**TNHA Curriculum Planning Document** Subject: Spanish  Year: 10

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| **Timescale: Sept 2020** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Prior Learning (from KS2/3)** | Mi familia, mis amigos y yo- Family, friends and relationships**; Relationships**  Describing friends and family, going out in town, describing weekend routine, Talking about life when you were younger. Talking about role-models.  **Identity and culture: Daily life; Who am I? – Theme 1** | **Las redes sociales- Social media**  Describing social activities, Facebook, technology, describing life before technology.  **Identity and Culture: Who am I?; Cultural life- Theme 1** | **Sport and music**. Cinema and TV life online, books and culture, Music festivals/International sport events.  **Identity and Culture: Who am I?; Cultural life- Theme 1/ International and global dimension: Bringing the world together – Theme 5** | | **De costumbre- Customs and celebrations**  Daily life, food and culture, family celebrations, festivals and traditions in other Spanish speaking countries. Photocards.  **Identity and Culture: Who am I?; Cultural life- Theme 1** | |
| **Topic/ Unit title** | **Mi vida en el insti- School life**  School subjects and opinions, school rules, pressures at school, revisit timetable and telling the time  **School- Theme 3** | **El mundo del trabajo- World of work**  Future plans, aspirations, gap years education and work experience/ Simple job advertisements/ Simple job applications and CV Customer services and transactions.  **Future aspirations, study and work: Work – Theme 4** | **Local area, holiday and travel**  Describing a region, including how it used to be like, discuss what to see and do. Discuss plans in the local area/local actions and weather.  **Local area, Town, region and country - Theme 2** | | **Las vacaciones- Holidays**  Out and about: Visitor information/ Local amenities/ Accommodation/ Basic weather. Personal information. Leisure activities, booking and reviewing hotels, ordering in a restaurant, Talking about holiday disasters.  **Local area, holiday and travel, Holidays – Theme 2** | |
| **SMSC/Cultural Capital/Character/FBV- outline specific areas that are covered in this unit** | -Developing writing skills  -Using a dictionary to find new words  -Developing vocabulary  -Reading comprehension  **Key Knowledge:**  Students will be:  - Giving opinions about school subjects  -Comparing subjects and teachers  -Using opinion verbs (me gusta, me encanta, me interesa, odio, prefiero)  - Including qualifiers (demasiado, muy, bastante, poco)  -Comparatives (más, menos, mejor, peor, tan … como)  - Listening to and understanding opinions and reasons related to school subjects and teachers  -Asking and answering questions about school subjects  -Reading and reviewing opinion verbs and adjectives, pairing adjective opposites  -Writing about school subjects and teachers  -Listening to and understanding opinions, reasons and adjectives related to school uniform  -Asking and answering questions about school uniform and school day  -Writing about school uniform and school day  Using negatives (nada, ni … ni, nunca, tampoco)  -Distinguishing between the present and the imperfect  -Reading a text about school facilities  -Writing about your school using negative expressions  -Having a discussion about the rules in your school  -Writing a text about the rules and problems in school  -Asking and answering questions about a school exchange trip  -Writing an email describing the plans for a future exchange visit  -Writing an article about after-school activities | -Cultural awareness  -Accurate pronunciation and intonation  -Conversation (using modes of address)  -Listening and responding  **Key Knowledge:**  Students will be:  -Listening and identifying the job mentioned and opinion of job  -Asking and answering questions about job preferences  -Writing sentences to describe jobs  -Listening to a passage about a part-time job  -Asking and answering questions about part-time jobs  -Reading texts about part-time jobs  -Writing a text about a part-time job and helping in the house  -Asking and answering questions about work experience  -Writing a text about work experience  -Listening to passages about languages  -Listening to airport announcements and reading a departure board and identifying the correct destination  -Asking and answering questions about languages and travel  -Reading a web page about travel plans  -Listening to a passage about summer jobs  -Reading summer job adverts and matching to statements in Spanish  -Writing a covering letter with the correct verb in the perfect tense  -Listening to passages about future plans  -Asking and answering questions about future plans  -Reading a text about possible future plans and translating it into English  -Writing a text about future plans | -Cultural awareness  -Writing creatively  -Reading comprehension  **Key Knowledge:**  Students will be:  -Matching questions and answers in relation to town and city  -Writing place names in Spanish and English  -Giving opinions about the price of souvenirs  -Reading shop names and writing what they sell  -Reading and understanding information on shop signs  -Reading a text about regions and finding Spanish equivalents of English phrases  -Reading a dialogue in a tourist information office and matching the question halves;  -Writing a text about a town or city  -Reading phrases about future plans and identifying Spanish equivalents of English future verbs  -Writing a text about holiday plans  -Writing a blog post about your holiday destination and future and possible plans  -Reading a conversation in