



# TNHA Curriculum Planning Document

Subject: Spanish

Year: 10

Timescale: Sept 2020	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Prior Learning (from KS2/3)</b>	Mi familia, mis amigos y yo- Family, friends and relationships; <b>Relationships</b> Describing friends and family, going out in town, describing weekend routine, Talking about life when you were younger. Talking about role-models. <b>Identity and culture: Daily life; Who am I? – Theme 1</b>	<b>Las redes sociales- Social media</b> Describing social activities, Facebook, technology, describing life before technology. <b>Identity and Culture: Who am I?; Cultural life- Theme 1</b>	<b>Sport and music.</b> Cinema and TV life online, books and culture, Music festivals/International sport events. <b>Identity and Culture: Who am I?; Cultural life- Theme 1/ International and global dimension: Bringing the world together – Theme 5</b>		<b>De costumbre- Customs and celebrations</b> Daily life, food and culture, family celebrations, festivals and traditions in other Spanish speaking countries. Photocards. <b>Identity and Culture: Who am I?; Cultural life- Theme 1</b>	
<b>Topic/ Unit title</b>	<b>Mi vida en el insti- School life</b> School subjects and opinions, school rules, pressures at school, revisit timetable and telling the time <b>School- Theme 3</b>	<b>El mundo del trabajo- World of work</b> Future plans, aspirations, gap years education and work experience/ Simple job advertisements/ Simple job applications and CV Customer services and transactions. <b>Future aspirations, study and work: Work – Theme 4</b>	<b>Local area, holiday and travel</b> 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. <b>Local area, Town, region and country - Theme 2</b>		<b>Las vacaciones- Holidays</b> 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. <b>Local area, holiday and travel, Holidays – Theme 2</b>	

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<b>SMSC/Cultural Capital/Character/FBV</b> - outline specific areas that are covered in this unit	-Developing writing skills -Using a dictionary to find new words -Developing vocabulary -Reading comprehension  <b>Key Knowledge:</b> 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	-Cultural awareness -Accurate pronunciation and intonation -Conversation (using modes of address) -Listening and responding  <b>Key Knowledge:</b> 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	-Cultural awareness -Writing creatively -Reading comprehension  <b>Key Knowledge:</b> 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	-Cultural awareness -Group Work -Speaking coherently and confidently -Listening and responding  <b>Key Knowledge:</b> 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 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	-Discussion -Cultural awareness -Writing creatively -Reading comprehension  <b>Key Knowledge:</b> 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	-Cultural awareness -Developing Speaking skills -Listening and responding - Accuracy (grammar)  <b>Key Knowledge:</b> 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
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	<ul style="list-style-type: none"> <li>-Listening to and understanding opinions, reasons and adjectives related to school uniform</li> <li>-Asking and answering questions about school uniform and school day</li> <li>-Writing about school uniform and school day</li> <li>Using negatives (nada, ni ... ni, nunca, tampoco)</li> <li>-Distinguishing between the present and the imperfect</li> <li>-Reading a text about school facilities</li> <li>-Writing about your school using negative expressions</li> <li>-Having a discussion about the rules in your school</li> <li>-Writing a text about the rules and problems in school</li> <li>-Asking and answering questions about a school exchange trip</li> <li>-Writing an email describing the plans for a future exchange visit</li> <li>-Writing an article about after-school activities</li> </ul>	<ul style="list-style-type: none"> <li>-Listening to airport announcements and reading a departure board and identifying the correct destination</li> <li>-Asking and answering questions about languages and travel</li> <li>-Reading a web page about travel plans</li> <li>-Listening to a passage about summer jobs</li> <li>-Reading summer job adverts and matching to statements in Spanish</li> <li>-Writing a covering letter with the correct verb in the perfect tense</li> <li>-Listening to passages about future plans</li> <li>-Asking and answering questions about future plans</li> <li>-Reading a text about possible future plans and translating it into English</li> <li>-Writing a text about future plans</li> </ul>	<ul style="list-style-type: none"> <li>and matching the question halves;</li> <li>-Writing a text about a town or city</li> <li>-Reading phrases about future plans and identifying Spanish equivalents of English future verbs</li> <li>-Writing a text about holiday plans</li> <li>-Writing a blog post about your holiday destination and future and possible plans</li> <li>-Reading a conversation in a shop</li> <li>-Reading texts about pros and cons of a town and identifying opinions;</li> <li>translating phrases into English;</li> <li>-Reading a blog and answering questions in Spanish</li> <li>-Writing a text about your town</li> <li>-Reading an interview about a</li> </ul>	<ul style="list-style-type: none"> <li>in relation to town and city</li> <li>Asking for and giving directions</li> <li>-Listening and noting down the correct price</li> <li>-Listening to check</li> <li>-Listening to and reading a dialogue in a shop;</li> <li>-Perform dialogues in a shop</li> <li>-Listening to and reading a text about regions and matching the region to the Spanish statements</li> <li>-Performing dialogues in a tourist information office</li> <li>-Listening to and reading a dialogue about holiday plans and completing the sentences in English</li> <li>-Asking and answering questions about holiday plans</li> <li>-Performing a dialogue in a shop</li> <li>- Listening and identifying pros and cons of a town</li> </ul>	<ul style="list-style-type: none"> <li>-Writing a text about a past holiday</li> <li>-Reading texts and answering questions in English</li> <li>-Writing about a visit to Barcelona</li> <li>-Reading and understanding hotel pricing information</li> <li>-Reading to match questions and answers</li> <li>-Reading a description of a holiday;</li> <li>-Translating sentences into Spanish</li> </ul>	<ul style="list-style-type: none"> <li>and doing a survey about holidays</li> <li>-Listening to identify details about a past holiday</li> <li>-Asking and answering questions about past holidays</li> <li>-Listening to and understanding the best and worst activities of a trip</li> <li>-Listening to a description of a trip and matching to a photo</li> <li>- Listening to a conversation about a hotel and identifying who says what</li> <li>- Asking and answering questions at a hotel reception</li> <li>-Reporting and responding to problems at a hotel reception</li> <li>- Asking questions about a past holiday describing a past holiday</li> </ul>
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			visit in the past and identifying the three correct phrases -Translating sentences into Spanish	-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		
<b>Assessment Opportunities</b>	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
<b>Links to other units in KS3/4.</b>	Mi insti- School Year 8	NA No links with other units	<b>Mi casa/ Mi pueblo- <u>The world around me</u></b> Year 7	<b>Mi casa/ Mi pueblo- <u>The world around me</u></b> Year 7	<b>Mis vacaciones <u>Fantastic places around the world</u></b> Year 8	<b>Mis vacaciones <u>Fantastic places around the world</u></b> Year 8



