

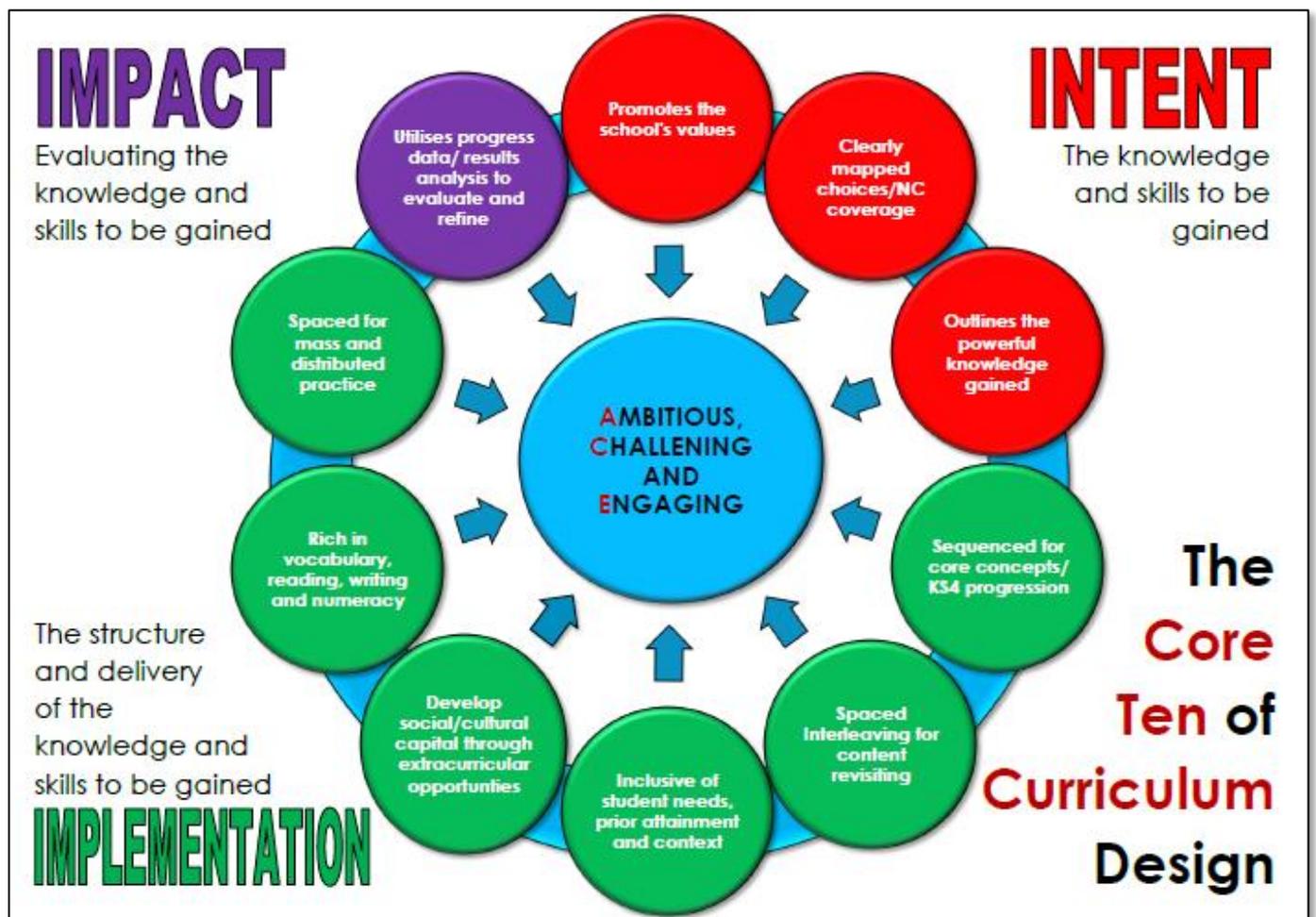
1. CURRICULUM INTENT OVERVIEW PLAN Key Stage 4

Subject: Spanish

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THINKING PROCESS - CURRICULUM INTENT OVERVIEW PLAN (KS4)

Intent Statement – at Landau Forte Amington, we believe learning powerful knowledge helps students achieve and creates a fairer society.

How are you trying to accomplish this, with this Programme of Study (PoS)?

DEFINITION: Powerful Knowledge is described as knowledge which enriches students' lives and creates a fairer society by providing students with intellectual power. It is knowledge which support students in engaging with the world and communicating with people regardless of background or social standing.

