



love the journey

## Curriculum Implementation 2023-24

### Secondary

<b>LCA Strand</b>	<b>Languages</b>
<b>Subject</b>	<b>Spanish</b>
<b>Key Stage</b>	<b>Key Stage 4 (Chapter 10-11)</b>

<p>What are the key concepts taught?</p>	<p>All the lessons at KS4 revolve around three themes and subsequent subthemes:</p> <p><b>Identity and culture</b></p> <p>Topic 1: Me, my family and friends</p> <ul style="list-style-type: none"><li>• Relationships with family and friends</li><li>• Marriage/partnership</li></ul> <p>Topic 2: Technology in everyday life</p> <ul style="list-style-type: none"><li>• Social media</li><li>• Mobile technology</li></ul> <p>Topic 3: Free-time activities</p> <ul style="list-style-type: none"><li>• Music</li><li>• Cinema and TV</li><li>• Food and eating out</li><li>• Sport</li></ul> <p>Topic 4: Customs and festivals in Spanish-speaking countries/communities</p> <p><b>Local, national, international and global areas of interest</b></p> <p>Topic 1: Home, town, neighbourhood and region</p> <p>Topic 2: Social issues</p> <ul style="list-style-type: none"><li>• Charity/voluntary work</li><li>• Healthy/unhealthy living</li></ul> <p>Topic 3: Global issues</p> <ul style="list-style-type: none"><li>• The environment</li><li>• Poverty/homelessness</li></ul> <p>Topic 4: Travel and tourism</p>
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	<p><b>Current and future study and employment</b></p> <p>Topic 1: My studies</p> <p>Topic 2: Life at school/college</p> <p>Topic 3: Education post-16</p> <p>Topic 4: Jobs, career choices and ambitions</p>
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<p>What is the sequencing of units?</p>	<p><b>Chapter 10</b></p> <ul style="list-style-type: none"> <li>• <b>Unit 1</b> Holiday preferences, describing a past holiday and holiday plans, booking a room. Healthy and unhealthy living</li> <li>• <b>Unit 2</b> School subjects, teachers, facilities, rules, problems</li> <li>• <b>Unit 3</b> Future ambitions. Future plans</li> </ul> <p><b>Chapter 11</b></p> <ul style="list-style-type: none"> <li>• <b>Unit 4</b> Jobs, discussing advantages and disadvantages of jobs, describing a past work experience. Learning about customs and festivals in the Hispanic world</li> <li>• <b>Unit 5</b> Relationships</li> <li>• <b>Unit 6</b> My city, global and social issues</li> </ul>
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<p>How do we encourage pupils to see the links between different units and concepts?</p>	<p>Every lesson objective relates to key concepts or over-arching aims of the unit and includes pertinent retrieval practice to enable students to see the link between topics/concepts.</p> <p>Through developing communicative skills and use of transferable skills when using vocabulary and grammar through a wide range of topics.</p> <p>Each unit of work provides opportunity for pupils to develop and master the four skill areas (listening, speaking, reading and writing).</p>
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<p>What are the planned opportunities for adaptive teaching, including for SEND, the more and able and disadvantaged pupils?</p>	<p>Through adaptive teaching pupils are challenged at an appropriate level and their needs met e.g. adopting a scaffolded approach, chunking language and tasks re-visiting previous skills. We share our overviews and good practice with teaching assistants.</p> <p>We follow the Quality First school policy.</p> <p>We use writing frames and support vocabulary and learning mats when doing reading or listening activities eg- gap-fill activities and support vocabulary so that every pupil can access classroom and homework tasks. We stretch the most able by allowing them to complete ‘Challenge tasks’</p> <p>We regularly offer support and intervention at break.</p> <p>We follow strategies implemented by SEND. We ensure we know the students and their needs though regular dialogue with SEND and the individual student’s profile. We liaise</p>
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	with teaching assistants to maximise every SEND pupil's potential.
<p>What are the planned opportunities for retrieval and reflection by pupils?</p>	<p>'Do now' activities at the start of each lesson provide opportunity for pupils to retrieve knowledge previously taught.</p> <p>Pupils know more and remember more.</p> <p>Keywords - Topic/unit specific vocabulary is listed in a booklet as Foundation/Higher vocabulary and is re-visited at every Progress Point.</p> <p>Dialogic and Spaced Teaching</p> <p>Refinement and reflection throughout various assessment strategies across the unit. Students write their own www/ebi statements after each Progress Point assessment to move their learning forward.</p>
<p>What are the opportunities for feed forward by the teacher post assessment outcomes?</p>	<p>Teachers and students continually review and reflect through assessments, following on from each unit / progress point, pupils set a target for development during the next progress period, based on the topics and grammar studied. Pupils are encouraged to set a specific target to address and improve upon during the following unit.</p> <p>Teachers review and analyse data using tools such as SISRA and marksheets. Student voice and surveys are also used to inform planning.</p>
<p>What are the planned opportunities for developing Reading?</p>	<p>Keywords and spelling tests are used consistently throughout each unit.</p> <p>Reading for gist and reading comprehension tasks are part of our scheme of work.</p> <p>Reading aloud is part of every lesson to practise the sound-spelling relationship.</p> <p>Authentic texts are used with increasing confidence.</p>
<p>What are the planned opportunities for developing literacy, numeracy, oracy and SMSC?</p>	<p><b>Literacy:</b> Correct spelling of topic specific vocabulary is taught throughout KS3 and a vocabulary booklet is provided for each year group.</p> <p><b>Numeracy:</b> Calculation, statistics, dates and prices develop numeracy.</p> <p><b>Oracy:</b> Pupils are encouraged to deliver mini-presentations using a greater amount of complex language and structures as they pass through KS4. They also discuss their own work and peer assess to</p>

review oral competency at the end of each topic.

**SMSC:** Knowledge of a wide range of Hispanic culture and lifestyle topics. Focus on Hispanic festivals and customs as well as traditions such as Christmas and Easter or food in the Hispanic world.