

St Mary's CE High School Curriculum Map 2023-24

Year 10 -11 Spanish

Learning a foreign language should enable students to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purpose and learn new ways of thinking.

Exam Board and Syllabus:	AQA GCSE Spanish
Link to website:	www.aqa.org.uk

Year 9

<u>GCSE Transition (Holidays)</u>
Students begin their GCSE course by ensuring they can conjugate verbs correctly in present, past and future tenses, before recapping their knowledge in a variety of contexts. They then produce correctly formulated sentences in each tense, before they apply their knowledge to writing about their holiday preferences, a past holiday and future holiday plans.

Year 10

	Curriculum Content	Assessment Opportunities
Autumn Half Term 1	My school life	<p><u>Listening.</u> Listen to a variety of texts for key information about school subjects, teachers, a typical school day and school facilities and answer related questions in English or the target language.</p> <p><u>Reading.</u> Read a series of texts about school life and answer related questions in English or the target language. Translate a set of sentences related to school life from the target language into English.</p> <p><u>Writing.</u> Write four sentences to describe a picture of a school canteen, containing a group of students chatting over lunch. Write a 40-word message about the subjects, subject likes, dislikes, and school facilities. Write a 90-word paragraph about four bullet points (the name, location types of school and facilities it offers, the school rules, details of any competitions students have won in the past and which clubs they are going to take part in this year.</p> <p><u>Speaking.</u> Perform a role-play about school facilities, favourite subjects and a description of teachers. Describe a photo of students in a school library. Answer questions from module 2 of your general conversation booklet about school life.</p>
Autumn Half Term 2	Friendships and Relationships	<p><u>Listening.</u> Listen to a series of texts about Hispanic speakers discussing aspects of their appearance and character, their family relationships, leisure interests, aspects of their childhood and a character they admire. Answer related questions in both Spanish and English.</p> <p><u>Reading.</u> Read a variety of texts about self, family and friends and answer related questions in either Spanish or English. Translate a text about family relationships or friendships from Spanish to English.</p>

		<p><u>Speaking.</u> Complete a role – play task about arranging to meet a friend at the cinema. Describe a picture of a group of friends in a social situation. Answer a set of questions from module 1 of your speaking booklet.</p> <p><u>Writing.</u> Write a 40-word piece of writing about character and appearance, relationships with family and friends, and leisure interests. Translate a text about family relationships from English to Spanish.</p>
Spring Half Term 1	My interests	<p><u>Listening</u> Listen to a variety of texts that describe the leisure and sporting interests of young Spanish speakers and answer related questions in both English and the target language.</p> <p><u>Reading</u> Read a set of texts about the typical leisure interests of young people throughout the Hispanic world and answer related questions in both English and the target language. Translate a set of sentences about free time interests from the target language to English.</p> <p><u>Writing</u> Study a picture about a typical leisure scene and write four short sentences to describe the picture in Spanish. Write a 40-word message in the target language in response to four bullet points about free time interests. Translate a set of related sentences from English into the target language. Produce a 90-word piece of work in response to four bullet points, about what you do in your free time, using present, past and future tenses.</p> <p><u>Speaking.</u> Answer a series of general conversation questions about your leisure interests. Take part in a role – play situation about what you do in your spare time.</p>
Spring Half Term 2	Students complete their work on 'My interests.'	<u>My interests continued(As from Spring Half Term 1)</u>
Summer Half Term 1	Home and area	<p><u>Listening</u> Listen to a set of texts about people describing where they live and answer related questions in both English and Spanish.</p> <p><u>Reading</u> Read a set of texts about a variety of living environments within the Hispanic world and answer related questions in both English and Spanish. Translate a set of sentences from Spanish to English.</p> <p><u>Writing</u> Complete two pieces of extended writing of 90 and 150 words each, related to giving information about your home and area.</p> <p><u>Speaking:</u> Answer a set of general conversation questions about your home life. Describe a picture about a typical home scene.</p>
Summer Half Term 2	Students complete the topic of 'Home and area.'	<u>My home and area continued (As from Summer Half Term 5)</u>

