b>Reading</b>          Information Retrieval          Translation skills          Inference          Answering in Spanish          Reading for gist          Summarising</p> <p><b>Speaking</b>          Regular sound patterns          Fluency and intonation          Developing confidence to speak out loud          Debating an argument – learning how to present a point.</p> <p><b>Learning content:</b>          Students follow the Kerboodle textbook supplemented by the teacher’s own resources (whether that is content, grammar or skill development)          This topic deals with Monarchy vs republic – dictatorship / Franco / Latin America. This unit covers the use of the preterite again and the imperfect subjunctive. The MTP details where shared resources can be found.</p>	<p><b>Writing</b>          Grammar exercises – <b>revisit the preterite</b> and look at the imperfect subjunctive          Translation skills          Summarising          Essay writing</p> <p><b>Listening</b>          Information retrieval          Awareness of different phonics          Change of tense          Inference          Accents from around Spain          Time management</p>	<p><b>Home Learning</b></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>Revision techniques</p>	
<b>Assessment</b>			
<b>A-Level exam preparation</b>			
<b>Wider curriculum</b>			
<p>Literacy</p> <ul style="list-style-type: none"> <li>• Writing and reading skills</li> <li>• Oracy</li> <li>• Reading for gist</li> </ul>	<p>Numeracy</p> <p>Analysing figures, pie charts and graphs related to the topic of monarchy</p>	<p>British Values</p> <p>Right to vote          Importance of democracy</p>	<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>



			Thinking creatively 'out of the box' Organisation skills Debating skills Summarising
SMSC Monarchy vs republic	Cultural Capital Developing academic language.  Developing an awareness of politics / history	Character Education <ul style="list-style-type: none"> <li>Resilience to complete a task</li> <li>Working independently</li> <li>Reflection</li> <li>Responsibility</li> </ul>	Personal Development Taking responsibility for learning. Speaking one on one with an examiner Revising / Preparing for exams

<b>Spring 1 / Summer 1 - Los movimientos populares</b>			
<p><b>Reading</b> Information Retrieval Translation skills Inference Answering in Spanish Reading for gist Summarising</p> <p><b>Speaking</b> Fluency and intonation Developing confidence to speak out loud Debating an argument – learning how to present a point. Answering unprepared questions</p> <p><b>Learning content:</b> Students follow the Kerboodle textbook supplemented by the teacher's own resources (whether that is content, grammar or skill development) This topic deals with Protests / strikes / trade unions / 15M movement in Spain and Mothers of the Plaza de Mayo in Argentina. This unit covers the use of 'if' clauses with the subjunctive and the use of the passive. The MTP details where shared resources can be found.</p>		<p><b>Writing</b> Grammar exercises ('if' clauses + subjunctives and the passive) Translation skills Summarising Essay writing</p> <p><b>Listening</b> Information retrieval Awareness of different phonics Change of tense Inference Accents from around Spain Time management</p>	<p><b>Home Learning</b>  Vocab learning  Grammar exercises testing understanding of new and older grammar points  Written pieces working on developing accuracy  Translation both ways  Speaking questions  Summarising  Essay writing  Revision skills</p>
<b>Assessment</b>			
<b>YEAR 13 A-LEVELS</b>			
<b>Wider curriculum</b>			
Literacy <ul style="list-style-type: none"> <li>Writing and reading skills</li> <li>Oracy</li> </ul>	Numeracy  Analysing figures, pie charts and graphs	British Values <ul style="list-style-type: none"> <li>Freedom of movement / expression</li> <li>Tolerance of others</li> </ul>	Employability  Verbal communication with a native speaker

<ul style="list-style-type: none"> <li>• Reading for gist</li> </ul>	<p>related to the topic of striking</p>		<p>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>Right to strike – its impact</p>	<p>Cultural Capital</p> <p>Developing academic language.</p> <p>Understanding the plight of others around the world</p>	<p>Character Education</p> <ul style="list-style-type: none"> <li>• Resilience to complete a task</li> <li>• Working independently</li> <li>• Reflection</li> <li>• Responsibility</li> </ul>	<p>Personal Development</p> <p>Taking responsibility for learning.</p> <p>Speaking one on one with an examiner</p> <p>Coping with exam pressure.</p>

<p><b>ACROSS THE WHOLE YEAR - El Laberinto del Fauno / Como agua para chocolate</b></p>		
<p><b>Reading</b></p> <p>Information Retrieval</p> <p>Translation skills</p> <p>Inference</p> <p>Reading for gist</p> <p>Summarising</p> <p><b>Speaking</b></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>Answering unprepared questions</p> <p><b>Learning content:</b></p> <p>Students study the film and novels across the course of Year 13 and even towards the back end of Year 12</p>	<p><b>Writing</b></p> <p>Essay writing skills</p> <p>Translation skills</p> <p>Summarising</p> <p><b>Listening</b></p> <p>Understanding questions on the novel and film</p>	<p><b>Home Learning</b></p> <p>Vocab learning</p> <p>Written pieces working on developing accuracy</p> <p>Translation both ways</p> <p>Summarising</p> <p>Essay writing</p> <p>Revision skills</p>

<p>This compulsory aspect of the course develops the students' analytical skills as well as their essay writing. It allows them to study historical and social issues from the Spanish viewpoint. They will also look at the work of the authors and director and discover what they were trying to achieve in their work and decide for themselves how successful they were.</p>			
<p><b>Assessment</b> <b>YEAR 13 A-LEVELS</b></p>			
<p><b>Wider curriculum</b></p>			
<p>Literacy</p> <ul style="list-style-type: none"> <li>• Writing and reading skills</li> <li>• Oracy</li> <li>• Reading for gist</li> </ul>	<p>Numeracy</p>	<p>British Values</p> <p>Tolerance and treatment of people</p> <p>Mutual Respect of others</p> <p>The Rule of Law and those who disobey</p>	<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>Spain during the Civil War</p> <p>Treatment of women</p> <p>Chauvinism</p>	<p>Cultural Capital</p> <p>Developing academic language – essay writing language</p> <p>Studying literature and film</p>	<p>Character Education</p> <ul style="list-style-type: none"> <li>• Resilience to complete a task</li> <li>• Working independently</li> <li>• Reflection</li> <li>• Responsibility</li> </ul>	<p>Personal Development</p> <p>Taking responsibility for learning.</p> <p>Speaking one on one with a native speaker</p> <p>Coping with exam pressure.</p>