



**St George's School**  
**Spanish**  
**KS4 Curriculum**

<p><b>PRIOR KNOWLEDGE</b>  <i>Knowledge and skills developed in KS3</i></p>	<p>2022 - Students have no previous knowledge so the KS4 course is taught as a fast-tracked GCSE. From September 2022 students have started learning Spanish in year 8 &amp; 9 so moving forward will have covered specific knowledge as detailed in our KS3 curriculum maps.</p> <p>Content &amp; Skills developed:</p> <ul style="list-style-type: none"> <li>● Tenses: present &amp; near future</li> <li>● Topics are taught to tie-in with the five main themes of GCSE: <ul style="list-style-type: none"> <li>○ Identity and culture (Year 8,9)</li> <li>○ Local area, holiday and travel (Year 8,9)</li> <li>○ School (Year 8,9)</li> <li>○ Future aspirations, study and work (not covered before KS4)</li> <li>○ International and global dimension (not covered before KS4)</li> </ul> </li> </ul>
<p><b>COURSE DELIVERY &amp; STRUCTURE</b>  <i>How the curriculum is delivered</i></p>	<p><b>Lessons:</b> in both Year 10 and 11, students have five Spanish lessons per fortnight. These are divided into two in one week and three in the second week.</p> <p><b>Grouping:</b> Students are taught in mixed ability groups. The majority of students follow the GCSE Higher tier content and undertake the Higher Tier assessments. Students with lower attainment are monitored and enter the Foundation Tier assessments. Decisions on this are made with the class teacher in the Autumn Term of Year 11.</p> <p><b>Structure:</b> We begin teaching the GCSE Spanish curriculum during the Autumn Term of Year 10 once the basic skills required from the KS3 curriculum are acquired. It is taught as a series of units, which are sequenced to cover the full GCSE specification and build students' knowledge and levels of complexity of language over time.</p> <p><b>Prep:</b> Students receive two prep (homework) tasks per week. These will predominantly consist of grammar consolidation tasks, vocabulary learning and "end of unit" assessment preparation.</p> <p><b>Due to the nature of this being a fast-tracked course, the Edexcel scheme of work is supplemented with additional vocabulary support and grammar practice tasks.</b></p>
<p><b>QUALIFICATION</b>  <i>Exam Board, aim and objectives</i></p>	<p><b>GCSE (9-1) in Spanish (1SP0)</b> Pearson Edexcel</p> <p>Qualification aims and objectives:</p> <ul style="list-style-type: none"> <li>● For students of all abilities to progress and develop a passion for languages, through culturally engaging content</li> <li>● For students to reach a level where they can manipulate and use the target language effectively, independently and creatively, so that they have a solid basis from which to progress to A Level or employment</li> </ul>
<p><b>ASSESSMENT</b>  <i>Internal monitoring and final assessment</i></p>	<p><b>Internal Assessment:</b></p> <ul style="list-style-type: none"> <li>● Prep tasks will be monitored for completion and accuracy.</li> <li>● Regular vocab and grammar testing.</li> <li>● End of unit assessments to provide summative feedback.</li> <li>● Formative feedback will be given for "end of unit" tasks, consisting of past exam questions.</li> <li>● Students will complete mock exams in Year 10 and Year 11 across all four skills (listening, reading, speaking, writing)</li> </ul> <p><b>Final assessment:</b></p> <p>3 equally-weighted written examination papers (Listening, Reading &amp; Writing), plus 1 speaking examination which is undertaken with their classroom teacher.</p> <p>Listening: Multiple choice and short answer tasks based on a series of recordings on a range of topics from the course.</p> <p>Reading: Translation into English, plus a series of multiple-choice and short answer tasks from reading a selection of texts on a range of topics from the course.</p> <p>Writing: Translation into Spanish, plus 2-3 written tasks of 40-50/80-90/130-150 words on a range of topics from the curriculum.</p>
<p><b>BREADTH</b></p>	<p>Tourism: Students gain an excellent insight into different regions of Spain and Spanish speaking countries. Year 10/11 School Trip to Spain during October/November - currently being planned.</p>

