



KS4 Spanish

Approximate available lessons based on 3 lessons per week over a 37 week year; assuming approximately 12 lessons missed for holidays/other subject activities/PSHE/exams. Exact curriculum timings are approximate due to holidays/ other subject trips and activities / PSHE / internal examinations.

All topics across KS4 will have ongoing formative assessment including:

- Questioning techniques
- Peer/self-marking and assessments
- Written exercises
- Presentations
- Class activities and role plays

All topics will have some form of summative assessment to test the knowledge and skills covered within the topic. These will take the forms of:

- End of topic tests
- Past papers
- Creative projects
- Speaking challenges
- Public examinations

All topics will include real-world contextualisation to ensure that the links between classroom content and practical application are encouraged and emphasised. Across KS4, students learn additional linguistic terminology to aid and accelerate future language acquisition. Full exam syllabus can be found [here](#).

	Year 10	Year 11
Topic and Content	<p>Unit 1: I Introduce myself</p> <ul style="list-style-type: none"> ● My home* ● My school* ● My eating habits ● My body and health <p>*These are part of the IGCSE course, but are covered at the end of Year 9 in Term 4 once students have moved to their Language option groups.</p> <p>Unit 2: Family and Friends, at home and abroad</p> <ul style="list-style-type: none"> ● Self, family, pets, personal relationships ● Life at home ● Leisure, entertainments, invitations ● Eating out ● Special occasions ● Going on holiday ● Family and friends abroad <p>Unit 3: Where I live and what it's like</p> <ul style="list-style-type: none"> ● Home town and geographical surroundings ● Shopping ● Public services ● Natural environment ● Weather* ● Finding the way* ● Travel and transport* 	<p>Unit 4: Work and Education</p> <ul style="list-style-type: none"> ● Spanish schools ● Further education and training ● Future career plans ● Employment ● Communication and technology at work <p>Unit 5: The International Perspective</p> <ul style="list-style-type: none"> ● International travel ● Weather on holiday ● Festivals and faiths ● International menus ● Environmental problems

	* The final three subsections of Unit 3 will be covered at the start of Y11.	
Grammar	<p>Unit 1- Articles, masculine, feminine and plural nouns and articles, adjective agreement, regular and irregular verbs in the present and preterite, prepositions, types of pronoun, contractions, <i>gustar</i> type verbs and idiomatic expressions for opinions, stem changing verbs, question words, identifying the gender of nouns and common irregulars, using 2 verbs together, possessive adjectives, the gerund</p> <p>Unit 2- Personal <i>a</i>, apocopation, uses of <i>ser</i> vs <i>estar</i>, possessive pronouns, adverbs and adverb placement-including adverbs ending in <i>-mente</i>, reflexive verbs, the present (and past) progressive, the near future, the preterite, idiomatic expressions with <i>tener</i>, irregular comparatives, dates, comparatives, <i>por</i> vs <i>para</i>, the simple future, nationality, adverbs of time, <i>tú</i> vs <i>usted</i>,</p> <p>Unit 3- the present perfect, past participles, comparisons of equality and more complex comparisons, demonstrative adjectives, expressions of quantity, <i>quisiera</i> (the imperfect subjunctive), direct and indirect object pronouns, indefinite pronouns and adjectives, more uses of <i>ser</i> vs <i>estar</i>, relative pronouns, impersonal expressions for talking about the weather, the imperfect, the imperative, prepositions, negative structures, prepositional pronouns (<i>conmigo</i>, <i>contigo</i>)</p>	<p>Unit 4- Comparing the use of the imperfect and preterite, using <i>hace/desde hace</i> and similar expressions to refer to the past, the conditional, present subjunctive, more relative pronouns, verbs with direct and indirect objects, passive <i>se</i>, the future perfect, negative imperative structures</p> <p>Unit 5- Adverbial expressions using <i>de manera/modo</i>, <i>if</i> clauses, the pluperfect, superlatives, the passive voice with <i>ser</i>, past continuous, <i>lo</i> + adjective, more uses of <i>ser</i> vs <i>estar</i>, <i>-ísimo</i>, expressions of desire with the subjunctive, the perfect conditional</p>
Skills assessed	AO1 Listening	AO1 Listening

	<p>L1: understand the main points and key information in simple everyday material L2: understand clear speech on a range of familiar topics L3: understand the description of events and expression of ideas, opinions and attitudes in simple texts L4: identify and select relevant information in predictable texts</p> <p>AO2 Reading R1: understand the main points and key information in simple everyday material R2: understand authentic factual texts on a range of familiar topics R3: understand the description of events and expression of ideas, opinions and attitudes in simple texts R4: identify and select relevant information in predictable texts</p> <p>AO3 Speaking S1: communicate clearly and effectively in a range of predictable everyday situations S2: engage in conversations on familiar topics, expressing opinions and feelings S3: use a range of structures and vocabulary with reasonable accuracy S4: demonstrate some ability to maintain interaction S5: show some control of pronunciation and intonation</p>	<p>L1: understand the main points and key information in simple everyday material L2: understand clear speech on a range of familiar topics L3: understand the description of events and expression of ideas, opinions and attitudes in simple texts L4: identify and select relevant information in predictable texts</p> <p>AO2 Reading R1: understand the main points and key information in simple everyday material R2: understand authentic factual texts on a range of familiar topics R3: understand the description of events and expression of ideas, opinions and attitudes in simple texts R4: identify and select relevant information in predictable texts</p> <p>AO3 Speaking S1: communicate clearly and effectively in a range of predictable everyday situations S2: engage in conversations on familiar topics, expressing opinions and feelings S3: use a range of structures and vocabulary with reasonable accuracy S4: demonstrate some ability to maintain interaction S5: show some control of pronunciation and intonation</p> <p>AO4 Writing</p>
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	<p>AO4 Writing</p> <p>W1: communicate simple factual information clearly for everyday purposes</p> <p>W2: write simple phrases and sentences on a familiar topic</p> <p>W3: write simple connected texts describing events, experiences, opinions and hopes and ambitions</p> <p>W4: use a range of simple vocabulary and language structures reasonably accurately.</p>	<p>W1: communicate simple factual information clearly for everyday purposes</p> <p>W2: write simple phrases and sentences on a familiar topic</p> <p>W3: write simple connected texts describing events, experiences, opinions and hopes and ambitions</p> <p>W4: use a range of simple vocabulary and language structures reasonably accurately.</p>
<p>Method of Summative Assessment</p>	<ul style="list-style-type: none"> ● End of topic tests ● Past papers ● Creative projects ● Speaking challenges ● Mock exams 	<ul style="list-style-type: none"> ● End of topic tests ● Past papers ● Creative projects ● Speaking challenges ● Public examinations