## TNHA Curriculum Planning Document

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<b>Prior Learning (from KS2/3)</b>	<b>Mi vida en el insti- School life</b> School subjects and opinions, school rules, pressures at school, revisit timetable and telling the time <b>School- Theme 3</b>	<b>El mundo del trabajo- World of work</b> Future plans, aspirations, gap years education and work experience/ Simple job advertisements/ Simple job applications and CV Customer services and transactions. <b>Future aspirations, study and work: Work – Theme 4</b>	<b>Local area, holiday and travel</b> 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. <b>Local area, Town, region and country - Theme 2</b>		<b>Las vacaciones- Holidays</b> 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. <b>Local area, holiday and travel, Holidays – Theme 2</b>	
<b>Topic/ Unit title</b>	<b>Una vida sana- Healthy lifestyle</b> Healthy eating and exercise, at the doctor, alcohol and substance abuse. Illnesses(problems, remedies), opinions, accidents and reasons why in perfect tense, body parts. <b>Identity and culture: Daily life(Theme 1)/ International and global dimension: Bringing the world together – Theme 5</b>	<b>Hacia el mundo- Global issues</b> The environment, Rights and responsibilities, charity and voluntary work. Homelessness and poverty. <b>International and global dimension: Environmental issues/ Bringing the world together- Theme 5</b>	<b>Revision</b>  A Revision POS will be put in place.		<b>Revision</b>  A Revision POS will be put in place.	



