



Subject: Spanish Year 11 Overview

Key content – knowledge and skills	GCSE focus
<p>Each half term will focus on a new GCSE unit.</p> <p><u>Autumn 1:</u> Students will talk about mealtimes and typical foods. They will compare different festivals, and use language to order food in a restaurant. Students will then explore the language needed to add interest when narrating a story.</p> <p><u>Autumn 2:</u> Students will talk about how you earn money and work experience. They will also discuss what students generally do in their gap year, and the importance of learning languages. Students will then explore the language needed to write a formal letter and apply for a summer job.</p> <p><u>Spring 1:</u> Students will consider global issues, local actions and the environment. They will talk about sports, sporting events and discuss health living.</p> <p><u>Spring 2:</u> Students will continue to explore language needed to talk about the environment and natural disasters. They will also focus on preparation and practice for the speaking component of the GCSE exam.</p> <p><u>Summer 1:</u> Students will complete the speaking exam and then catch up on missed modules/continue to revise and practice for the listening, reading and writing exams.</p> <p><u>Summer 2:</u> Listening, reading and writing exams.</p>	<p><u>Theme 1: Identity and culture – M6 Topic 4: Customs and festivals in Spanish-speaking countries/communities</u> AO1: Listening – understand and respond to different types of spoken language. AO2: Speaking discussing a stimulus (photo)</p> <p><u>Theme 3: Current and future study and employment – M7 Topic 4: Jobs, career choices and ambitions</u> AO2: Speaking discussing a stimulus (photo) AO4: Writing – communicate in writing: <ul style="list-style-type: none"> • a <u>translation</u> from Spanish to English (a minimum of 35 words at foundation level and 50 words at higher level) • an <u>open-ended writing</u> task in Spanish (approximately 90 words at foundation level and 150 words at higher level). </p> <p><u>Theme 2: Local, national, international and global areas of interest – M8a Topic 3 – Global issues</u> AO2: Speaking – communicate and interact effectively in speech through role play AO3: Reading – understand and respond to different types of written language.</p> <p><u>Theme 2: Local, national, international and global areas of interest – M8b Topic 3 – Global issues</u> AO2: Speaking – communicate and interact effectively in speech (through role play, discussing a stimulus (photo) card and general conversation).</p>
Key assessment points	
<p>The exams will measure how students have achieved the following assessment objectives:</p> <ul style="list-style-type: none"> • AO1: Listening – understand and respond to different types of spoken language. [Aut1] • AO2: Speaking – communicate and interact effectively in speech (through role play, discussing a stimulus (photo) card and general conversation) [Aut1&2; Spr1&2] • AO3: Reading – understand and respond to different types of written language. [Spr1; Sum2] • AO4: Writing – communicate in writing. They will be required to complete three tasks: <ul style="list-style-type: none"> - a <u>structured writing</u> task in Spanish (approximately 40 words at foundation level and 90 words at higher level) [Sum1] 	



- an open-ended writing task in Spanish (approximately 90 words at foundation level and 150 words at higher level) **[Aut2]**
- a translation from Spanish to English (a minimum of 35 words at foundation level and 50 words at higher level) **[Aut2]**

Each skill will account for 25% of total GCSE marks.

Christian ethos

Within a Christian setting, pupils at St Mary Magdalene will understand multilingualism and the diverse nature of our global community and in considering this, develop a strong sense of social and moral responsibility. We will teach them about festivals and customs related to Spanish-speaking countries; many of these will be Christian traditions, or comparable with Christian traditions.

British values

The MFL department at St Mary Magdalene actively promotes the key values of tolerance, mutual respect, diversity and respect for people of all faiths and backgrounds. We do this by giving students an appreciation of the many and varied countries where Spanish is spoken and encouraging students to reflect on other cultures and ways of life, and embrace socio-cultural and economic differences and contexts.

During MFL lessons, we provide boundaries for students and we encourage them to make choices confidently and safely. We want students to develop respect for these boundaries outside the classroom, where pupils are taught to understand and exercise their rights and personal freedoms. Pupils are also given advice on how to behave safely, especially on MFL trips.

Students will have the opportunity to have their voices heard through suggestion boxes and Student Voice in MFL lessons. They will also discuss the similarities and differences between children's lives in developed and developing Spanish-speaking countries and reflect on the way these countries operate, drawing comparisons between these countries and the UK.



Subject: Spanish Year 10 Long-term plan

Week	Month	Learning Intentions and/or Key Questions
Aut1-1	September	M6 Punto de partida (Describing mealtimes; daily routine; illnesses, injuries; asking for help at pharmacy)
Aut1-2		M6 U1 Sabores del mundo (Typical foods; the passive; spotting words which indicate an increase / decrease)
Aut1-3		M6 U2 ¡De fiesta! Comparing different festivals (Avoiding the passive; question words; 'they' form of verbs)
Aut1-4		M6 U3 Un día especial (Describing a special day; reflexive verbs in the preterite; inferring meaning in a literary text)
Aut1-5	October	M6 U4 ¡A comer! (Ordering in a restaurant; absolute superlatives; irregular verb patterns in the preterite)
Aut1-6		M6 U5 El festival de música (Talking about a music festival; expressions + infinitive; adding interest narrating a story)
Aut1-7		M6 Revision and Assessment
Half term holiday		
Aut2-1	November	M7 U1 ¿Qué haces para ganar dinero? (How you earn money; soler in the imperfect; verbs in different forms)
Aut2-2		M7 U2 Mis prácticas laborales (Work experience; the preterite and imperfect; alternatives to 'and')
Aut2-3		M7 U3 ¿Por qué aprender idiomas? (Importance of languages; present, present continuous; saber, conocer)
Aut2-4		M7 Revision and Assessment
Aut2-5	December	M7 U4 Solicitando un trabajo (Applying for a summer job; indirect object pronouns; writing a formal letter)
Aut2-6		M7 U5 Un año sabático (Gap years; the conditional; the 24-hour clock; the imperfect subjunctive)
Aut2-7		M7 Revision and Assessment
Christmas holiday		
Spr1-1	January	M7 U6 El futuro (Discussing future plans; different ways to express future plans; 'if' clauses; forming questions)
Spr1-2		M8 U1 ¡Piensa globalmente! (Global issues; superlative; listening for high numbers; present subjunctive)
Spr1-3		M8 U2 ¡Actúa localmente! (Local actions; the subjunctive in commands; presenting a written argument)
Spr1-4		M8 U3 ¡Vivir a tope! (Healthy lifestyles; different tenses; giving extended reasons)
Spr1-5		M8 U4 ¡El deporte nos une! (International sporting events; pluperfect tense; explaining a point of view; gist reading)
Spr1-6	February	M8 Revision and Assessment
Half term holiday		
Spr2-1	March	M8 U5 ¡Apúntate! (Natural disasters; the imperfect continuous; using grammar knowledge in translation)
Spr2-2		Module mop up/consolidation
Spr2-3		M8 Revision and Assessment
Spr2-4		M8 Practice for Speaking exam
Spr2-5		
Spr2-6		
Easter holiday		
Sum1-1	April	Speaking exam [April/May 5 week window]
Sum1-2		Revision, practice papers and exams
Sum1-3	May	Exams
Sum1-4		
Sum1-5		
Sum1-6		



	June	Half term holiday
Sum2-1		Exams
Sum2-2		
Sum2-3		
Sum2-4		
Sum2-5	July	
Sum2-6		
Sum2-7		