**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 dayUsing 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 cityAsking 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 holidaydescribing 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- SchoolYear 8 | NANo 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 testand 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 testand 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 testand 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 testand 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 | NANo links with other units | NA | NA | NA | NA |