



Spanish

Key Stage 4 Framework for Learning


Year 11 2017-2018: I am Creative, Successful and Happy

Syllabus: Spanish AQA TEXT BOOK: AQA SPANISH FOUNDATION/ HIGHER [O.U.P]

Autumn 1

<p>Knowledge</p>	<p>2 HOURS</p> <p>Green Route (MAPs) & Blue Route [HAPs]</p> <p>El instituto y las asignaturas [F & H] Giving your opinion about different subjects.</p> <p>2 HOURS</p> <p>Green Route (MAPs) & Blue Route [HAPs] ¿Cómo ser un buen estudiante? Talking about your studies.</p> <p>4 hours Un día al instituto [F & H] Talking about your school and daily routine Blue Route [HAPs] ¿Qué tal el instituto [H] Talking about your school</p> <p>2 hours [F & H] Las reglas y el uniforme Talking about school and uniform</p> <p>1 hour [H] Blue Route [HAPs] Lo bueno y lo malo del instituto</p> <p>3 hours ANSWER & PRACTICE of 4 GENERAL QUESTIONS "My studies, life at school and college."</p> <p>2 role plays preparation & 2 Photo card preparation on "My studies, life at school and college."</p>
<p>Skills</p>	<p>GREEN ROUTES [MAPS] Grade 3-5 Listening Demonstrate understanding of a range of short passages which include opinions with basic reasons, details and reference to either the present and the past, ore the present and the future spoken clearly. [D]</p> <p>Demonstrate understanding of short and longer passages which include opinions with reasons, a range of basic grammatical structures and reference to the present, the past and the future, spoken clearly. [C]</p> <p>Deduce meaning and demonstrate understanding of detail in longer passages (including some authentic sources, adapted or abridged) which include a range of at least three different tenses, well-justified opinions and some less familiar, as well as familiar, language and grammatical structures [B]</p> <p>BLUE ROUTES [HAPS] Grade 5-9; B –A*</p> <p>Listening Understand long passages at normal speed.</p>



	<p>Work out meaning of new words from context. Cope with any topic even ones with which are not familiar topics. Have a broad vocabulary range and understand grammar very well. Pick out the main points and detailed information of long passages & give accurate answers.</p>
Assessment	<p>Marking point 1 <i>Listening task: Ex 4 page 147</i></p> <p>Marking point 2 <i>Foundation:</i> <i>"En el cole"</i> <i>Listos 3 Verde Cuaderno</i> <i>Ex 1a, 1b, 2a page 8 & 9</i></p> <p>Higher: <i>"Comparing things"</i> <i>CGP Higher workbook, pages 77 & 78</i></p> <p>Marking point 3 <i>Listening task</i> <i>Higher Text book, page 151 ex 4</i> <i>OR</i> <i>Foundation Text book, pages 153 ex 4</i></p>
Cultural enrichment	<p>Comparing Spain's school life to the UK and French speaking country and developing country: Togo.</p>
Character	 <p>QoS – 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 & Honesty Open tools for students' collaboration in peer and self-assessment leading to more autonomy.</p>


Autumn 2

Knowledge	<p>1 ½ hour Green Route (MAPs) & Blue Route (HAPs) ¿Qué voy a hacer? Talking about options at 16</p> <p>2 ½ hour Green Route (MAPs) & Blue Route (HAPs) ¿Trabajar o estudiar ? Discussing choices at 18 : work or university ?</p> <p>Higher ONLY ¿Vale la pena ir a la universidad ? Talking about the benefits of higher education.</p> <p>Weeks 3 & 4 COLLEGE ENTRY EXAMS (C.E. exams) Listening & understanding 25% Reading & Understanding 25% Writing 25%</p> <p>3 hours</p>
------------------	--





