



# Spanish

## Key Stage 4 Framework for Learning

### Year 10 2017-2018: Successful Foundations

Syllabus:  
Spanish AQA

## Autumn 1

<p><b>Knowledge</b></p>	<p><b>Weeks 1 &amp; 2</b>  <b>Green Route (MAPs) &amp; Blue Route (HAPs)</b>          “¿Cómo es tu casa?” Saying what your house is like          Grammar: using prepositions to say where things are. Further preposition.</p> <p><b>Weeks 3 &amp; 4</b>  <a href="#">PREPARE REVISION HANDOUT FOR AUTUMN TERM PROGRESS TEST: WRITING</a></p> <p><b>Green Route (MAPs) &amp; Blue Route (HAPs)</b> “Mi ciudad” Talking about the amenities in your area. Grammar: using demonstrative adjectives and pronouns. Present tense and preterite tenses of ir and hacer.</p> <p><b>Weeks 4 &amp; 5:</b></p> <p><b>Green Route (MAPs)</b>          “Mi casa” Saying what your house is like.          Grammar: using prepositions to say where things are. Further prepositions.</p> <p><b>Blue Route (HAPs)</b>          “Mi casa y mi barrio” Describing your house and where it is. Grammar: formulating more complex questions. More interrogative words and expressions. Using different vocabulary to express the same idea.</p> <p><b>Weeks 6 &amp; 7:</b></p> <p><b>Green Route (MAPs)</b>          “¿Qué se puede hacer donde vives?”          Talking about what you can do and where you live          Grammar: using PUEDO &amp; SE PUEDE          Use ESTAR to say where things are.</p> <p><b>Blue Route (HAPs)</b>          “La ciudad y el campo”          Using possessive pronouns. The expressions LOS QUE/ LAS QUE</p>
<p><b>Skills</b></p>	<p><b>Listening: understand and respond to spoken language.</b></p> <p><b>GREEN ROUTES [MAPS]</b>  <b>Grade 4-6; C-D</b>          Demonstrate general and specific understanding of different types of spoken language.          Follow and understand clear standard speech using familiar language across a range of specified context.          Identify the overall message, key points, details and opinions in a variety of short and longer spoken passages          Reecognising the relationship between past, present and future events.</p> <p><b>Blue Route (HAPs)</b>  <b>Grade 6-9; B –A*</b>  <b>[Green Route skills PLUS...]</b></p> <p>Deduce meaning from a variety of short and longer spoken texts, involving some complex language and more abstract material, including short narratives and authentic material addressing a wide range of contemporary and cultural themes.</p> <p>Recognise and respond to key information, important themes and ideas in more extended spoken texts, including authentic sources, adapted and abridge, as appropriate, by being able to answer questions, extract information, evaluate and draw conclusions.</p>
<p><b>Assessment</b></p>	<p><b>Marking point 1</b>  <i>La casa: Reading &amp; Writing (F &amp; HIGH.)</i>          + <i>Connectives worksheet for HIGH. Ex 1 + 3</i></p> <p><b>Marking point 2</b></p>



	<p><i>Listening task:</i> <i>La Ciudad</i> <i>Ex 4</i></p> <p><b>Marking point 3</b> <i>Writing task:</i> <i>advantages and disadvantages of living in the countryside / city</i></p>
<b>Cultural enrichment</b>	Main cities of Spain and density population.
<b>Character</b>	 <p>QofS – Optimism Maintaining a positive outlook in the learning of a foreign language especially before the challenge some may face before a writing assessment</p> <p>CV – Openness &amp; Honesty Open tools for students' collaboration in peer and self-assessment leading to more autonomy.</p>

## Autumn 2

<b>Knowledge</b>	<p><b>Weeks 1 &amp; 2</b> <b>Green Route (MAPs)</b> &amp; <b>Blue Route (HAPs)</b> "¿Dónde te alojas?" Talking about holiday accommodation Grammar: using expressions of sequence. Exclamations using the subjunctive.</p> <p><b>Week 3 &amp; 4:</b> <b>Green Route (MAPs)</b> <b>¡Me voy de vacaciones!</b> Talking about travelling to holiday destinations. Grammar: talking about the weather (including weather expressions in the past)</p> <p><b>Blue Route (HAPs)</b> <b>¿Qué hiciste y qué te gustaría hacer durante las vacaciones?</b> Talking about holiday activities Grammar: revising the use of preterite and imperfect tenses. Further expressions of sequence (antes de haber, después de haber, mientras + imperfect)</p> <p><b>Week 5 – EXAMS</b> Reading &amp; Writing Sports Hall</p> <p><b>Week 6 &amp; 7</b> <b>"Un folleto turístico</b> <b>Green Route (MAPs)</b> &amp; <b>Blue Route (HAPs)</b> Understanding tourist leaflets Grammar: using ESTAR + past participle. Words which help you give opposite views.</p> <p><b>Weeks 8 &amp; 1<sup>st</sup> Week of Spring 1</b> <b>Green Route (MAPs)</b> <b>¿En qué región vives?</b> Talking about the regions of Spain Grammar: using the points of the compass. Adverbs of place.</p> <p><b>Blue Route (HAPs)</b> Describiendo tu región Describing a region Using the passive and passives forms with se</p>
<b>Skills</b>	<p><b>Writing: communicate in writing.</b> <b>GREEN ROUTES (MAPS)</b> <b>Grade 4-6; C-D</b></p> <p>Communicate effectively in writing for a variety of purposes across a range of specified contexts.</p>



