

Exam Board & Assessment Method: Curriculum Intent: To build skills and use prior knowledge taught in Year 9 and develop listening, reading, speaking and writing skills of topics required for GCSE but not necessary available in textbooks. To widen students' language skills (not only in listening, reading, speaking and writing but also cultural, historical, gastronomical skills; to develop students' knowledge of Spanish and Spanish heritages). To develop fundamental British values such as ART: Accept, Respect and Tolerate. To ensure that social, cultural, moral and spiritual values are respected within the learning of languages.

Curriculum Implementation: There is 1 Year 10 Spanish groups and therefore this is a mixed ability group. Students benefit from 5 hours of Spanish per fortnight. Homework is used to consolidate learning and to challenge more able students with extension worksheets/tasks; Teachers use a range of methods to help students learn such as ANACONDA to ensure that students include all necessary elements in speaking and writing, DOCTOR and PLACE to learn the uses of SER and ESTAR, songs to remember irregular verbs and verb endings, etc. We implement and insist on teaching communication strategies for our students to be able to understand the language when facing an unknown word or unpredicted situation (learn to use common patterns in Spanish, e.g. –ito/illo endings for something smaller: casa (house) > casita (a small house)/ un poco (a bit)> un poquito (a little bit). The vast majority of work is differentiated to support/stretch students and the seating plan is established to encourage students to work with either same ability or different ability. All lessons in Y10 start with a starter activity, which challenges numeracy and/or literacy skills. Students are encouraged to attend revision/homework club for extra support when needed.

Curriculum Impact: To encourage students to speak in the target language and to have full awareness of different cultural and linguistic aspects. To feel successful within languages and to realise that they can communicate with Spanish nationals/ Spanish speaking people. For students to have evidence that they can progress on a challenging and academic subject by producing constant work and being determined. Year 10 curriculum covers a third of the GCSE topics necessary to be successful and to reach a high level in grammar and manipulation of the language. Extra-curricular activities develop opportunities to view the foreign language through other subjects and to start developing a great interest in Spanish, whether it is linguistic, cultural or for professional ambitions.

Year 2023-2024	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes, Concepts & Ideas	<p>Me, my family and friends (<u>marriage and partnership</u>) REVISION Classroom instructions/commands Gender Numbers/time Key verbs/verb endings present tense Ser/estar/tener</p> <p>To be able to talk and understand about personal relationships and future relationships</p> <p>Giving opinions in different ways.</p>	<p>Technology in everyday life (social media & mobile technology) To be able to talk and understand about communicating online, the use of social media, and the advantages and disadvantages of mobile technology</p> <p>Transition – Session during</p>	<p>Free time activities – Music, cinema, TV, going out. To be able to order food and drinks and talk about your likes and dislikes in food.</p> <p>Transition- use GCSE foundation book for transition as 4.1G links the eating out chapter</p>	<p>Customs and festivals in Spain and Spanish speaking countries</p> <p>To know the main Spanish and Mexican Festivals and be able to talk about a past experience at a festival</p> <p>Transition- research project about a festival that would be specific to a</p>	<p>Home and local area. To be able to talk about your house, your region and describe in detail what you region has got to offer.</p> <p>Transition- the section about pros and cons in your town includes a lesson during which social and environmental issues are introduced. Eg. <i>Lo que no me gusta en mi</i></p>	<p>Social issues. Charity and voluntary work. Healthy and Unhealthy living</p> <p>To be able to talk about your volunteering job, or the volunteering you'd like to do and talk about your choices when it comes to lifestyle.</p> <p>No transition for this one as</p>