Our department's vision is to create enthusiastic, independent learners who enjoy listening, speaking and communicating in more than one language. Languages allow us to understand other countries and cultures so that we are more open and adaptable to new experiences. We are committed to developing strong, lifelong linguistic skills and to encourage students to become curious and interested in the world and community they live in. Ultimately, we want our students to have a love of languages and aim to achieve this by nurturing a linguistic curiosity and an intrinsic motivation to explore and respect other cultures and people.

Aims – what do you want pupils to be able to know and do by the time they finish this Programme of Study (PoS)?

Understand grammar and apply it in different contexts. • communicate effectively in writing for a variety of purposes across a range of specified contexts. • manipulate the language using and adapting a variety of structures and vocabulary with increasing frequency • interact effectively in speech; initiate and develop conversations, ask and answer questions, respond to unexpected questions. • identify the overall message, key points, details and opinions in a variety of short and longer spoken or written passages. • deduce and infer meaning from a variety of spoken or written texts. • translate into and out of the target language

Academy Values – at Landau Forte Amington, we want students to be ambitious, brave and kind. How are these values promoted in this PoS?

The Spanish PoS develops not only self-determination and memory skills but also enables students to take risks therefore developing their confidence. As global citizens, they will learn to communicate effectively and have a deeper understanding of people from different backgrounds, the Spanish language and culture.

KS4 Specification Choices – what topics are taught and does it ensure breadth and depth, as well as meet the requirements of the exam specification? (Please note - the sequencing of topics will be explored in the implementation overview, the main purpose at this stage is to know what is taught)

YEAR		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
10	Unit/Topic	Unit 2 Mi vida en el insti	Unit 3 Mi gente	Unit 4 Intereses e influencias.	Unit 4 Intereses e influencias.	Unit 5 Ciudades.	Unit 6 De costumbre.
	Specification/ Assessment Objective	Describing your school Using negatives Distinguishing between the present and the imperfect	Talking about socialising and family Using verbs in the present tense Describing people Recycling use of adjectival agreement	Talking about what's trending Using the perfect tense Listening for clues	Talking about who inspires you Using the he/she form of the perfect tense Translating a text into English	Describing a visit in the past Using different tenses together Extending spoken answers	Describing a special day Using reflexive verbs in the preterite Inferring meaning in a literary text

11	Unit/Topic	Unit 7 ¡A currar!	Unit 8 Hacia un mundo mejor	Skills work, exam-style practice, revision/assessment	Skills work, exam-style practice, revision/assessment	Skills work, exam-style practice, revision/assessment	Skills work, exam-style practice, revision/assessment
	Specification/ Assessment Objective	Discussing plans for the future Using different ways to express future plans Using 'if' clauses	Describing types of houses Talking about the environment Talking about healthy eating Discussing diet-related problems	A focussed revision period of key themes, skills and examination preparation for linear assessment.	A focussed revision period of key themes, skills and examination preparation for linear assessment.	A focussed revision period of key themes, skills and examination preparation for linear assessment.	

Exam specification content missing from this PoS and why?	Content taught in addition to the exam specification and why?
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n/a	<p>Ambitious language structures are embedded throughout the GCSE curriculum as a continuation of the KS3 curriculum. Students will be taught how to use</p> <ul style="list-style-type: none"> - Subjunctive phrases - Imperfect subjunctive phrases - Idiomatic expressions
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Powerful Knowledge Choices – what powerful knowledge is included in this PoS? Consider what knowledge is it important for our students to know, so that when they leave school they can engage in and lead discussions, with people from the most advantaged backgrounds? (Please note - the sequencing of topics will be explored in the implementation overview, the main purpose at this stage is to know what powerful knowledge is gained)

YEAR		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
10	Powerful Knowledge	Tackling listening and reading tasks which include distractors	Initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address	To translate a variety of news headlines	To use a variety of Idioms and WOW phrases	Narrating a story to add interest	Using the subjunctive and imperfect subjunctive
	Why it is important to know	Students need to be able to cope with using inference as a key skill in order to decode ideas expressed in different words	Improvising dialogue and answering unexpected questions is a critical skill for the GCSE Speaking unit worth 25%	Read and show comprehension of original material from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation	Students will be able to write creatively to express their own ideas and opinions, and translate written text accurately into Spanish	Including anecdotes about things that went wrong adds interest and improves the quality of language used.	Using ambitious language structures is key to attaining grades 7-9 in the writing and speaking units worth 50% overall