	<p>Green Route (MAPs) & Blue Route (HAPs) Los trabajos = Groundwork [F] Talking about different jobs. Buscar trabajo (F&H) Looking for and applying for jobs.</p> <p>2 hours El trabajo ideal [h] Blue Route (HAPs) Talking about the ideal job & using the present subjunctive in hypothetical situations.</p> <p>3 or 4 hours ANSWER & PRACTICE of GENERAL QUESTIONS <i>"My studies, life at school and college."</i></p> <p>AND <i>"Education post -16, Jobs, career choices and ambitions"</i></p>
<p>Skills</p>	<p>GREEN ROUTES [MAPS] Grade 3-5 Writing Write short texts giving and seeking information and opinions, referring to the past or future as well the present. [D]</p> <p>Write short texts in a range of contexts, giving and seeking information and opinions and referring to present, the past and the future. [C] Write longer coherent texts on a variety of topics, containing descriptions, narrations and personal opinions with justification, referring to the past, present and future. Link sentences and paragraphs, and structure ideas. [B]</p> <p>BLUE ROUTES [HAPS] Grade 5-9; B –A*</p> <p>Writing Have a wealth of interesting ideas, which are expressed accurately & succinctly. [A*] Use sophisticated vocabulary & write in different registers. [A*] Manipulate grammar & tenses effortlessly & accurately. [A*] Use a wide range of tenses and structures accurately. [A] Use varied & interesting vocabulary & well- structured. [A] Express themselves well & justify my opinions accurately. [A] Make very few errors but verbs are always correct. [A]</p>
<p>Assessment</p>	<p>Marking point 1</p> <p><i>"En el futuro"</i> Cuaderno VERDE: Edexcel EX 1, 2, 3, 4 p. 50 & 51</p> <p>Marking point 2</p> <p>FOUNDATION: <i>"En el futuro"</i> Listos 3 verde Cuaderno Ex 1, 2, 3a 4a, 4b page 59, 60</p> <p>HIGHER: <i>"En el futuro"</i> Listos 3 rojo Ex 1a, 1b, 2a, 2b page 56, 57</p> <p>Marking point 3 Foundation CGP Spanish workbook <i>"Types of job"</i></p>



	<p>Page 63 ex 1, 2, 3, 4, + "Plans for the future" Q1, 2</p> <p>Higher "Pros and Cons of different jobs" Ex 1, 2, 3 page 64</p>
Cultural enrichment	Vocational studies as opposed to general / academic studies in Spain.
Character	 <p>QoS – 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	
Knowledge	<p>Groundwork: Foundation book. Green Route (MAPs) & Blue Route (HAPs)</p> <p>1 ½ hour Reutilizar, reducir, reciclar Talking about reusing things, reducing waste. and recycling</p> <p>WEEK 2 MOCK SPEAKING EXAMS</p> <p>3 hours Overlap chapter Protegiendo el medio ambiente (m Talking about ways of protecting the environment. & Blue Route (HAPs) Problemas ecológicos Understanding and discussing environmental problems.</p> <p>1 ½ hour Groundworks Foundation book Green Route (MAPs) & Blue Route (HAPs) Los necesitados Talking about poverty.</p> <p>2 hours Overlap chapter Los "sin techo" Talking about homeless and the needy.</p> <p>2 hours Blue Route (HAPs) Es importante ayudar a los demás. Talking about helping the homeless and the needy.</p>
Skills	<p>GREEN ROUTES [MAPS] Grade 3-5</p>