	<p>Transition – Session during which technology vocabulary would be introduced.</p> <p><i>Eg Me peleo con mi madre porque piensa que uso mi móvil demasiado.</i></p>	<p>which technology vocabulary would be introduced.</p> <p><i>Eg En mi tiempo libre, cuando no juego videojuegos, me gusta ir de compras.</i></p>	<p>to family meals and preterit tense that will be needed for the “customs and festival unit”</p>	<p>certain town and add a section with key vocabulary related to that section. <i>Eg. Plaza de toros/ plaza mayor etc...</i></p>	<p><i>región es que hay mucha pobreza</i></p>	<p>y11 starts with the same unit.</p>
Knowledge and understanding	<p>Possessive Adjectives</p> <p>Subject and object pronouns</p> <p>Near future – consolidation</p> <p>Using “y” & “que”</p> <p>Using adverbs of frequency</p>	<p>Making comparisons</p> <p>Using the perfect tense of regular verbs</p> <p>Por & Para</p> <p>Question words</p> <p>Había & Era</p>	<p>Verbs of opinion. Giving justification</p> <p>Revising the regular present tense. Learning about radical changing verbs (e-ie)</p> <p>Forming regular adverbs</p> <p>Hacer and jugar</p> <p>Common irregular verbs</p> <p>Con/para</p>	<p>Preterit tense</p> <p>Ser and Ir in the preterit</p> <p>Recognising the imperfect tense.</p> <p>Recognising regular and irregular verbs in the imperfect</p> <p>Reflexive verbs in the preterit tense</p> <p>Actions and opinions</p> <p>Hay and había</p>	<p>Using hay, ser, estar</p> <p>Prepositions of position.</p> <p>Puedo Y se puede.</p> <p>Demonstrative adjectives and pronouns.</p> <p>Expressions of quantity</p> <p>Estar to express location.</p> <p>Present and preterite tenses of IR and HACER</p>	<p>Verbs that are followed by the infinitive. Use me gustaría</p> <p>Expressions with “Tener”</p> <p>Using negative words.</p> <p>Revising the present tense.</p> <p>Recognising different tenses</p> <p>“Mejor que”</p> <p>“Peor que”</p>

				Numbers		Deber, tener que, hay que.
Subject specific skills	<p>Listening: understand longer sequences of speech on the topic of relationships, including present tense with irregular verbs</p> <p>Speaking: respond quickly and appropriately to questions within role plays</p> <p>Reading: understand texts from different sources including a variety of tenses on the topic of relationships</p> <p>Writing: link sentences and paragraphs using appropriate words and phrases in order to produce a coherent sequence of text</p>	<p>Listening: understand longer sequences of speech on the topic of marriage and partnership, including the future tense</p> <p>Speaking: respond quickly and appropriately to questions within role plays</p> <p>Reading: understand texts from different sources including a variety of tenses on the topic of marriage and partnership</p> <p>Writing: link sentences and paragraphs using appropriate</p>	<p>Listening – positive and negative opinions. Developing listening techniques.</p> <p>Speaking – Extending sentences, role play techniques. Use time words to express order.</p> <p>Reading – read and pick out negative and positive opinions</p> <p>Writing – using future time phrases,</p>	<p>Listening paying attention to more details</p> <p>Speaking and Writing – Using more than one tense. Using past expressions of time. Describe a photo.</p> <p>Reading – learn tips for reading questions, skim read for information.</p>	<p>Listening and reading - dealing with past present and future questions</p> <p>Speaking and writing – Expressing opinions and giving justification. Using quantifiers.</p>	<p>Listening – Listening for different tenses.</p> <p>Speaking and writing – Transferring language.</p> <p>Reading – Approaching language in reading texts. Learning vocabulary.</p>

		words and phrases in order to produce a coherent sequence of text				
1.SMSC	<p>Culture – through exploring the culture of Spain; the marriage ceremony in Spain</p> <p>Social – paired work</p> <p>Spiritual – being productive when working in groups; using thinking skills; understanding near cognates when listening</p> <p>Moral – advantages and disadvantages of marriage</p>	<p>Culture – through exploring the culture of Spain</p> <p>Social – paired work; communication through new technology</p> <p>Spiritual – being productive when working in groups; using thinking skills; understanding near cognates when listening</p> <p>Moral – advantages and disadvantages of mobile technology; risks of the internet</p>	<p>Social – Work in groups</p> <p>Moral – give constructive feedback and reflect on own performance.</p>	<p>Cultural awareness of other cultures and their traditions. Celebrate diversity</p> <p>Spiritual – to respect others and their beliefs</p> <p>Moral – give constructive feedback and reflect on own performance</p>	<p>Spiritual – learn about the surrounding world.</p> <p>Cultural awareness of other cultures and where they live and issues related to their surroundings</p>	<p>Moral – To make the right choices when it comes to lifestyle. To help others</p> <p>Social – to respect oneself.</p> <p>Spiritual – to respect and help the less fortunate</p> <p>Moral – give constructive feedback and reflect on own performance</p>

