

## Modern Languages KS4 Curriculum Intent, Implementation and Impact Overview: 2021-2022

Year: 10 Subject: Spanish IMPLEMENTATION							
	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6	
<p><b>AQA GCSE specification coverage, key concepts and skills ('Big ideas')</b></p>	<p><b>Context:</b> Customs and festivals (Theme 1)</p> <p><b>Key Vocabulary:</b> Reflexive, pronoun, conjugate, imperfect, infinitive, stem, preposition, past participle,</p> <p><b>Prior Learning / LTM:</b> Preterite tense (Y8-9), imperfect tense (Y9), gender/agreement (Y7-9)</p> <p><b>Cultural Capital:</b> Festivals in Spanish-speaking countries e.g. San Fermín, la Tomatina, el día de los muertos; customs associated with key religious events e.g. Christmas, Easter</p>	<p><b>Context:</b> Home town, neighbourhood and region (Theme 2)</p> <p><b>Key Vocabulary:</b> preterite, stem, preposition, modal, infinitive, demonstrative, possessive</p> <p><b>Prior Learning / LTM:</b> Town vocabulary (Y8), preterite (Y8/9), modal verbs (Y8/9), <i>ser/estar</i> (Y8)</p> <p><b>Cultural Capital:</b> Typical housing in Spanish-speaking countries, comparisons of cities in UK and Spanish-speaking countries</p>	<p><b>Context:</b> Social Issues (Theme 2)</p> <p><b>Key Vocabulary:</b> infinitive, conditional, comparative, subjunctive</p> <p><b>Prior Learning / LTM:</b> Comparatives (Y9), conditional (Y8/9)</p> <p><b>Cultural Capital:</b> Poverty and associated issues in Spanish-speaking countries (including national charities)</p>	<p><b>Context:</b> Social and Global Issues (Theme 2)</p> <p><b>Key Vocabulary:</b> infinitive, conditional, comparative, subjunctive, pluperfect, sequence, intensifier</p> <p><b>Prior Learning / LTM:</b> Comparatives (Y9), conditional (Y8/9), intensifiers (KS3)</p> <p><b>Cultural Capital:</b> Poverty and associated issues in Spanish-speaking countries (including national charities)</p>	<p><b>Context:</b> Global Issues (Theme 2)</p> <p><b>Key Vocabulary:</b> reflexive, subjunctive, indicative, infinitive</p> <p><b>Prior Learning / LTM:</b> Reflexive verbs (Y9), subjunctive (Y10 HT3)</p> <p><b>Cultural Capital:</b> Environmental issues and associations in Spanish-speaking countries</p>	<p><b>Context:</b> Travel and tourism (Theme 3)</p> <p><b>Key Vocabulary:</b> subjunctive, preterite, imperfect, past participle</p> <p><b>Prior Learning / LTM:</b> Holiday vocabulary (Y7/8), subjunctive (Y10 HT3+4, preterite (Y8/9), imperfect (Y9)</p> <p><b>Cultural Capital:</b> Geography of Spain and Latin America, foreign currency, impact of tourism on Spanish-speaking countries</p>	
	Use Spanish for routine spoken conversations in the classroom.	X	X	X	X	X	X
	Take part in situational role plays, coping with unfamiliar language and unexpected responses.		X	X			X
	Narrate events in speech and writing	X		X		X	X
	Use accurate pronunciation and intonation	X	X	X	X	X	X
	Develop and use a wide-ranging and deepening vocabulary.	X	X	X	X	X	X
	Ask for, express and justify a range of opinions in writing and speech.	X	X	X	X	X	X
	Take part in discussions on wider issues.			X	X	X	

Write for a variety of purposes	X	X	X	X	X	X
Conjugate verbs in two past tenses.	X	X			X	X
Use a range of tenses together.	X	X	X	X	X	X
Understand the difference between active and passive voice and use the passive.						
Recognise and use the subjunctive mood.			X	X	X	X
Read and understand authentic Spanish literary texts (such as stories, songs, poems and letters).	X	X	X	X	X	X
Translate into Spanish and English.	X	X	X	X	X	X
Understand key points, details, opinions and tenses in Spanish recordings and texts of increasing length and complexity, including some taken from authentic sources.	X	X	X	X	X	X
Evaluate, draw inferences and conclusions when listening to Spanish recordings and reading Spanish texts	X	X	X	X	X	X
Make comparisons between cultures.	X	X	X	X	X	X
<b>IMPACT</b>	<b>Assessment:</b> Photo card and general conversation; reading exam questions  <b>Progression to KS5:</b> Links to A level topic of Spanish regional identity and cultural heritage	<b>Assessment:</b> Listening exam questions; 40/90 word task and translation into Spanish  <b>Progression to KS5:</b> Coping with unfamiliar language on photo cards and in longer texts	<b>Assessment:</b> Role play and general conversation; reading exam questions.  <b>Progression to KS5:</b> Links to A level topics of the place of voluntary work and life for the marginalised.	<b>Assessment:</b> Listening exam questions; 90/150 word task and translation into Spanish.  <b>Progression to KS5:</b> Subjunctive mood, verbs followed by infinitive, preposition or noun phrase	<b>Assessment:</b> Photo card; reading exam questions  <b>Progression to KS5:</b> Discussing global issues; introduction to subjunctive mood	<b>Assessment:</b> Y10 exams (listening, speaking, reading and writing papers) <b>Progression to KS5:</b> Links to A level sub-themes of Spanish regional identity and cultural heritage

Cultural Capital is the body of knowledge a student needs so that they can flourish in the future and not be left behind. LTM = Long Term Memory.