



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 5 (Chapter 12-13)</b>

<p>What are the key concepts taught?</p>	<p>All the lessons at KS5 revolve around two main areas of interest as specified by the Department for Education:</p> <ul style="list-style-type: none"> <li>i. social issues and trends</li> <li>ii. political and/or intellectual and/or artistic culture.</li> </ul> <p>The themes of Being a young person in Spanish-speaking society, Diversity and difference and Understanding the Spanish-speaking world are ones which resonate in the lives of young people today, enabling learners to empathise with issues and deepen their knowledge of how they affect the countries or communities where Spanish is spoken. The fourth theme The two Spains: 1936 onwards introduces learners to the country specific theme focusing on a key period in Spain's history, including significant events in political, intellectual and artistic culture, which have helped shape the country as it is today. This is an exciting innovation enabling learners to develop and build upon knowledge, understanding and cultural appreciation by the use of authentic spoken and written sources in a stimulating course of study. While studying these areas of interest and themes learners will, through the use of authentic materials, develop knowledge and understanding through speaking, listening to, reading and writing in Spanish of the countries/communities where it is spoken. The themes Being a young person in Spanish-speaking society, Diversity and difference and Understanding the Spanish-speaking world can be related to any country or community where Spanish is the spoken language. Learners will be expected to access authentic written and spoken material in Spanish, including from online media, in the course of their language study.</p>
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<p>What is the sequencing of units?</p>	<p><b>Chapter 12</b></p> <p><b>Unit 1 Families and citizenship</b> Changing family structures</p>
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	<p>The changing nature of marriage and partnerships</p> <p><b>Unit 2 Youth trends and personal identity</b> Trends in fashion how young people respond to modern technology; relationships with others and peer pressure</p> <p><b>Unit 3 Regional culture and heritage in Spain, Spanish-speaking countries and communities</b> Festivals; customs and traditions; historical sites; museums and galleries</p> <p><b>Unit 4 Education and employment opportunities</b> The education system and student issues; work and travel opportunities and the changing work scene.</p> <p><b>Unit 5 Media, art, film and music in the Spanish-speaking world</b> Trends in media and art, film and music in the lives of young people</p> <p><b>Chapter 13</b></p> <p><b>Unit 6 Migration and integration</b> Reasons for migration; factors which make migration/integration easy/difficult Cultural identity and marginalisation Reasons for marginalisation; ways to eliminate marginalisation Cultural enrichment and celebrating difference The positive aspects of a diverse society Discrimination and diversity</p> <p><b>Unit 7 El franquismo</b> Origins, development and consequences Post-Civil War Spain – historical and political repercussions Control, repression and daily life in Franco's Spain Spain – coming to terms with the past? "Recuperación de la memoria histórica"; attempts to deal with the past; 'los desaparecidos'; removing the symbols of Franco's Spain <b>Literature</b> ('La casa de Bernarda Alba') and <b>film</b> ('Las trece rosas') are taught alongside the topics.</p>
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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,</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</p>
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<p>the more and able and disadvantaged pupils?</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</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 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>	<ul style="list-style-type: none"> <li>• ‘Do now’ activities at the start of each lesson provide opportunity for pupils to retrieve knowledge previously taught.</li> <li>• Pupils know more and remember more.</li> <li>• Keywords - Topic/unit specific vocabulary is re-visited at every Progress Point.</li> <li>• Dialogic and Spaced Teaching</li> <li>• 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.</li> </ul>
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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>	<ul style="list-style-type: none"> <li>• Every lesson includes reading texts</li> <li>• Reading for gist and reading comprehension tasks are part of our scheme of work.</li> <li>• Reading aloud is part of every lesson to practise the sound-spelling relationship.</li> <li>• Authentic texts are used with increasing confidence.</li> </ul>
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<p>What are the planned opportunities for developing</p>	<p><b>Literacy:</b> Correct spelling of topic specific vocabulary is taught throughout A Level with a focus on synonyms, non-cognates etc.</p>
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literacy, numeracy, oracy and SMSC?

**Numeracy:** Calculation, statistics, dates and prices develop numeracy.

**Oracy:** Pupils are encouraged to deliver presentations using a greater amount of complex language and structures as they pass through KS5. They also discuss their own work and peer assess to 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 bullfighting in the Hispanic world.