	<p>Write short texts, using simple sentences and familiar language accurately to convey meaning and exchange information. Produce clear and coherent text of extended length to present facts and express ideas and opinions appropriately for different purposes and in different settings. Make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events. Translate sentences and short texts from English into French to convey key messages accurately and to apply grammatical knowledge of language and structures in context. <b>Blue Route (HAPs) Grade 6-9; B –A*</b> <b>(Green Route skills PLUS...)</b> Manipulate the language, using and adapting a variety of structures and vocabulary with increasing accuracy and fluency for new purposes, including using appropriate style and register Make independent, creative and more complex use of the language, as appropriate, to note down key points, express and justify individual thoughts and points of view, in order to interest, inform or convince.</p>
<b>Assessment</b>	<p><b>Marking point 1</b> <i>Grammar: conjugating the preterite &amp; imperfect tenses</i></p> <p><b>Marking points 2 &amp; 3</b> <i>Listening comprehension skill.</i> <i>Writing skill</i> <b>PROGRESS TEST</b></p>
<b>Cultural enrichment</b>	Holiday destinations of Spanish people.
<b>Character</b>	 <p>QofS – Empathy Caring for Others, Equality, Equity The ability to connect with each other in the classroom by communicating in pairs/ groups is a life skill; understanding different cultures to be able to make comparisons and thus develop empathy.</p> <p>CV – Solidarity, Caring for Others, Equality, Equity Paired and group works to help each other and self- manage in their own learning.</p>

## Spring 1

<b>Knowledge</b>	<p><b>Week 1</b> <b>Green Route (MAPs)</b> “¿En qué región vives?” Talking about the regions of Spain Grammar: using the points of the compass. Adverbs of place.</p> <p><b>Blue Route (HAPs)</b> “Describiendo tu region” Describing a region Using the passive and 5passive forms with se</p> <p><b>Weeks 2 &amp; 3</b> <b>Green Route (MAPs) &amp; Blue Route (HAPs)</b> “Me gustaría ayudar” Talking about charities and voluntary work.</p> <p><b>Weeks 4 &amp; 5</b> <b>Green Route (MAPs)</b> “Quieres ser voluntari/a?” Talking about different ways of volunteering. Grammar: learning about verbs that are followed by the infinitive. Revising the present tense.</p> <p><b>PREPARE REVISION HANDOUT FOR END OF TERM EXAMS (LISTENING &amp; WRITING)</b></p> <p><b>Blue Route (HAPs)</b> “La importancia de hacer obras benéficas”</p>
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	<p>Learning more about charities and volunteering. Grammar: using the conditional tense. Formation and use of the gerund.</p>
<b>Skills</b>	<p><b>Reading: understand and respond to written language.</b></p> <p><b>GREEN ROUTES (MAPS)</b> <b>Grade 4-5; C-D</b> Understand and respond to different types of written language.</p> <p>Understand general and specific details within texts using high frequency familiar language across a range of contexts.</p> <p>Identify the overall message, key points, details and opinions in a variety of short and longer written passages, involving some more complex language and recognising the relationship between past, present and future events.</p> <p>Translate a short passage from French into English</p> <p><b>Blue Route (HAPs)</b> <b>Grade 6-9; B –A*</b> <b>(Green Route skills PLUS...)</b></p> <p>Deduce meaning from a variety of short and longer written texts from a range of specified contexts, including authentic sources involving some complex language and unfamiliar material, as well as short narratives an authentic material addressing relevant contemporary and cultural themes.</p> <p>Recognise and respond to key information, important themes and ideas in more extended written text and authentic sources, including some extracts from relevant abridged or adapted literary texts</p> <p>Demonstrate understanding by being able to scan for particular information, organise and present relevant details, draw inferences in context and recognise implic meaning where appropriate.</p>
<b>Assessment</b>	<p><b>Marking point 1</b> <i>Describiendo tu región worksheet</i></p> <p><b>Marking point 2</b> <i>Listening task on Volunteering</i></p> <p><b>Marking point 3</b> <i>Grammar: use and conjugation of ser, tener, estar</i></p>
<b>Cultural enrichment</b>	Regional particularities of Spain.
<b>Character</b>	<div style="display: flex; align-items: flex-start;"> <div style="margin-right: 20px;">  <small>Curiosity</small> </div> <div style="margin-right: 20px;">  <small>Creativity</small> </div> <div> <p>QoFS – Creativity &amp; Curiosity Curious to try sports/ games that are popular in France (eg handball) but not in the UK. Stimulation tasks may open desire to try new experiences.</p> </div> </div> <p>CV – Openness Open tools for students' collaboration in peer and self-assessment leading to better understanding of assessment criteria and independence.</p>