2.Skills For life	Structuring texts using paragraphs Working in partnership	To use ICT resources wisely To be aware of pros and cons of social media	Self-awareness Interpersonal relationships	Cope with stress, be a good listener and prepare examination strategies for the mocks	Problem solving, effective communication	Extend knowledge of Human and environmental Geography of Spain and Latin America. Problem solving Critical thinking
3.FBV	To understand the values of marriages and partnership without prejudice Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. To respect everybody confidentiality when using new technology	To respect everybody confidentiality when using new technology	Democracy – give and receiving feedback. Respect and Tolerance – be aware and accept traditions and beliefs from another country.	Respect and Tolerance – be aware and accept traditions and beliefs from another country.	Democracy – give and receiving feedback.	Individual liberty. Respect and tolerance against stereotyping.
Stretch & challenge	Listening: to be able to identify contrasting words in spoken language Speaking: to engage in a debate on the benefits and dangers of mobile technology Reading: understand longer and more	Listening: understand weekend plans and free time activity preferences in three tenses Speaking: to be able to conduct an	Recognising irregular verbs in the future. Learn hacer, haber, salir Expressions using 2	Verbs with spelling changes in the preterit. Using cognates to aid understanding	More interrogative verbs and expressions. Using “los que” “Las que” Using a wider range of	Forming and using the gerund Learn some conversation fillers. Expressing agreement

	<p>complex texts including topic specific vocabulary Writing: to be able to translate sentences from Spanish to English, including opinions and two time frames</p>	<p>interview (questions and answers) about leisure using various time frames and verbs followed by infinitives Reading: understand longer texts about leisure including the past tense and justifications for opinions Writing: produce an article about what you did last weekend including past tense opinions and justifications</p> <p>A range of tenses consistently in their work Que and qui to extend sentences</p>	<p>verbs together. Writing : consistent range of tenses used in work produced Speaking: Use of the whole range of question words and practise higher role plays. Reading: extend vocabulary by reading authentic menus and articles.</p> <p>Listening: To extend learning by using typical Spanish phrases. Eg. "Me pone</p>	<p>Writing: consistent range of tenses used while producing an account of a participation to festival using extended vocabulary. Speaking: consistent range of tenses used in work produced and extend vocabulary of celebrations. Reading: extended reading around the theme of the benefits and also drawbacks of these festivals.</p>	<p>connectives, including synonyms to avoid repetition Speaking: consistent range of tenses used in work produced, including subjunctive structures while practising conversation. Writing: Extend writing to explain what you would like to see more of in your town and which problems need solving as a stepping stone towards environment. Reading: to read and understand touristic brochures. Listening: to listen to material giving extended</p>	<p>and disagreements Writing and Speaking: consistent range of tenses used in work produced, including subjunctive. Speaking – consistent range of tenses used in work produced, including subjunctive. To be able to talk for longer about the matter Writing – to produce a list of advice for healthy living using conditional, subjunctive and phrases</p>
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			una tortilla...”	Listening: extended listening around the theme of opinions of different locals during these celebrations.	information about regions.	used when giving advice. Reading: extended reading about aid in Latin America. Listening: listen to short videos made by Native speakers and answer more complex questions.
Key assessment focus, suggested assessments	Vocabulary tests End of unit assessments (all skills) Assess specific skills using exampro (e.g. speaking: role-play and photo card description)	Vocabulary tests End of unit assessments (all skills) Assess specific skills using Exampro (e.g. speaking: photo card and general conversation questions) + textbook end of unit	Vocabulary tests Writing assessment with special focus on opinion. Special focus : role play	Vocabulary tests. Mock exam December Special focus: past paper	Vocabulary tests End of unit test covering the four skills. Exam pro used to have topic- specific exam question Special focus : general questions and photo description	Vocabulary tests End of unit test covering the four skills. Exam pro used to have topic-specific exam question Special focus: Exam techniques for listening..
Special events			European Day of	Day of the Dead -		

