

## Curriculum Plan Spanish

STUDENTS FOLLOW THE EDEXCEL SPANISH GCSE COURSE <https://qualifications.pearson.com/en/qualifications/edexcel-gcses/spanish-2024.html>

| Year 11 | <b>Golden Threads:</b> State the big ideas that will be taught across the year ( <a href="#">Threshold concepts</a> )<br>A regular verb can be conjugated by finding its stem & applying a series of endings depending on the subject.<br>Connectives, intensifiers, opinions & use of a range of tenses are ways of making our writing more complex in Spanish. |                                                                               |                                                                                                                                                                                                                                                                                                                          |                                                                                                                    | <b>Enrichment:</b> What is offered through the year to support learning in the classroom?<br>-Visit from Northfield School of Buenos Aires<br>-Spanish-language theatre trip in collaboration with St. Mary's School Calne |                                                                                                                                                                                                                                                      | <b>Review &amp; evaluation:</b><br>Give date for review of the curriculum |
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|         | Topics                                                                                                                                                                                                                                                                                                                                                           | Assessment                                                                    | Substantive Knowledge                                                                                                                                                                                                                                                                                                    | Disciplinary Knowledge                                                                                             | Misconceptions                                                                                                                                                                                                             | Key Vocabulary                                                                                                                                                                                                                                       | Knowledge tracking                                                        |
| Term 1  | ¡A clase!<br><br>Context:<br><br>Studying & My future                                                                                                                                                                                                                                                                                                            | Writing:<br>Long Writing & Translation (English→Spanish)<br>(English→Spanish) | Absolute superlatives<br>Relative pronouns:<br><i>que, donde &amp; cuando</i><br><i>lo que</i><br>The conditional tense<br>Impersonal verbs + infinitive<br>Negatives<br>Adjectives & adverbs                                                                                                                            | Translation<br>Forming questions                                                                                   | Interrogative pronouns & relative pronouns<br>False friends                                                                                                                                                                | Refer to interactive topical vocabulary located here:<br><br><a href="https://qualifications.pearson.com/en/qualifications/edexcel-gcses/spanish-2024.html">https://qualifications.pearson.com/en/qualifications/edexcel-gcses/spanish-2024.html</a> | Ref. Year 7 curriculum<br>Interrogative pronouns                          |
| Term 2  | Mi barrio y yo<br><br>Context:<br><br>My neighbourhood                                                                                                                                                                                                                                                                                                           | Speaking:<br>Conversation                                                     | Describing cities<br>The perfect tense<br>Prepositions for place & directions<br>Demonstrative adjectives<br>Comparing using two different tenses (then & now) including the imperfect tense<br>Describing preferences<br>Direct object pronouns<br>Using the present subjunctive with <i>cuando</i><br>The future tense | Structuring the use of a range of tenses within a single context<br>Circumstances in which the subjunctive is used | Similarities between demonstrative adjectives <i>este/ese &amp; esta esa</i> with other words in Spanish ( <i>está</i> etc.)<br>When to use the imperfect tense (compared to the preterite)                                | Refer to interactive topical vocabulary located here:<br><br><a href="https://qualifications.pearson.com/en/qualifications/edexcel-gcses/spanish-2024.html">https://qualifications.pearson.com/en/qualifications/edexcel-gcses/spanish-2024.html</a> | Ref. Year 9 curriculum<br>Multiple tenses within a single context         |



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| Term 3 | <p>Un mundo major para todos</p> <p>Context:</p> <p>My neighbourhood</p>   | <p>Speaking:</p> <p>Mock Exam<br/>Read aloud, Role play, Picture Task &amp; Conversation</p>                                          | <p>Pronouns after prepositions,<br/>The imperative<br/>Spanish idiomatic phrases<br/>The passive voice (&amp; when to avoid it)<br/>The imperfect continuous tense<br/>Negatives<br/>Using the subjunctive to give opinions<br/>Using “should” or “should not”</p>                                                                                             | <p>Differentiating between formal &amp; informal Spanish (<i>tú v Usted</i>)<br/>Using &amp; avoiding complex structures</p> | <p>The different uses of familiar verb endings in unfamiliar contexts</p>                                                            | <p>Refer to interactive topical vocabulary located here:</p> <p><a href="https://qualifications.pearson.com/en/qualifications/edexcel-gcses/spanish-2024.html">https://qualifications.pearson.com/en/qualifications/edexcel-gcses/spanish-2024.html</a></p> | <p>Ref. Year 9 curriculum<br/>Use of the continuous tenses</p> |
| Term 4 | <p>El futuro te espera</p> <p>Context:</p> <p>Studying &amp; my future</p> | <p>Writing:</p> <p>Mock Exam<br/>Short &amp; Medium (Foundation) / Medium &amp; Long (Higher) &amp; Translation (English→Spanish)</p> | <p>Spoken Spanish stress patterns<br/>Using <i>seguir</i> &amp; <i>continuar</i><br/>+ present participle<br/>Using phonics to transcribe unfamiliar words<br/>Possessive pronouns<br/>Prepositions followed by the infinitive<br/>Masculine &amp; feminine nouns for jobs<br/>The suffixes <i>-dad</i> &amp; <i>-idad</i><br/>Modal verbs<br/>Percentages</p> | <p>Aural skills to identify unfamiliar words/phrases</p> <p>Understanding how languages can be patriarchal</p>               | <p>Spanish v English pronunciation of (semi-) cognates</p> <p>The need for modal verbs to be used with another (infinitive) verb</p> | <p>Refer to interactive topical vocabulary located here:</p> <p><a href="https://qualifications.pearson.com/en/qualifications/edexcel-gcses/spanish-2024.html">https://qualifications.pearson.com/en/qualifications/edexcel-gcses/spanish-2024.html</a></p> | <p>Ref. Year 9 curriculum<br/>Present continuous</p>           |



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| Early Term 5 | Revision using <i>repaso</i> sections at the end of each Chapter in text book. | Combining all skills. |  |  |  | Refer to interactive topical vocabulary located here:<br><br><a href="https://qualifications.pearson.com/en/qualifications/edexcel-gcses/spanish-2024.html">https://qualifications.pearson.com/en/qualifications/edexcel-gcses/spanish-2024.html</a> |  |
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