	<b>SUBJECT KNOWLEDGE</b> <i>Overview of topics</i>	<b>SKILLS &amp; STRATEGIES</b> <i>Procedural knowledge</i>
<b>Autumn Y10</b>	<p><b><u>My People</u></b>  Apps &amp; Social Media  Describing People  Different Relationships &amp; Friendship  Activities with friends &amp; family  Accepting &amp; Refusing Invitations</p> <p><b><u>Holidays</u></b>  Describing Past Holidays  Talking about holiday destinations &amp; activities  Hotel, Tourism &amp; Restaurant Transactions  Modes of Travel  Holiday Disasters</p>	<p>Possessive Adjective  Punctuation &amp; Accent Rules  <b>Para</b> + infinitive  Adjectives &amp; Adjectival Agreement  Adverbs &amp; Intensifiers  <b>Poder / querer</b> + infinitive  Frequency Expressions  Connectives &amp; Sequencers  Negatives: <b>nunca, tampoco, ni...ni</b>  Reflexive Verbs</p> <p>Present tense  Impersonal verbs of Opinion  Stem-changing Verbs  Irregular Verbs - <b>ser, ir</b>  Opinions in past tense  Preterite Tense  Imperfect Tense  Forming Questions &amp; Question Words  <b>Usted</b> form of verbs</p>
<b>Spring Y10</b>	<p><b><u>School Life</u></b>  School Life &amp; Comparison with Spanish System  Giving opinions on Subjects &amp; Teachers  School Rules  Extra-Curricular School &amp; Achievements  School Trips</p> <p><b><u>Interests &amp; Influences</u></b>  Freetime, Hobbies &amp; Sports  Reading, TV, Films  Role Models  Entertainment &amp; Live Events  Current Trends</p>	<p>Times  <b>Gustar</b> + impersonal opinion verbs  Comparatives &amp; Superlatives  Justified Opinions  Negatives: <b>nada, nadie, ningún</b>  <b>Tener que</b> + infinitive  Structures followed by infinitive  Near Future Tense  Time markers in future tense  <b>Desde hace</b> + present tense  Direct Object Pronouns</p> <p>Stem changing verbs in different tenses  Preterite Tense of <b>-gar, -car, -zar</b> verbs  <b>Jugar + a</b> versus <b>hacer + el/la</b>  <b>Soler</b> + infinitive  Perfect Tense  <b>Acabar de</b> + infinitive</p>
<b>Summer Y10</b>	<p><b><u>Where I Live</u></b>  Describing Your Local Area &amp; Town  Advantages &amp; Disadvantages of Places  Future Plans  Shops &amp; Shopping for Souvenirs</p>	<p>Using <b>e</b> instead of <b>y</b>  <b>Se puede</b> + infinitive  Simple Future Tense  <b>Si</b> clauses  Demonstrative Adjectives  Conditional Tense  Idioms</p>

	<b>SUBJECT KNOWLEDGE</b> <i>Overview of topics</i>	<b>SKILLS &amp; STRATEGIES</b> <i>Procedural knowledge</i>
<b>Autumn Y11</b>	<p><b><u>Daily Life &amp; Customs</u></b>  Daily Routine  Food Preferences Eating Out  Special Occasions, Festivals, Family Celebrations &amp; Traditions</p> <p><b><u>World of Work</u></b>  Job Types &amp; Preferences  Work Experience  Career Choices &amp; Applying for Jobs  Importance of Languages  Future Hopes &amp; Plans - travel/volunteering</p>	Reflexive Verbs in Preterite Tense Passive Constructions Comparisons Absolute Superlatives: <b>ísimo</b> Irregular Preterites <b>Soler</b> in imperfect tense Present Tense versus Present Continuous <b>Si</b> + imperfect subjunctive (+ conditional) Infinitive Constructions to express future plans <b>Cuando</b> + present subjunctive
<b>Spring Y11</b>	<p><b><u>Global Issues</u></b>  Healthy Lifestyles &amp; Eating  Local Initiatives &amp; Campaigns  Global Problems  International Events</p>	Giving commands with present subjunctive <b>Se</b> + verb to avoid passive voice Extended reasoning Pluperfect Tense Imperfect Continuous Tense
<b>Summer Y11</b>	<p><b><u>Exam Preparation &amp; Speaking Exam</u></b></p>	Speaking : Photo Cards / Role Play / General Discussion Reading & Listening Exam Technique Writing Exam - Complex Language