a shop  -Reading texts about pros and cons of a town and identifying opinions; translating phrases into English;  -Reading a blog and answering questions in Spanish  -Writing a text about your town  -Reading an interview about a visit in the past and identifying the three correct phrases  -Translating sentences into Spanish | -Cultural awareness  -Group Work  -Speaking coherently and confidently  -Listening and responding  **Key Knowledge:**  Students will be:  - Listening to and reading descriptions of a town, translating words into English and matching them to the correct picture  -Listening and identifying the correct place name and the quantity  -Listening to check  -Listening and putting a conversation in the correct order; translating into English  -Listening to directions and identifying the correct place on the map; listening to check  - Asking and answering questions in relation to town and city  Asking for and giving directions  -Listening and noting down the correct price  -Listening to check  -Listening to and reading a dialogue in a shop;  -Perform dialogues in a shop  -Listening to and reading a text about regions and matching the region to the Spanish statements  -Performing dialogues in a tourist information office  -Listening to and reading a dialogue about holiday plans and completing the sentences in English  -Asking and answering questions about holiday plans  -Performing a dialogue in a shop  - Listening and identifying pros and cons of a town  -Listening to descriptions of how a town has changed  -Listening to descriptions of past visits  -Asking and answering questions about a visit in the past | -Discussion  -Cultural awareness  -Writing creatively  -Reading comprehension  **Key Knowledge:**  Students will be:  - Reading a text to understand activities, time expressions and first person verb forms (singular and plural)  -Write a text about holiday activities  -Reading texts about holiday preferences and identifying who says what  -Reading and understanding percentages in a text  -Translate sentences into Spanish  -Reading Spanish texts about past holidays; deciding who says what  -Writing a text about a past holiday  -Reading texts and answering questions in English  -Writing about a visit to Barcelona  -Reading and understanding hotel pricing information  -Reading to match questions and answers  -Reading a description of a holiday;  -Translating sentences into Spanish | -Cultural awareness  -Developing Speaking skills  -Listening and responding  - Accuracy (grammar)  **Key Knowledge:**  Students will be:  - Listening to and understanding activities in present tense and time expressions  -Listening to and understanding holiday vocabulary in present tense  -Asking and answering questions about holidays  - Listening, understanding and completing texts about holiday preferences  -Listening and understanding opinions and expressions of frequency  -Asking and answering questions and doing a survey about holidays  -Listening to identify details about a past holiday  -Asking and answering questions about past holidays  -Listening to and understanding the best and worst activities of a trip  -Listening to a description of a trip and matching to a photo  - Listening to a conversation about a hotel and identifying who says what  - Asking and answering questions at a hotel reception  -Reporting and responding to problems at a hotel reception  - Asking questions about a past holiday  describing a past holiday |
| **Assessment Opportunities** | Half-termly Assessment – Writing and Reading | Half-termly Assessment – Listening and Speaking | Half-termly Assessment – Writing and Reading | Half-termly Assessment – Listening and Speaking | Practice papers | Termly Assessment –  All 4 skills- Mock June 2020 |
| **Links to other units in KS3/4.** | Mi insti- School  Year 8 | NA  No links with other units | **Mi casa/ Mi pueblo- The world around me**  Year 7 | **Mi casa/ Mi pueblo- The world around me**  Year 7 | **Mis vacaciones Fantastic places around the world**  Year 8 | **Mis vacaciones Fantastic places around the world**  Year 8 |

**TNHA Curriculum Planning Document** Subject: Spanish  Year: 11

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| **Prior Learning (from KS2/3)** | **Mi vida en el insti- School life**  School subjects and opinions, school rules, pressures at school, revisit timetable and telling the time  **School- Theme 3** | **El mundo del trabajo- World of work**  Future plans, aspirations, gap years education and work experience/ Simple job advertisements/ Simple job applications and CV Customer services and transactions.  **Future aspirations, study and work: Work – Theme 4** | **Local area, holiday and travel**  Describing a region, including how it used to be like, discuss what to see and do. Discuss plans in the local area/local actions and weather.  **Local area, Town, region and country - Theme 2** | | **Las vacaciones- Holidays**  Out and about: Visitor information/ Local amenities/ Accommodation/ Basic weather. Personal information. Leisure activities, booking and reviewing hotels, ordering in a restaurant, Talking about holiday disasters.  **Local area, holiday and travel, Holidays – Theme 2** | |
| **Topic/ Unit title** | **Una vida sana- Healthy lifestyle**  Healthy eating and exercise, at the doctor, alcohol and substance abuse. Illnesses(problems, remedies), opinions, accidents and reasons why in perfect tense, body parts.  **Identity and culture: Daily life(Theme 1)/ International and global dimension: Bringing the world together – Theme 5** | **Hacia el mundo- Global issues**  The environment, Rights and responsibilities, charity and voluntary work. Homelessness and poverty.  **International and global dimension: Environmental issues/ Bringing the world together- Theme 5** | **Revision**  **A Revision POS will be put in place.** | | **Revision**  **A Revision POS will be put in place.** | |
