



	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39
Post 16 Study	Following the GCSE exams students will be sufficiently prepared to move on to undertaking the Spanish A level course as the same core skills of listening, reading, writing, translation and speaking are required for this course. At A Level there is much more of an emphasis on vocabulary and structures across all themes which are based on the society and culture of the language being studied. As well as this students will study literary texts and films in the language of study.  Those students not continuing to study A level Spanish will be equipped not only with Spanish skills specifically as outlined above but language learning skills which will allow them to pick up another language at a future stage. They will also have increased their knowledge of the English language and have improved spoken communication skills. They will have developed their logic from applying grammatical rules and will be able to apply these skills and knowledge to other domains.																																						
Year 11	Módulo 7: ¡A currar! (GCSE theme : Current and future study and employment)							Módulo 8: Hacia un mundo mejor (GCSE theme : Local, national, international and global)			SPANISH SPEAKING EXAM FOCUS				MOCK EXAMS FEEDBACK AND WAGOLLS		Módulo 8: Hacia un mundo mejor (GCSE theme : Local, national, international and global areas of interest)				CATCH UP AND REVISION/REINFORCEMENT OF 5 THEMES AND TOPICS BASED ON TEACHER PROFESSIONAL JUDGEMENT AND MOCK EXAMS FEEDBACK						SPANISH SPEAKING EXAM PREP		SPANISH GCSE COURSE AND EXAMS COMPLETED										
	Unidad 1: ¿Qué haces para ganar dinero?	Unidad 2: Mis prácticas laborales	Unidad 3: ¿Por qué aprender idiomas?	Unidad 4: Solicitan do un trabajo	Unidad 5: Un año sabático	Unidad 6: El futuro	Assessments Week	Unidad 1: ¿Piensa globalmente!	Unidad 2: ¿Actúa localmente!	Unidad 3: ¿Vivir a tope!	Role Plays	Picture Card	General Conversation	Exam Technique	Listening and Reading Papers	Writing and Speaking Papers	Unidad 4: ¿El deporte nos une!	Unidad 5: ¿Apúntate!	Revision and consolidation of module	Assessments Week																			
	Half-termly assessments in all 5 skills - reading and listening end of module assessments at the end of the HT. Writing, translation and speaking assessments will be set at appropriate points as deemed by the teacher, the specific assessment tasks to be completed are set out on Go for Schools.  Assessments: Translation into Spanish General conversation 130/150 word writing							MOCK 1 SPANISH EXAMS IN ALL FOUR SKILLS USING PAST PAPERS							Half-termly assessments in all 5 skills - reading and listening end of module assessments at the end of the HT. Writing, translation and speaking assessments will be set at appropriate points as deemed by the teacher, the specific assessment tasks to be completed are set out on Go for Schools.  Assessments: Translation into English Photo speaking							MOCK 2 SPANISH EXAMS IN ALL FOUR SKILLS USING PAST PAPERS						GCSE SPANISH EXAMS											
Pre-secon dary	Regardless of the language which has been studied at Key Stage 1 and 2 we would expect pupils to arrive at Cornelius Vermuyden having some understanding of studying a language. The National Curriculum at KS2 sets out that students should have experience of the following areas: Listening and responding to spoken language; exploring the sounds and patterns of language; using familiar vocabulary to ask and answer questions and give opinions; developing accurate pronunciation; understanding of simple written language and writing some simple phrases from memory. Grammatically speaking we would expect pupils to have some understanding of categories of words such as verbs, nouns and adjectives that can then be applied to learning the differences between the target language and English. Pupils may have some understanding of verb conjugation, masculine and feminine forms and sentence construction in a second language. It does not matter which language has been studied at KS2, the skills that are developed via the National Curriculum will equip pupils for whichever language they begin in year 7.																																						
	<p align="center"><b>National Curriculum and Assessment Objectives:</b></p> <p align="center"><b>The national curriculum for languages aims to ensure that all pupils:</b></p> <p>Understand and respond to spoken and written language from a variety of authentic sources; speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation; can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt; discover and develop an appreciation of a range of writing in the language studied.</p> <p align="center"><b>At GCSE Level the assessment objectives are:</b></p> <p>AO1 Listening – understand and respond to different types of spoken language AO2 Speaking – communicate and interact effectively in speech AO3 Reading – understand and respond to different types of written language</p>																																						
	Curriculum Principles  Balanced – Promotes intellectual, moral, spiritual, creative, emotional, and physical development as equally important.  Rigorous – Seeks to develop intra-disciplinary habits of mind; the subject matter is taught in a way that is faithful to its discipline.														Coherent – Makes explicit connections and links between the different subjects/experiences encountered.  Progression Model – Focuses on progression by carefully sequencing knowledge; provides clarity about what getting better at a subject means (knowing and remember more)  Appropriate – Looks to avoid making unreasonable demands by matching level of challenge to a student's current level of maturity/knowledge.												Focussed – Seeks to keep the curriculum manageable by teaching the most important knowledge, identifies the big ideas or key concepts within a subject.  Relevant – Seeks to connect the valued outcomes of the curriculum to the students being taught it; provides opportunities for students to make informed choices.												