## Spring 2

<b>Knowledge</b>	<p><b>THEME: Local, national, international and global interest.</b> UNIT 6: Social issues</p> <p><b>Week 1</b> <b>Green Route (MAPs)</b> &amp; <b>Blue Route (HAPs)</b> “¿Comes bien?” Talking about healthy eating Grammar: using expressions with comer. Expressions MEJOR QUE and PEOR QUE.</p> <p><b>Weeks 2 &amp; 3</b> <b>Green Route (MAPs)</b> &amp; <b>Blue Route (HAPs)</b> “¿Llevas una vida sana?” Talking about healthy and unhealthy lifestyles. Grammar: using negative words Use of DEBER, TENER QUE, and HAY QUE.</p>
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	<p><b>Week 4 – EXAMS</b> Listening &amp; Writing</p> <p><b>Week 5</b>  <b>Blue Route (HAPs)</b>  <b>"¿Qué opinas?"</b>          Discussing opinions related to healthy living          Learning about the present subjunctive.          The imperfect tense.</p>
<b>Skills</b>	<p><b>Listening: understand and respond to spoken language.</b></p> <p><b>GREEN ROUTES [MAPS]</b>  <b>Grade 4-6; C-D</b>          Demonstrate general and specific understanding of different types of spoken language.</p> <p>Follow and understand clear standard speech using familiar language across a range of specified context.</p> <p>Identify the overall message, key points, details and opinions in a variety of short and longer spoken passages</p> <p>Recognising the relationship between past, present and future events.</p> <p><b>Blue Route (HAPs)</b>  <b>Grade 6-9; B –A*</b>  <b>(Green Route skills PLUS...)</b></p> <p>Deduce meaning from a variety of short and longer spoken texts, involving some complex language and more abstract material, including short narratives and authentic material addressing a wide range of contemporary and cultural themes.</p> <p>Recognise and respond to key information, important themes and ideas in more extended spoken texts, including authentic sources, adapted and abridge, as appropriate, by being able to answer questions, extract information, evaluate and draw conclusions.</p>
<b>Assessment</b>	<p><b>Marking point 1</b></p> <p><b>Marking points 2 &amp; 3</b>  <i>Reading and Writing test.</i></p> <p><b>Marking point 3</b></p> <p><b>All to be confirmed = RBA</b></p>
<b>Cultural enrichment</b>	<p>Spanish foods and main differences of mealtimes.</p>
<b>Character</b>	<div style="display: flex; align-items: center;">   </div> <p>QoFS – Responsibility &amp; Reflection          A responsible language learner will have studied vocabulary and structures in readiness for end of term exam.          Reflecting on language acquisition by completing checklists to assess strengths and weaknesses.</p> <p>CV – Honesty &amp; Social Responsibility          In class understanding that it is a shared responsibility for the learning process to happen. Taking part in role plays in thus collaborating with each other to ensure progress.</p>
<b>Summer 1</b>	
<b>Knowledge</b>	<p><b>Weeks 1 &amp; 2</b>  <b>Preparation for MOCK SPEAKING EXAM</b>  <b>4 role-plays</b>  <b>4 photo cards</b>  <b>2 General Conversation</b></p> <p><b>Weeks 3 &amp; 4</b>  <b>Green Route (MAPs) &amp; Blue Route (HAPs)</b>  <b>"Protegiendo el medio ambiente"</b>          Talking about ways of protecting the environment</p>



