



love the journey

## Curriculum Implementation 2024-25

### 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 in CII 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> <p>C10 follow the <b>new GCSE</b> (first teaching September 2024) with the following themes and subtopics:</p> <p>Theme 1  <b>PEOPLE AND LIFESTYLE</b>  Identity and relationships with others  Healthy living and lifestyle  Education and work</p> <p>Theme 2  <b>POPULAR CULTURE</b>  Free-time activities  Customs, festivals and celebrations  Celebrity culture</p> <p>Theme 3  <b>COMMUNICATION AND THE WORLD AROUND US</b>  Travel and tourism including places of interest  Media and technology  The environment and where people live</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> Identity and relationships with others</li> <li>• <b>Unit 2</b> Popular culture, Media and technology</li> <li>• <b>Unit 3</b> Education and work</li> </ul> <p><b>Chapter 11</b></p> <ul style="list-style-type: none"> <li>• <b>Unit 4</b> Me, my family and friends</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 through regular dialogue with SEND and the individual student’s profile. We liaise with teaching assistants to maximise every SEND pupil’s potential.</p>
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<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>
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<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>
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<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>
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<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 review oral competency at the end of each topic.</p> <p><b>SMSC:</b> 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.</p>
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