| **SMSC/Cultural Capital/Character/FBV- outline specific areas that are covered in this unit** | -Developing writing skills  -Using a dictionary to find new words  -Developing vocabulary  -Reading comprehension  **Key Knowledge:**  Students will be:  - Listening to and reading texts about healthy eating; completing a table in English; translating phrases into English  -Listening to interviews about healthy eating and choosing the correct answer for each person  -Asking and answering questions about healthy eating; about diet-related problems  -Writing a text about your diet  -Listening to and reading texts about bad habits and matching them to the pictures  -Listening to passages about bad habits and noting down opinions and reasons  -Listening to passages about lifestyle and noting down things they used to do/do now/are going to do  -Asking and answering questions about bad habits  -Listening to and reading texts about bad habits and identifying the pros and cons; translating phrases into English  -Reading comments from an online chatroom about lifestyle and deciding if they are now more or less healthy than they used to be; noting down things they used to do/do now/are going to do  -Writing a blog post about healthy lifestyles | -Cultural awareness  -Accurate pronunciation and intonation  -Conversation (using modes of address)  -Listening and responding  **Key Knowledge:**  Students will be:  -Listening and identifying the type of house and where it is situated  -Listening and identifying the opinion about a house and the reason for this opinion  -Listening to passages about the environment  -Asking and answering questions about types of houses  -Reading and completing a text with the correct phrase; translating phrases into English  -Writing a text about where you live  -Listening to and reading texts about global issues;  -Listening to interviews about global issues and noting down the most serious problem; choosing an action to take;  -Listening and identifying large numbers  -Listening to and reading texts about global issues;  -Reading a text about homelessness and answering questions in English; -translating verbs into English  -Listening to and reading a blog about local actions  -Asking and answering questions about environmental problems and local actions  -Writing slogans for advice posters  -Writing an article about your part in a charity sporting event | -Cultural awareness  -Writing creatively  -Reading comprehension  **Key Knowledge:**  Students will be:  -Reviewing Grammar explanations and exercises to consolidate understanding and to help them practise applying grammar in different contexts  -Translating exercises (into and from the target language)  -Revising translation exercises to use at the end of the course  - Reviewing Tips and strategies  -Pupils will be guided through the exam-style tasks with handy tips for how to approach the tasks and how to create a better response  -Completing exam preparation material for each Module for listening/reading test, writing test  and speaking test | -Cultural awareness  -Group Work  -Speaking coherently and confidently  -Listening and responding  **Key Knowledge:**  Students will be:  -Reviewing Grammar explanations and exercises to consolidate understanding and to help them practise applying grammar in different contexts  -Translating exercises (into and from the target language)  -Revising translation exercises to use at the end of the course  - Reviewing Tips and strategies  -Pupils will be guided through the exam-style tasks with handy tips for how to approach the tasks and how to create a better response  -Completing exam preparation material for each Module for listening/reading test, writing test  and speaking test | -Discussion  -Cultural awareness  -Writing creatively  -Reading comprehension  **Key Knowledge:**  Students will be:  -Reviewing Grammar explanations and exercises to consolidate understanding and to help them practise applying grammar in different contexts  -Translating exercises (into and from the target language)  -Revising translation exercises to use at the end of the course  - Reviewing Tips and strategies  -Pupils will be guided through the exam-style tasks with handy tips for how to approach the tasks and how to create a better response  -Completing exam preparation material for each Module for listening/reading test, writing test  and speaking test | -Cultural awareness  -Developing Speaking skills  -Listening and responding  - Accuracy (grammar)  **Key Knowledge:**  Students will be:  -Reviewing Grammar explanations and exercises to consolidate understanding and to help them practise applying grammar in different contexts  -Translating exercises (into and from the target language)  -Revising translation exercises to use at the end of the course  - Reviewing Tips and strategies  -Pupils will be guided through the exam-style tasks with handy tips for how to approach the tasks and how to create a better response  -Completing exam preparation material for each Module for listening/reading test, writing test  and speaking test |
| **Assessment Opportunities** | Practice papers | Termly Assessment-  Mocks November 2020 –all 4 skills | Practice papers | Termly Assessment-  Mocks Feb-March 2021 –all 4 skills | Practice papers | Practice papers |
| **Links to other units in KS3/4.** | **La comida, eventos y la moda- Food and fashion**  Year 8  **De costumbre- Customs and celebrations**  Year 9 | NA  No links with other units | NA | NA | NA | NA |