11	Powerful Knowledge	To discuss future ambitions and apply for a summer job	To use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests	To reinforce using ambitious language structures to cope with the demands of the reading, speaking and writing paper. To strengthen student ability with using inference as a key skill on the listening paper by focusing on synonyms and a range of negative expressions to help students decode ideas expressed in different words.	To reinforce using ambitious language structures to cope with the demands of the reading, speaking and writing paper. To strengthen student ability with using inference as a key skill on the listening paper by focusing on synonyms and a range of negative expressions to help students decode ideas expressed in different words.	To reinforce using ambitious language structures to cope with the demands of the reading, speaking and writing paper. To strengthen student ability with using inference as a key skill on the listening paper by focusing on synonyms and a range of negative expressions to help students decode ideas expressed in different words.	
	Why it is important to know	Students will be able to express and develop ideas clearly using different ways to express future plans. Students will also be able to follow special conventions in Spanish when writing a formal letter	Allows students to give and justify opinions and take part in discussion about wider issues				

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How does the Curriculum Intent meet the ACE curriculum design?

Ambitious	As citizens in this world students will learn to communicate effectively with those around them from all backgrounds and cultures. It will also teach students to: <ul style="list-style-type: none"> • Develop self-determination • Develop their memory skills – repetition is the mother of all learning. • Express their thoughts and opinions in an organised way.
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	<ul style="list-style-type: none"> • Listen and read for detail and identify the key points. • Take risks and be confident.
Challenging	At GCSE we study the Pearson Edexcel specification. Big Issues such as the environment, poverty & homelessness, cultural differences across the world, and social issues are all part of the curriculum at GCSE. Students are encouraged to think about the advantages and disadvantages of social media and technology, as well as reflect on plans for the future in terms of relationships as well as future study and careers. There is an emphasis on students developing their own thoughts and opinions on such issues and then express them not in English, but in the target language. Students learn familiar and new aspects of grammar in more depth. They learn new tenses and further develop and integrate the productive and receptive skills of listening, reading, speaking and writing. Students are encouraged to use the target language in class and have access to authentic reading and listening material. They also practise expressing ideas in different ways using a variety of sophisticated structures.
Engaging	Language learning is a higher order skill and will encourage students to plan, solve problems, and manipulate the elements of language learnt to communicate effectively. At GCSE students have the exciting opportunity to listen to and read authentic material in Spanish and complete a cultural unit that could be about an artist, a book, a film or the study of a custom or festival in the target language culture. Students become increasingly confident to speak in front of others and express their opinions in different ways. They develop their understanding of grammar both in Spanish and in English, and learn how to produce relevant, fluent and coherent pieces of writing. Studying Spanish at GCSE will encourage students to think deeply and help more effective communication with others – a great life skill that all universities and employers will appreciate.

What are the current strengths of the Curriculum Intent?

Deep learning requires the transference of knowledge and skills from one topic of learning to another. The Spanish curriculum encourages students to transfer their learning across topics and subject areas in order to master what they know and how to apply their understanding and skills. Students learn methods of thinking and research that are widely applicable to other subject areas helping their thinking in all subjects. For example, at GCSE students discuss global and social issues, which link to study in Science, Geography, Religious Education and Citizenship. There are also very close links with the study of English in terms of grammatical language, expressing opinions and developing arguments, as well as the use of literary texts.

What specific actions have to be taken in response to the above? Please consider:

- KS4 Curriculum content changes;
- Powerful knowledge changes;
- Modifications to ensure an ACE curriculum design;
- CPD for teachers in your subject area;
- Additional research you have to consider as part of this review.

- CPD for teachers in your subject area; NQT training specifically with regard to the new GCSE (9-1) for new member of staff.
- Modifications to ensure an ACE curriculum design; planning needs to be updated in line with new academy routines
- Bridging unit is currently being prepared for those students who have opted for Spanish but will unfortunately not be returning to the academy until September due to the lockdown. Unit 1 will be shared with students for Term 6 (which is when the unit would have been taught) in addition to a skills booklet to be completed over the summer holidays.

- Pen pal exchange is currently being arranged for year 10 students with students at a Valencian school to practise their general conversation in Spanish. With parental permission we are looking at students exchanging email addresses to have more regular contact and therefore opportunities to speak Spanish spontaneously. There is also potential for a live zoom session when we resume in September this is to be confirmed at a later date.