			Languages 26 th of September – Spanish food in canteen with Menu written in Spanish	Calavera Literarias Workshop.		
Visits/extra-curricular						
Homework/Independent Learning	Research: Family structure evolution in Spanish speaking countries (find data on types of family + emphasis on vocabulary)	Students to create a data sheet on use of technology in Spain and Spanish speaking countries	Role play preparation General questions Paragraph writing	General questions Paragraph writing Reading exercises Grammar exercises	General questions Paragraph writing Reading exercises Grammar exercises	General questions Paragraph writing Reading exercises Grammar exercises

Exam Board & Assessment Method: AQA – Foundation and Higher assessments

Curriculum Intent: To build skills and use prior knowledge taught in Year 10 and develop listening, reading, speaking and writing skills of topics required for GCSE but not necessary available in textbooks. To widen students' language skills (not only in listening, reading, speaking and writing but also cultural, historical, gastronomical skills; to develop students' knowledge of Spanish and Spanish heritages). To develop fundamental British values such as ART: Accept, Respect and Tolerate. To ensure that social, cultural, moral and spiritual values are respected within the learning of languages. To reinforce previous learning and extend it in order to reach full potential at the time of GCSE examinations

Curriculum Implementation: There is 1 Year 11 Spanish groups and therefore this is a mixed ability group. Students benefit from 5 hours of Spanish per fortnight. Homework is used to consolidate learning and to challenge more able students with extension worksheets/tasks; Teachers use a range of methods to help students learn such as ANACONDA to ensure that students include all necessary elements in speaking and writing, DOCTOR and PLACE to learn the uses of SER and ESTAR, songs to remember irregular verbs and verb endings, etc. We implement and insist on teaching communication strategies for our students to be able to understand the language when facing an unknown word or unpredicted situation (learn to use common patterns in Spanish, e.g. –ito/illo endings for something smaller: casa (house) > casita (a small house)/ un poco (a bit)> un poquito (a little bit). The vast majority of work is differentiated to support/stretch students and the seating plan is established to encourage students to work with either same ability or different ability. All lessons in Y11 start with a starter activity, which challenges numeracy and/or literacy skills. Students are encouraged to attend revision/homework club for extra support when needed.

In year 11 more emphasis will be put on past papers practise and preparation towards examinations

Curriculum Impact: To encourage students to speak in the target language and to have full awareness of different cultural and linguistic aspects with the final aim at successful GCSE and also to feel successful within languages and to realise that they can communicate with Spanish nationals/ Spanish speaking people. For students to have evidence that they can progress on a challenging and academic subject by producing constant work and being determined. Year 11 curriculum covers a third of the GCSE topics necessary to be successful and to reach a high level in grammar and manipulation of the language. Extra-curricular activities develop opportunities to view the foreign language through other subjects and to start developing a great interest in Spanish, whether it is linguistic, cultural or for professional ambitions.

Year 2023/24	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes, Concepts & Ideas	Home and local area. To be able to talk about your house, your region and describe in detail what you region has got to offer. Transition- the section about pros and cons in your town includes a lesson during which social and environmental issues are	Global issues- environment, poverty and homelessness to be able to identify environmental concerns in your area and suggest solutions. Also to talk about worldwide catastrophes. Transition – What kind of catastrophes	Travel and tourism. Holidays and travel – Regions of Spain. To talk about past present and future holidays and also specific regions in Spain of touristic interests. Transition – Differences between schools in Spain and UK	My Studies – Life at school and college To be able to talk and understand about daily life at school including subjects, routines, teachers and school installations. Also more specific school issues such as bullying and rules.	Education Post-16. Jobs, Career Choice and Ambition To be able to understand and talk about the different options for post-16 education as well as career. To be able to apply for jobs in Spanish and talk about what the ideal job should be.	Exams

