



St George's School

Spanish

KS4 Curriculum

PRIOR KNOWLEDGE <i>Knowledge and skills developed in KS3</i>	All students study Spanish in year 8 and then opt for either French or Spanish in year 9. Knowledge and skills developed in KS3 as detailed in our KS3 curriculum maps Topics in KS3 are linked to three of the five thematic contexts of the GCSE course: ❖ My personal world ❖ Studying and my future ❖ My neighbourhood ❖ Travel and tourism ❖ Lifestyle and well-being
COURSE DELIVERY & STRUCTURE <i>How the curriculum is delivered</i>	Lessons: 5 one-hour Spanish lessons per fortnight. Grouping: Students are taught in mixed ability groups. The majority of students follow the GCSE higher tier content. Students with lower attainment are monitored and may be entered for foundation tier and decisions are made on this in the autumn term of year 11. Structure: We follow the new Pearson Edexcel GCSE Higher coursebook which reviews and builds directly on the skills and knowledge gained in KS3. The course 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. Prep: 2 prep tasks per week. Tasks may include grammar consolidation tasks, vocabulary learning, exam-style comprehension tasks and end of unit assessment preparation.
QUALIFICATION <i>Exam Board, aim and objectives</i>	Pearson Edexcel GCSE (9–1). Spanish (1SP1) First teaching from September 2024 Qualification aims and objectives: ❖ Open students' eyes to other cultures and for them to learn how to communicate about subjects that interest them and foster a love of languages. ❖ The new GCSE French qualification is focused on the important ways that languages foster communication, broaden perspectives, introduce new cultures and develop students into global citizens.
ASSESSMENT <i>Internal monitoring and final assessment</i>	Internal Assessment: ● Prep tasks will be monitored for completion and accuracy. ● Regular vocab and grammar testing. ● End of unit assessments to provide summative feedback. ● Formative feedback will be given for "end of unit" tasks, consisting of past exam questions. ● Students will complete mock exams in Year 10 and Year 11 across all four skills (listening, reading, speaking, writing) Final assessment: 4 exams each worth 25% Listening: Multiple choice and short answer tasks based on a series of recordings on a range of topics from the course. 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. Writing: Translation into French, plus 2-3 written tasks of 40-50/80-90/130-150 words on a range of topics from the course Speaking: Conducted by the teacher and consists of 3 tasks. A recording is sent to the exam board for marking. - Read aloud task with two straightforward follow up questions - Role-play task - Picture description. Students choose one of two pictures to describe. They then answer two unprepared questions and then participate in a conversation extending from the broader thematic context of the picture.

BREADTH	We are currently planning a year 10 school trip to Barcelona in February 2025. Other extra-curricular activities include: - A theatre trip to London to see a play performed entirely in Spanish - La Casa de Bernarda Alba by Federico García Lorca - Opportunity to watch a play performed in Spanish at St George's aimed at KS4 students - Opportunity to engage with creative translation materials and enter the Anthea Bell Translation Prize organised by The Queen's College, Oxford
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	SUBJECT KNOWLEDGE <i>Overview of topics</i>	SKILLS & STRATEGIES <i>Procedural knowledge</i>
Autumn Y10	1. Thematic contexts: My personal world / Media and technology - <i>¡Diviértete!</i> (Have fun!) 2. Thematic context: Travel and Tourism <i>Viajas</i> (You travel)	- Talk about Spanish-speaking sports stars - Talk about life online, sports and other free-time activities using the present tense, expressions of frequency and opinion language - Use the near future tense to make plans, including a trip to the cinema - Recognise and use 3 tenses - Practise skills required for 80-90 word writing task - Discuss future travel plans and festivals in the Spanish-speaking world - Say what you did on holiday and spot and give positive and negative opinions about past events. - Learn and practice strategies to work out meaning. - Practise describing a photo
Spring Y10	1. Thematic contexts: Media and technology / My personal world - <i>Mi gente, mi mundo</i> (My people, my world) 2. Thematic context: Lifestyle and well-being - <i>Mi estilo de vida</i> (My lifestyle)	- Describe people and photos - Talk about a person that you admire - Talk about friendships and relationships including using reflexive verbs. - Talk about your identity and what matters to you - Talk about problems and give advice - Discuss healthy daily routines, mealtimes and current food trends - Compare habits now and when you were younger and talk about future plans for health and well-being - Talk about illnesses and injuries and use reflexive verbs. - Practise a range of listening skills
Summer Y10	Thematic context: Studying and my future - <i>¡A clase!</i> (To lessons!)	- Learn about schools in Spain - Discuss a typical day at school and talk about teachers and students at St George's - Use the conditional tense to say how you would change your school - Describe a school trip in the past - Practice using negatives, forming questions and identifying false friends

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Autumn Y11	1. Thematic context: My neighbourhood - <i>Mi barrio y yo</i> (My neighbourhood and me) 2. Thematic context: My neighbourhood - <i>Un mundo mejor para todos</i> (A better world for everyone)	- Find out about life in Columbia - Understand and give directions - Describe cities and how towns and cities have changed over time - Describe shopping preferences and where you would prefer to live, including use of comparisons - Use the present subjunctive after <i>cuando</i> - Talk about your area using a range of tenses and use a range of different structures to talk about future plans. - Learning about natural wonders in Spanish speaking countries - Talking about climate change using the imperfect continuous tense and understanding when to use the passive voice - Talking about solutions to problems and using the present subjunctive with opinions - Practise skills required for translating more complex texts and for effective comprehension.
Spring Y11	Thematic context: Studying and my future - <i>El futuro te espera</i> (The future awaits you)	- Talking about your plans for the future, getting a job and career intentions and changes in the world of work and the influence of AI - Using modal verbs - Understanding more complex texts and listening for key details eg. percentages - Practise using Spanish stress patterns accurately to improve pronunciation skills - Practise transcribing unfamiliar words
Summer Y11	Revision and exam preparation	