



THE COLESHILL SCHOOL

CURRICULUM OVERVIEW

[SPANISH]

CURRICULUM

Our provision is a coherent and carefully sequenced “knowledge-engaged” curriculum based on the principles of cognitive science. There is a focus on development of literacy and the application of acquired knowledge to ensure children access the curriculum at a depth to ensure a deep and enduring understanding in discrete subject areas. The curriculum framework of cognitive education is planned to enable children to think independently and contribute positively to society and the wider world.

CURRICULUM HOURS

Key Stage	Hours per fortnight
3	4
4	5
5	10

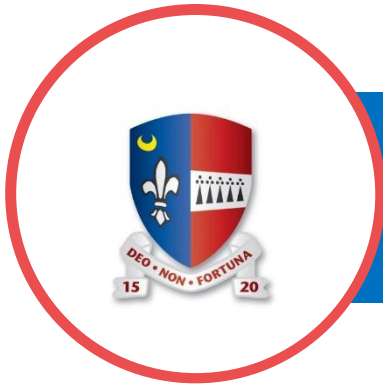
HOW DO WE ASSESS?

At TCS, all subjects follow the ‘Assessment Cycle’ when completing key significant marked pieces. Each assessment cycle has a block of initial teaching, a revision lesson, an assessment lesson and a review lesson (Nb. Dept. are free to flex when assessments take place around the term to fit best with curriculum schemes of work and subject demands).

These serve several purposes:

- To highlight the importance of all formal assessments.
- To ensure all assessments are preceded by thorough revision.
- To ensure all assessments are followed-up with detailed feedback and subsequent intervention or support
- To ensure parents are kept informed of their child’s progress to Age Related Criteria

ALL students will complete a minimum of 3 Key Assessments during the Academic Year, one per Term. It is expected that subjects follow the TCS Assessment Cycle when designing and implementing their assessments:



THE COLESHILL SCHOOL

KS3 CURRICULUM PLAN

SPANISH

CURRICULUM INTENT

The MFL department at the Coleshill School aspires to provide our students with skills to develop as confident communicators, who are able to express themselves as individuals in a range of situations. Our early exposure to phonics, a clearly defined list of vocabulary and structures and a carefully sequenced approach to grammar, all with ample opportunities to practice, lead to confidence and fluency, across all 4 skills.

Furthermore, we believe that our KS3 curriculum inspires a cultural curiosity in our students. As we explore the language through cultural aspects and situations in the Spanish-speaking world, we aim to promote a real interest and tolerance of people, cultures, opportunities and experiences in the wider world.

TERM 1

YEAR 7:

PHONICS, INTRODUCING MYSELF AND OTHERS

YEAR 8:

WHAT IS A TOWN IN SPAIN LIKE?

YEAR 9:

FREE TIME ACTIVITIES AND HOBBIES

TERM 2

YEAR 7:

EXPLORING A SPANISH TOWN, MAKING PLANS AND SHOPPING

YEAR 8:

SCHOOL LIFE

YEAR 9:

USES OF TECHNOLOGY IN DAILY LIFE

TERM 3

YEAR 7:

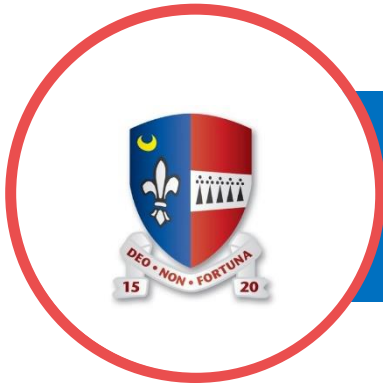
DESCRIBING A TRIP TO GRANADA

YEAR 8:

GOING TO A MUSIC FESTIVAL

YEAR 9:

FILM



THE COLESHILL SCHOOL

KS4 CURRICULUM PLAN

SPANISH

EXAMINATION BOARD

GCSE: Edexcel

PAPER

PAPER 1:

Listening exam:

Foundation tier: 35 minutes

including 5 minutes' reading time

Higher tier: 45 minutes including 5 minutes' reading time

50 marks

25% of GCSE

PAPER 2:

Speaking exam:

Foundation tier: 7–9 minutes plus 12 minutes' preparation time

Higher tier: 10–12 minutes plus 12 minutes' preparation time

70 marks

25% of GCSE

PAPER 3:

Reading exam:

Foundation tier: 45 minutes

Higher tier: 1 hour

50 marks

25% of GCSE

THEMES AND TOPICS

THE FIVE THEMES COVERED IN ALL 4 PAPERS ARE:

- IDENTITY AND CULTURE
- LOCAL AREA, HOLIDAY AND TRAVEL
- SCHOOL
- FUTURE ASPIRATIONS, STUDY AND WORK
- INTERNATIONAL AND GLOBAL DIMENSION.

PAPER 1

LISTENING AND UNDERSTANDING IN SPANISH

STUDENTS ARE ASSESSED ON THEIR UNDERSTANDING OF STANDARD SPOKEN SPANISH BY ONE OR MORE SPEAKERS IN A RANGE OF PUBLIC AND SOCIAL SETTINGS. STUDENTS WILL RESPOND TO MULTIPLE-RESPONSE AND SHORT-ANSWER OPEN RESPONSE QUESTIONS BASED ON A RECORDING FEATURING MALE AND FEMALE SPANISH SPEAKERS.