	introduced. <i>Eg. Lo que no me gusta en mi región es que hay mucha pobreza</i>	tourists can face while on holiday. <i>Eg. Me gustaría visitar Japón, pero me dan miedo los terremotos</i>	<i>Eg. En España, tienen 10 semanas de vacaciones en el verano, pero solamente tenemos seis en el Reino Unido</i>	Revision of all themes with special emphasis on speaking in order to prepare Speaking GCSE Transition – natural progression as future plans lead onto the career unit.	Reading, listening and writing past paper practise	
Knowledge and understanding	Using hay, ser, estar Prepositions of position. Puedo Y se puede. Demonstrative adjectives and pronouns. Expressions of quantity	Using “Me preocupa(n) ad similar expressions. Using “If” sentences Algo/alguien Reflexive constructions other than “Se puede” (Eg. Se debe) + infinitive.	Talking about the weather in the present and in the past. Using expressions of sequence Exclamations using the subjunctive Adverbs of place.	Revision of comparatives and superlatives. Understand and apply the difference between formal and informal forms in Spanish (Tú vs Usted) Revision of clothes and colours	Revising “si” clauses. Using “lo” & “lo que” with adjective Review the conditional and use “Quisiera” Other verbs and structures of planning and wanting (eg. <i>Tengo la intención de</i>)	Exam techniques across the 3 skills left – Reading, writing and listening. Consolidation of “shiny structures” in order to speak and write to impress. Past paper practise.

	<p>Estar to express location.</p> <p>Present and preterite tenses of IR and HACER</p>	<p>The pluperfect tense.</p> <p>3rd person singular common verbs.</p> <p>Negative expressions</p>	<p>Using the points of the compass</p> <p>Using ESTAR + past participle</p> <p>Words to use when giving opposite views.</p>	<p>Using the imperative and revise the perfect tense.</p> <p>Using quantifiers and intensifiers (poco, mucho etc...)</p> <p>Structures involving obligation and prohibition (hay que, tener que, se debe) + Infinitive.</p>	<p>Revision of adjectives.</p>	<p>Last points of revision.</p>
Subject specific skills	<p>Listening and reading - dealing with past present and future questions</p> <p>Speaking and writing – Expressing opinions and giving justification. Using quantifiers</p>	<p>Listening and reading – spotting positive and negative expressions. Recognising word families.</p> <p>Speaking and writing – Making use of word families.</p> <p>Using prefixes</p>	<p>Listening and Speaking – Preparing a conversation topic.</p> <p>Writing and Speaking – showing off the language you know</p> <p>Writing – conveying meaning while translating.</p>	<p>Listening: to recognise topic- related vocabulary. From simple words to more complex ideas.</p> <p>Speaking: to use structures learnt in the past as well as new ones in order to express oneself around</p>	<p>Learning common suffixes</p> <p>Making deductions in reading and listening</p> <p>Using advanced language to impress.</p> <p>Listening : to recognise</p>	<p>Listening – past papers – practice and technique</p> <p>Reading – past papers - practice and technique</p> <p>Writing – Essay technique. How to improve your writing to</p>

		Using exclamations.	Reading – Learning verbs.	<p>the theme of school and relevant issues.</p> <p>Reading: to use printed material and answer comprehension questions involving descriptions, opinions around the theme of school.</p> <p>Writing – to write detailed accounts about own school and make comparisons with the Spanish system</p>	<p>topic- related vocabulary. From simple words to more complex ideas</p> <p>Speaking: to use language for role play around the theme of careers.</p> <p>Reading: to use printed material and answer comprehension questions involving descriptions, opinions around the theme of further education and employment.</p> <p>Writing : to be able to use vocabulary and structures to be able to express your career and</p>	the AQA required standard
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					<p>further education wishes</p> <p>Listening – past papers – practice and technique</p> <p>Reading – past papers - practice and technique</p> <p>Speaking – photocard, role play and general conversation - practice and technique</p> <p>Writing – Essay technique. How to improve your writing to the AQA required standard</p>	
1.SMSC	Spiritual – learn about the	Moral – to raise awareness of environmental	Spiritual – learn about the	Cultural – Spanish school system	Social – pair and group work. Give and	Social – pair and group work. Give