Year 11

	Curriculum Content	Assessment Opportunities
Autumn Half Term 1	Festivals and Customs	<p><u>Listening.</u> Listen to two texts about life in two different Hispanic countries and answer related questions in Spanish and English.</p> <p><u>Reading.</u> Read a variety of texts about the food and festival customs of Hispanic countries and answer questions in Spanish.</p> <p><u>Speaking.</u> Perform a short speech about a tradition within the students own culture that they enjoy.</p> <p><u>Writing.</u> Write a 90-word task about a festival / custom which student take part in, using present, past and future tenses.</p>
Autumn Half Term 2	Jobs	<p><u>Listening.</u> Listen to a set of texts that contain details of various jobs and employment conditions, as well as the plans of young people around the Hispanic world and answer related questions in both English and the target language.</p> <p><u>Reading.</u> Read a series of texts about the world of work in various countries within the Hispanic world and answer questions in English and Spanish.</p> <p><u>Speaking.</u> Answer a set of general conversation questions about the jobs your parents do and your future job plans. Describe a picture of a typical work scene.</p> <p><u>Writing.</u> Write four sentences about a typical work scene in the target language. Translate a text about future job plans from English to the target language.</p>
Spring Half Term 1	Local and global environment	<p><u>Listening.</u> Listen to a series of texts about environmental hazards, recycling, how to look after the planet and ethical shopping and answer related questions in either Spanish or English.</p> <p><u>Reading.</u> Read a series of texts about local environment issues and answer related questions in either Spanish or English. Translate a text about recycling from Spanish to English.</p> <p><u>Speaking.</u> Complete a role-play task about how you help at home. Describe a picture about ways to protect the planet. Answer a series of general conversation questions about the local environment.</p> <p><u>Writing.</u> Write a 90-word paragraph about how you protect the environment at home, how you can protect the environment in public, what you have done recently to protect the planet and how you are going to do so in the future. Translate a text about local environment issues from English to Spanish.</p>
Spring Half Term 2	Examination practice	Practice examination questions for listening, speaking, reading and writing on all topics, to revise the three course themes (1) Identity and Culture (2) Local, national, international and global areas of interest (3) Current and future study and employment.
Summer Half Term 1	Final examination practice	Final preparation for the speaking examination and practice of examination technique for the remaining three skills.

	Frequency and Length	Example of learning and assessment
Extended Learning / Extension Activities	<p>Students will have access to a bank of extension resources on GC. Each student is required to attempt at least one extended learning task per week and will be self – assessed.</p> <p>Students learn 40 words and phrases per week of vocabulary, over six weeks, followed by a vocabulary test on any 20 words and phrases to test understanding of homework. All vocabulary lists with learning deadlines are available on GC.</p>	<p>Translation tasks, reading comprehensions, literary extracts with question and answers in English. Practice test papers with mark schemes.</p> <p>Students can also access the work covered in class by completing additional reinforcement online activities on Active Learn. Their MFL teacher will provide them with log in details.</p> <p>Students also have access to a bank of revision resources that they should use to revise Modules 1 – 3 of the course.</p>
Assessment Tasks	<p>Students are formally assessed in a focus skill of listening, speaking, reading with translation into English and writing with translation into Spanish.</p> <p>Students are also offered frequent trial runs at the GCSE examinations, using walking talking mocks.</p>	<p><u>Speaking</u> – Picture description, Role Play, General Conversation.</p> <p><u>Listening</u> – Listening to texts and answering questions in Spanish via multiple-choice options or short written answers in Spanish or English.</p> <p><u>Reading</u> – Reading texts and answering questions in Spanish via multiple-choice options or short written answers in Spanish or English. Reading a literary extract and answering questions in English. Translating a short text from Spanish to English.</p> <p><u>Writing</u> – Writing four sentences to describe a picture, writing a 40-word message in response to four bullet points. Writing a structured response of 90 words to four bullet points. Writing an open response of 150 words in response to two bullet points.</p>
Formal Examination	<p>Students will receive a mock examination in listening, reading and writing in December. The speaking mock will take place in the spring term. The examinations will test topics covered to date in either the foundation tier or higher tier.</p>	<p>Students will be assessed in listening, reading, speaking and writing on the modules covered.</p>

Student Independent Learning Tasks	<p>Revision guide: <i>Revise AQA GCSE Spanish 9-1 – Revision guide (Pearson, 2017)</i></p> <p>Students are encouraged to use Active Learn on a weekly basis. Students are also encouraged to access independent reading materials to boost their vocabulary knowledge and understanding of longer texts.</p> <p>Resources are also available in Google Classrooms – grammar guides, reading and listening activities for foundation and Higher Tier.</p> <p>GCSEpod and BBC Bitesize are excellent resources for grammar and vocabulary.</p>
Curriculum Links to GCSE skills and content	<p>The GCSE course will focus upon these topic areas and assessments will closely reflect the types of questions found in actual GCSE papers.</p> <p>Listening papers are available in GC for students to work independently.</p>

Extra-Curricular or enrichment activities	Students may attend after school intervention sessions to boost confidence. Students should also attend at least one after school session per week to focus on examination technique.
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