PAPER 2

SPEAKING IN SPANISH - INTERNALLY CONDUCTED AND EXTERNALLY ASSESSED

STUDENTS ARE ASSESSED ON THEIR ABILITY TO COMMUNICATE AND INTERACT EFFECTIVELY THROUGH SPEAKING IN SPANISH FOR DIFFERENT PURPOSES AND IN DIFFERENT SETTINGS.

THERE ARE THREE TASKS WHICH MUST BE CONDUCTED IN THE FOLLOWING ORDER:

TASK 1 – A ROLE PLAY BASED ON ONE TOPIC THAT IS ALLOCATED BY PEARSON.

TASK 2 – QUESTIONS BASED ON A PICTURE STIMULUS BASED ON ONE TOPIC THAT IS ALLOCATED BY PEARSON.

PAPER 4:

Writing exam: Foundation tier: 1
hour 10 minutes

Higher tier: 1 hour 20 minutes

60 marks

25% of GCSE

TASK 3 – CONVERSATION BASED ON TWO THEMES. THE FIRST THEME IS BASED ON THE TOPIC CHOSEN BY THE STUDENT IN ADVANCE OF THE ASSESSMENT. THE SECOND THEME IS ALLOCATED BY PEARSON. THE ASSESSMENTS ARE CONDUCTED BY TEACHERS IN ONE SESSION WITHIN A FIVE WEEK PRESCRIBED ASSESSMENT PERIOD AND THE RECORDINGS THEN SUBMITTED TO PEARSON FOR EXTERNAL MARKING.

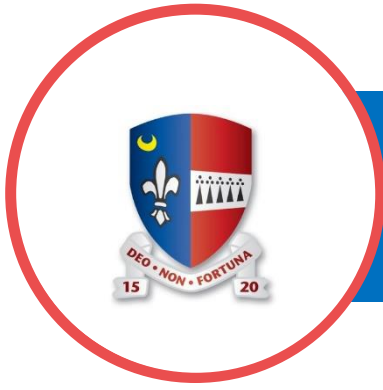
PAPER 3

READING AND UNDERSTANDING IN SPANISH

STUDENTS ARE ASSESSED ON THEIR UNDERSTANDING OF WRITTEN SPANISH ACROSS A RANGE OF DIFFERENT TYPES OF TEXTS, INCLUDING ADVERTISEMENTS, EMAILS, LETTERS, ARTICLES AND LITERARY TEXTS. STUDENTS ARE REQUIRED TO RESPOND TO MULTIPLE-RESPONSE AND SHORT-ANSWER QUESTIONS BASED ON THESE TEXTS.

PAPER 4

STUDENTS ARE ASSESSED ON THEIR ABILITY TO COMMUNICATE EFFECTIVELY THROUGH WRITING IN SPANISH FOR DIFFERENT PURPOSES AND AUDIENCES. STUDENTS ARE REQUIRED TO PRODUCE RESPONSES OF VARYING LENGTHS AND TYPES TO EXPRESS IDEAS AND OPINIONS IN SPANISH. THE INSTRUCTIONS TO STUDENTS ARE IN SPANISH. WORD COUNTS ARE SPECIFIED FOR EACH QUESTION. STUDENTS MUST ANSWER ALL QUESTIONS.
FOUNDATION TIER – THREE OPEN RESPONSE QUESTIONS AND ONE TRANSLATION INTO SPANISH.
HIGHER TIER – TWO OPEN RESPONSE QUESTIONS AND ONE TRANSLATION INTO SPANISH.



THE COLESHILL SCHOOL

KS5 CURRICULUM PLAN

SPANISH

EXAMINATION BOARD

A LEVEL: AQA

PAPER

PAPER 1:

Listening, Reading and Writing:

2 hours, 30 minutes

100 marks

50% of A LEVEL

PAPER 2:

Written exam:

2 hours

80 marks

20% of A LEVEL

PAPER 3:

Speaking exam:

21–23 minutes (including

5 minutes preparation time)

60 marks

30% of A LEVEL

PAPER 1

WHAT'S ASSESSED

ASPECTS OF HISPANIC SOCIETY: CURRENT TRENDS

ASPECTS OF HISPANIC SOCIETY: CURRENT ISSUES

ARTISTIC CULTURE IN THE HISPANIC WORLD

ASPECTS OF POLITICAL LIFE IN THE HISPANIC WORLD

GRAMMAR

PAPER 2

WHAT'S ASSESSED

ONE TEXT AND ONE FILM

GRAMMAR

PAPER 3

WHAT'S ASSESSED

INDIVIDUAL RESEARCH PROJECT

ONE OF FOUR THEMES (ASPECTS OF FRENCH-SPEAKING SOCIETY: CURRENT TRENDS, ASPECTS OF FRENCH-SPEAKING SOCIETY: CURRENT ISSUES, ARTISTIC CULTURE IN THE FRENCH-SPEAKING WORLD, ASPECTS OF POLITICAL LIFE IN THE FRENCH-SPEAKING WORLD)