	<p>surrounding world. Cultural awareness of other cultures and where they live and issues related to their surroundings</p>	<p>issues and reflect on what could be done in the world Cultural – celebrate diversity - awareness of other cultures and where they live and issues related to their surroundings</p> <p>Moral – give constructive feedback and reflect on own performance Spiritual – to respect and help the less fortunate</p>	<p>surrounding world Cultural – celebrate diversity of cultures and traditions via tourism. Moral – give constructive feedback and reflect on own performance</p>	<p>Moral – understand the concepts of rules Spiritual – Respect others Social - cooperation</p>	<p>receive feedback. Moral : Be responsible for your actions</p> <p>Spiritual – reflect and improve.</p>	<p>and receive feedback. Moral : Be responsible for your actions</p> <p>Spiritual – reflect and improve.</p>
2.Skills For life	<p>Problem solving, effective communication</p>	<p>Extend knowledge of Human and environmental Geography of Spain and Latin America.</p> <p>Critical thinking</p>	<p>Self-awareness</p> <p>Problem solving</p> <p>Effective communication</p> <p>Interpersonal relationships</p>	<p><u>Evaluation</u> of their own work.</p> <p><u>Critical thinking</u> about surroundings.</p> <p><u>Problem solving</u> about a familiar environment.</p>	<p><u>Effective communication</u> to reach objective.</p> <p><u>Interpersonal relationships</u></p> <p><u>Self-awareness</u></p>	<p><u>Organisation:</u> Check and assess their own revision programme <u>Determination:</u> Consider all the positive elements and move forward to reach even</p>

		<p>Problem solving</p> <p>Effective communication</p>			<p>about which option is best.</p> <p><u>Organisation:</u> Check and assess their own revision programme</p> <p><u>Determination:</u> Consider all the positive elements and move forward to reach even higher marks on individual language skills</p>	<p>higher marks on individual language skills</p>
3.FBV	<p>Democracy – give and receive feedback.</p>	<p>Respect and tolerance : Against stereotyping, labeling and prejudice</p>	<p>Respect and Tolerance – be aware and accept traditions and beliefs from another country.</p>	<p><u>Democracy</u> – awareness of rights and responsibility.</p> <p><u>Respect and Tolerance</u> : Respecting the values, ideas and beliefs of others whilst not imposing our own others.</p>	<p><u>Democracy</u> – awareness of rights and responsibility.</p> <p><u>Respect and Tolerance</u> : Respecting the values, ideas and beliefs</p> <p><u>Rule of Law</u> – Understand and apply the rules in exam conditions.</p> <p><u>Democracy</u> – accountability</p>	<p><u>Rule of Law</u> – Understand and apply the rules in exam conditions.</p> <p><u>Democracy</u> – accountability</p> <p><u>Individual Liberty</u> : respect and dignity</p>