	<p>Grammar: using IF sentence. The pluperfect tense.</p> <p><b>Week 5 &amp; 6</b>  <b>Green Route (MAPs)</b> &amp; “Reutilizar, reducir, reciclar”  Talking about reusing things, reducing waste and recycling  Grammar: using ME PREOCUPA(N) and similar expressions. Expressions followed by MUCHO, (UN)POCO, etc.</p> <p><b>Blue Route (HAPs)</b>  “Problemas ecológicos”  <b>Understanding and</b> discussing environmental problems.  Grammar: using modal verbs to express recommendations and obligations. Formation and use of the preterite to describe past events and actions.</p> <p>“Los “sin techo”  <b>Green Route (MAPs)</b> &amp; <b>Blue Route (HAPs)</b>  Talking about about homelessness  Grammar: using reflexive constructions such as SE DEBE, SE PUEDE, + infinitive. Negative expressions.</p>
<b>Skills</b>	<p><b>Reading: understand and respond to written language.</b></p> <p><b>GREEN ROUTES [MAPS]</b>  <b>Grade 4-6; C-D</b>  Understand and respond to different types of written language.</p> <p>Understand general and specific details within texts using high frequency familiar language across a range of contexts.</p> <p>Identify the overall message, key points, details and opinions in a variety of short and longer written passages, involving some more complex language and recognising the relationship between past, present and future events.</p> <p>Translate a short passage from French into English</p> <p><b>Blue Route (HAPs)</b>  <b>Grade 6-9; B –A*</b>  <b>(Green Route skills PLUS...)</b></p> <p>Deduce meaning from a variety of short and longer written texts from a range of specified contexts, including authentic sources involving some complex language and unfamiliar material, as well as short narratives an authentic material addressing relevant contemporary and cultural themes.</p> <p>Recognise and respond to key information, important themes and ideas in more extended written text and authentic sources, including some extracts from relevant abridged or adapted literary texts</p> <p>Demonstrate understanding by being able to scan for particular information, organise and present relevant details, draw inferences in context and recognise implicit meaning where appropriate.</p>
<b>Assessment</b>	<p><b>Marking point 1</b></p> <p><b>Marking point 2</b></p> <p><b>Marking point 3</b></p> <p><b>All to be confirmed = RBA</b></p>
<b>Cultural enrichment</b>	Homelessness in Spain.
<b>Character</b>	<div style="display: flex; align-items: center;">   <div style="margin-left: 10px;"> <p>QofS – Practice &amp; Resiliency  Persevering with the skill of asking questions / formulating questions which can be tricky. Developing the good habits to practise your newly learnt skills in class and at home.</p> <p>CV – Self-Help  Getting into the good habits to look for answers in exercise books and dictionary.</p> </div> </div>
<h2>Summer 2</h2>	
<b>Knowledge</b>	<p><b>Weeks 1 &amp; 2</b>  <b>Green Route (MAPs)</b>  “Los necesitados”  Talking about poverty.  Grammar: using the words ALGO and alguien.</p>



	<p>Third person singular common verbs.</p> <p><b>Blue Route (HAPs)</b>  <b>“Es importante ayudar a los demás”</b>          Talking about helping the homeless and the needy          Grammar: using ME ENCANTA, ME PREOCUPAS, etc. with the subjunctive.          The imperfect subjunctive and its use in IF clauses.</p> <p><b>Week 3</b>  <b>SPEAKING EXAM</b></p> <p><b>WEEKS 4 &amp; 5: work experience.</b></p> <p><b>WEEK 6 &amp; 7</b></p> <p><b>Green Route (MAPs)</b>  <b>“Los necesitados”</b>          Talking about poverty.          Grammar: using the words ALGO and alguien. Third person singular common verbs.</p> <p><b>Blue Route (HAPs)</b>  <b>“Es importante ayudar a los demás”</b>          Talking about helping the homeless and the needy          Grammar: using ME ENCANTA, ME PREOCUPAS, etc. with the subjunctive. The imperfect subjunctive and its use in IF clauses.</p>
<b>Skills</b>	<p><b>Speaking: communicate and interact in speech.</b></p> <p><b>GREEN ROUTES [MAPS]</b>  <b>Grade 4-6; C-D</b>          Communicate and interact effectively in speech for a variety of purposes across a range of specified contexts.</p> <p>Take part in a short conversation, asking and answering questions, and exchanging opinions.</p> <p>Make appropriate and accurate use of variety of vocabulary and grammatical structures, including some more complex forms, with reference to past, present and future events.</p> <p>Use accurate pronunciation and intonation to be understood by a native speaker</p> <p><b>Blue Route (HAPs)</b>  <b>Grade 6-9; B –A*</b>  <b>(Green Route skills PLUS...)</b></p> <p>Convey information and narrate events coherently and confidently, using and adapting language for new purposes</p> <p>Speak spontaneously, responding to unexpected questions, points of view or situations, sustaining communication by using rephrasing or repair strategies, as appropriate</p> <p>Initiate and develop conversations and discussions, producing extended sequences of speech.</p> <p>Make creative and more complex use of the language, as appropriate, to express and justify their own thoughts and points of view.</p>
<b>Assessment</b>	
<b>Cultural enrichment</b>	<p><b>Week 7</b>          “Go” (2005) Danny Cannon with accompanying worksheets.</p>
<b>Character</b>	<p>QofS – Motivation          Talking about future studies will help students think about what they want to do in the future/ don’t want to do; inspiring them</p> <p>CV – Self-Responsibility          Students to understand the positives of taking responsibility for their own learning and impact of positive attitude will have in their future prospects.</p>