	<p>Reading Demonstrate understanding of a range of short and longer texts which include opinions and refer to the past or future as well as the present. [D]</p> <p>Demonstrate understanding of a range of short and longer texts which include opinions and refer to the present, the past and the future. [C]</p> <p>Deduce meaning and understand detail in longer texts, including extracts from literary texts, which include a range of at least three different tenses, opinions and some unfamiliar, as well as familiar, language, including some more complex structures. [B]</p> <p>BLUE ROUTES [HAPS] Grade 5-9; B –A*</p> <p>Reading Skim a text to pinpoint answers. Read quickly & only have to reread to pick up the finer details & nuances in a long, complex text. Understand very well any topic even difficult or unfamiliar ones. Infer answers & work out meaning of new words in context. Have an in-depth vocab & understand complex grammar & idioms.</p>
Assessment	<p>Markings point 1 <i>Mock speaking</i></p> <p>Marking point 2 <i>Reading task</i> <i>“los sin techo”</i> <i>Ex 2 page 118 (higher bk)</i> <i>OR page 120 (Foundation bk)</i></p> <p>Marking point 3 Cuaderno Verde (Edexcel GCSE) <i>Reading & Writing tasks</i> <i>Ex 1, 2 page 88</i> <i>Ex 1, 2 & 3 page 89</i></p> <p>Cuaderno Rojo (Edexcel GCSE) <i>Reading & Writing tasks</i> <i>Ex 1, 2 page 92</i> <i>Ex 1, 2 & 3 page 93</i></p>
Cultural enrichment	Homelessness issue in Spain compared to the UK.
Character	<div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p>QoS – Creativity & 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> <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	
Knowledge	<p>Week 1</p> <p>2 HOURS</p> <p><i>Overlap chapter</i></p> <p>Algunas costumbres regionales Learning about local customs</p>



	<p>Green Route (MAPs) & Blue Route (HAPs)</p> <p>+ ½ hour REVISION GRAMMAR: the present tense of regular and irregular verbs.</p> <p>3 HOUR Las fiestas de España La Tomatina [groundwork] Talking about a Spanish festival Las fiestas de España – las Fallas [H]</p> <p>+ ½ hour REVISION GRAMMAR: Preterite and imperfect of regular verb.</p> <p>3 hours La vida en familia [F] – groundwork ¿Cambian las costumbres? [H] Learning about Spanish life and routines Learning about Spanish customs</p> <p>2 hours Overlap chapter Las fiestas del mundo hispano Learning about Spanish culture REVISION GRAMMAR: + 1 hour on irregular verbs: present, preterite & imperfect.</p>
<p>Skills</p>	<p>Marking point 1 <i>The Present Tense</i> CGP workbook Page 87 ex 1,2,3,4 Page 89 ex 1,2,3,4,5,6</p> <p>Marking point 2 & 3 <i>The Preterite & Imperfect</i> CGP workbook ex 1, 2, 3 Page 96</p> <p>Ex 1,2,3,4 Page 98</p> <p>Marking point 3 <i>Talking about the Future</i> CGP workbook Foundation: p.91 ex 1,2,3,4 Higher: 1,2,3</p>
<p>Assessment</p>	<p>Marking point 1 <i>The Present Tense</i> CGP workbook Page 87 ex 1,2,3,4 Page 89 ex 1,2,3,4,5,6</p> <p>Marking point 2 & 3 <i>The Preterite & Imperfect</i> CGP workbook ex 1, 2, 3 Page 96</p> <p>Ex 1,2,3,4 Page 98</p> <p>Marking point 3 <i>Talking about the Future</i> CGP workbook Foundation: p.91 ex 1,2,3,4 Higher: 1,2,3</p>



Cultural enrichment	La Tomotina: key Spanish festival.
Character	<div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p>QoS – Responsibility & 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 & 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>
Summer 1	
Knowledge	<p>Week 1</p> <ol style="list-style-type: none"> 1. Revision MFL Orals. 2. Role-Plays 3. Photo cards 4. General Conversation <p>Week 2 MFL ORALS (25% of total GCSE marks)</p> <p>Week 3 & 4 Revision:</p> <ol style="list-style-type: none"> 1) Translation both ways across topics 2) Listening & Reading comprehension Across all topics.
Skills	<p>Speaking: communicate and interact in speech.</p> <p>GREEN ROUTES [MAPS] Grade 3-5 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>Blue Route (HAPs) Grade 5-9; B –A* (Green Route skills PLUS...)</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>
Assessment	<p>Marking point 1 Marking point 2 Marking point 3</p>
Cultural enrichment	



Character	<div data-bbox="391 315 466 398"></div> <div data-bbox="518 315 593 398"></div> <p>QoS – Practice & 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 when.</p> <p>QoS – 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>
------------------	--