					<u>Individual Liberty</u> : respect and dignity	
Stretch & challenge	<p>More interrogative verbs and expressions.</p> <p>Using “los que” “Las que”</p> <p>Using a wider range of connectives, including synonyms to avoid repetition</p> <p>Speaking: consistent range of tenses used in work produced, including subjunctive structures while practising conversation.</p>	<p>The imperfect subjunctive and its use in “If” Clauses</p> <p>Using prefixes</p> <p>Writing and Speaking: consistent range of tenses used in work produced, including subjunctive.</p> <p>Speaking: to deliver speech about environmental concerns and suggest solutions. Consistent range of tenses used in work produced, including subjunctive.</p> <p>Writing</p>	<p>Exclamations using the subjunctive.</p> <p>Making use of social and cultural context.</p> <p>Use of “desde hacia”</p> <p>Speaking: To be able to conduct an interview about an account of their holidays, using all tenses.</p> <p>Writing: consistent range of tenses used in work produced, including subjunctive. Make official complaint to hotel in writing, using Spanish</p>	<p>Using the personal “a” before Direct Object</p> <p>Using “desde hace”</p> <p>Use the negative imperative</p> <p>Speaking – presentation about own school and rules as if it was presented to a Spanish school</p> <p>Reading – Read Spanish Literature around the theme of school in Spain and Spanish speaking countries.</p> <p>Listening – listen to</p>	<p>Using “lo” and “lo que” + adjective.</p> <p>Learn past continuous tense.</p> <p>Using the present subjunctive after expressions of time.</p> <p>Using a variety of tenses</p> <p>Using the present subjunctive in hypothetical situations</p> <p>Speaking – conduct full job interview in Spanish.</p> <p>Reading – read authentic material with</p>	<p>Listening and Reading : Higher past paper practice.</p> <p>Writing - Further guidelines to reach level 7-9 at GCSE.</p> <p>Extra “shiny” structures.</p> <p>Remind or give a few Spanish expressions only known by local and encourage learners to use them in their writing.</p>

	<p>Writing: Extend writing to explain what you would like to see more of in your town and which problems need solving as a stepping stone towards environment.</p> <p>Reading: to read and understand touristic brochures.</p> <p>Listening: to listen to material giving extended information about regions.</p>	<p>Produce a piece of writing about environmental and/or poverty issue in a Spanish speaking country. Consistent range of tenses used in work produced, including subjunctive.</p> <p>Reading: Use short articles from the Spanish press and answer questions.</p> <p>Listening: listen to higher recordings that include more complex vocabulary and structures about the issues.</p>	<p>correspondence style.</p> <p>Listening : To understand Spanish videos about holiday destinations</p> <p>Reading: to use authentic material to be able to plan a holiday.</p>	<p>extended material such as short videos, documentaries about schooling in Spain</p> <p>Writing – To write a full blog entry about their own school</p>	<p>specific focus on job advertising.</p> <p>Writing – Blog entry offering career and further education advice.</p> <p>Listening – extended vocabulary through audio material</p>	
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Key assessment focus, suggested assessments	<p>Vocabulary tests</p> <p>End of unit test covering the four skills.</p> <p>Exam pro used to have topic-specific exam question</p> <p>Special focus : general questions and photo description</p>	<p>Vocabulary tests</p> <p>End of unit test covering the four skills.</p> <p>Exam pro used to have topic-specific exam question</p> <p>Special focus Exam techniques for reading.</p>	<p>Vocabulary tests</p> <p>End of unit test covering the four skills.</p> <p>Exam pro used to have topic-specific exam question</p> <p>Special focus How to produce a good quality piece of writing.</p>	<p>Vocabulary tests</p> <p>Assessments covering the 4 skills</p> <p>Writing assessment with special focus on comparing both systems</p>	<p>Vocabulary tests</p> <p>Assessments covering the 4 skills</p> <p>Writing assessment with special focus on letter writing.</p> <p>Past papers within time frame just like in the exams across the range of skills.</p> <p>Invite to reflect for improvement.</p> <p>Vocabulary and tense tests.</p>	<p>Past papers exams conditions. Feedback about how to polish their work.</p> <p>Invite to reflect for improvement.</p> <p>Vocabulary and tense tests.</p>
Special events	European Day of languages – Spanish food at the canteen.					
Visits/extra-curricular	Visit to the Spanish Café					
Homework/Independent Learning	General questions	General questions	General questions	Blog entries	Vocabulary tests	Vocabulary and grammar revision.

	Paragraph writing	Paragraph writing	Paragraph writing	Learn about Spanish Educational System	Prepare job interviews	Essay writing and translation
	Reading exercises	Reading exercises	Reading exercises	Vocabulary test	Research post 16 education in Spain and Spanish Speaking countries	practise as homework
	Grammar exercises	Grammar exercises	Grammar exercises	Exam preparation	Vocabulary and grammar revision.	
					Essay writing practise as homework as well as translation.	