<b>SMSC/Cultural Capital/Character/FBV</b> <b>- outline specific areas that are covered in this unit</b>	<ul style="list-style-type: none"> <li>-Developing writing skills</li> <li>-Using a dictionary to find new words</li> <li>-Developing vocabulary</li> <li>-Reading comprehension</li> </ul> <b>Key Knowledge:</b> Students will be: <ul style="list-style-type: none"> <li>- Listening to and reading texts about healthy eating; completing a table in English; translating phrases into English</li> <li>-Listening to interviews about healthy eating and choosing the correct answer for each person</li> <li>-Asking and answering questions about healthy eating; about diet-related problems</li> <li>-Writing a text about your diet</li> <li>-Listening to and reading texts about bad habits and matching them to the pictures</li> <li>-Listening to passages about bad habits and noting down opinions and reasons</li> <li>-Listening to passages about lifestyle and noting down things they used to do/do now/are going to do</li> <li>-Asking and answering questions about bad habits</li> </ul>	<ul style="list-style-type: none"> <li>-Cultural awareness</li> <li>-Accurate pronunciation and intonation</li> <li>-Conversation (using modes of address)</li> <li>-Listening and responding</li> </ul> <b>Key Knowledge:</b> Students will be: <ul style="list-style-type: none"> <li>-Listening and identifying the type of house and where it is situated</li> <li>-Listening and identifying the opinion about a house and the reason for this opinion</li> <li>-Listening to passages about the environment</li> <li>-Asking and answering questions about types of houses</li> <li>-Reading and completing a text with the correct phrase; translating phrases into English</li> <li>-Writing a text about where you live</li> <li>-Listening to and reading texts about global issues;</li> <li>-Listening to interviews about global issues and noting down the most serious problem;</li> </ul>	<ul style="list-style-type: none"> <li>-Cultural awareness</li> <li>-Writing creatively</li> <li>-Reading comprehension</li> </ul> <b>Key Knowledge:</b> Students will be: <ul style="list-style-type: none"> <li>-Reviewing Grammar explanations and exercises to consolidate understanding and to help them practise applying grammar in different contexts</li> <li>-Translating exercises (into and from the target language)</li> <li>-Revising translation exercises to use at the end of the course</li> <li>- Reviewing Tips and strategies</li> <li>-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</li> <li>-Completing exam preparation material for each Module for</li> </ul>	<ul style="list-style-type: none"> <li>-Cultural awareness</li> <li>-Group Work</li> <li>-Speaking coherently and confidently</li> <li>-Listening and responding</li> </ul> <b>Key Knowledge:</b> Students will be: <ul style="list-style-type: none"> <li>-Reviewing Grammar explanations and exercises to consolidate understanding and to help them practise applying grammar in different contexts</li> <li>-Translating exercises (into and from the target language)</li> <li>-Revising translation exercises to use at the end of the course</li> <li>- Reviewing Tips and strategies</li> <li>-Pupils will be guided through the exam-style tasks with handy tips for</li> </ul>	<ul style="list-style-type: none"> <li>-Discussion</li> <li>-Cultural awareness</li> <li>-Writing creatively</li> <li>-Reading comprehension</li> </ul> <b>Key Knowledge:</b> Students will be: <ul style="list-style-type: none"> <li>-Reviewing Grammar explanations and exercises to consolidate understanding and to help them practise applying grammar in different contexts</li> <li>-Translating exercises (into and from the target language)</li> <li>-Revising translation exercises to use at the end of the course</li> <li>- Reviewing Tips and strategies</li> <li>-Pupils will be guided through the exam-style tasks with handy tips for</li> </ul>	<ul style="list-style-type: none"> <li>-Cultural awareness</li> <li>-Developing Speaking skills</li> <li>-Listening and responding</li> <li>- Accuracy (grammar)</li> </ul> <b>Key Knowledge:</b> Students will be: <ul style="list-style-type: none"> <li>-Reviewing Grammar explanations and exercises to consolidate understanding and to help them practise applying grammar in different contexts</li> <li>-Translating exercises (into and from the target language)</li> <li>-Revising translation exercises to use at the end of the course</li> <li>- Reviewing Tips and strategies</li> <li>-Pupils will be guided through the exam-style tasks with handy tips for</li> </ul>
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	<ul style="list-style-type: none"> <li>-Listening to and reading texts about bad habits and identifying the pros and cons; translating phrases into English</li> <li>-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</li> <li>-Writing a blog post about healthy lifestyles</li> </ul>	<ul style="list-style-type: none"> <li>choosing an action to take;</li> <li>-Listening and identifying large numbers</li> <li>-Listening to and reading texts about global issues;</li> <li>-Reading a text about homelessness and answering questions in English; -translating verbs into English</li> <li>-Listening to and reading a blog about local actions</li> <li>-Asking and answering questions about environmental problems and local actions</li> <li>-Writing slogans for advice posters</li> <li>-Writing an article about your part in a charity sporting event</li> </ul>	<ul style="list-style-type: none"> <li>listening/reading test, writing test and speaking test</li> </ul>	<ul style="list-style-type: none"> <li>how to approach the tasks and how to create a better response</li> <li>-Completing exam preparation material for each Module for listening/reading test, writing test and speaking test</li> </ul>	<ul style="list-style-type: none"> <li>the tasks and how to create a better response</li> <li>-Completing exam preparation material for each Module for listening/reading test, writing test and speaking test</li> </ul>	<ul style="list-style-type: none"> <li>how to approach the tasks and how to create a better response</li> <li>-Completing exam preparation material for each Module for listening/reading test, writing test and speaking test</li> </ul>
<b>Assessment Opportunities</b>	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
<b>Links to other units in KS3/4.</b>	<b>La comida, eventos y la moda- Food and fashion</b> Year 8 <b>De costumbre- Customs and celebrations</b> Year 9	NA  No links with other units	NA	NA	NA	NA



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