



# YEAR 13 Spanish SPRG TERM

'An ambitious curriculum that meets the needs of all'

## Medium Term Planning - Topic: La Convivencia



| Curriculum Intent                                  | In addition to working further on objectives from Years 7-11, pupils will be taught, following National Curriculum guidelines, the following this term:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| Skills/Assessment Objective Links                  | <ul style="list-style-type: none"><li>• using language spontaneously to initiate communication; ask and answer questions; express thoughts and feelings; present viewpoints; develop arguments; persuade; and analyse and evaluate in speech and writing, including interaction with speakers of Spanish</li><li>• applying knowledge of pronunciation, morphology and syntax, vocabulary and idiom to communicate accurately and coherently, using a range of expression – including the list of grammar in this specification</li><li>• using language-learning skills and strategies, including communication strategies such as adjusting the message, circumlocution, self-correction and repair strategies</li><li>• listening and responding to spoken passages including some extended passages from a range of different contexts and sources, adapted as necessary, covering different registers and types, including authentic communication involving one or more speakers reading and responding to a variety of texts including some extended texts written for different purposes and audiences drawn from a range of authentic sources, including contemporary, historical and literary, fiction and non-fiction texts, adapted as necessary</li><li>• understanding the main points, gist and detail from spoken and written material</li><li>• inferring meaning from complex spoken and written material, including factual and abstract content</li><li>• assimilating and using information from spoken and written sources, including material from online media</li><li>• summarising information from spoken and written sources, reporting key points and subject matter in speech and writing</li><li>• translating an unseen passage from Spanish to English</li><li>• translating an unseen passage from English to Spanish</li><li>• develop research skills in Spanish, demonstrating the ability to initiate and conduct individual research on a subject of personal interest, relating to the country or countries where Spanish is spoken</li><li>• identify a key question or subject of interest and select relevant information in Spanish from a range of authentic sources, including the internet</li><li>• use information to illustrate knowledge and understanding of the research subject</li><li>• analyse and summarise research findings, elaborating on key points of interest, as appropriate, through oral presentation and discussion.</li></ul> |
| Spiritual, moral, social, and cultural development | <p><b>SMSC:</b> Learning how to express yourself and respect other peoples' views/culture and how to welcome people from other backgrounds and aid integration.</p> <p><b>PSHE/British Values:</b> Learn about the different ways cultures and religions integrate into Hispanic society and the issues surrounding integration.</p> <p><b>Skills Builder:</b> Opportunities for practicing listening, speaking and teamwork</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Numeracy                                           | Numbers, dates and percentages                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Literacy                                           | <p><b>Vocabulary Tier 2:</b> See vocabulary booklet for Kerboodle vocabulary for these topics</p> <p><b>Vocabulary Tier 3:</b> Gender, past participle, intensifier, gerund, infinitive verbs, qualifier, conjugation, vocabulary, translate, pronunciation, intonation, tense, subject, singular, plural, accent, dialogue, connectives, complex structure, justification.</p> <p><b>Reading:</b> Regular reading activities (every other lesson minimum) – reciprocal strategies used, such as prediction, draw a picture, create a heading, reading bingo, two truths and a lie.</p> <p><b>Writing:</b> Regular summary writing, transactions and essay writing</p> <p><b>Oracy:</b> Think, pair, share opportunities in every lesson, reading aloud activities as a whole class/group/pair (popcorn, ping pong reading, 1,2,3,4 game), opportunities for discussion on what makes a good piece of writing/speaking. etc, paired speaking activities (role plays, 30 second speaking challenges, trapdoor, battleships, quiz, quiz, trade .etc.)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Becoming future ready                              | <b>Careers/Employability:</b> Consider skills, qualities and interests to work abroad.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Adaptation                                         | Throughout this topic, quality first teaching will provide differentiation:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

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| <b>QFT/SEND Provision</b>                                     | <p><b>By product:</b> see short term plan for lesson-by-lesson examples</p> <p><b>By resource:</b> see short term plan for lesson-by-lesson examples</p> <p><b>By Intervention:</b> by providing different levels of supervision and support</p> <p><b>By Progressive Questioning:</b> exploring pupils' understanding through interactive dialogue.</p> <p><b>By Grouping:</b> according to prior attainment, gender, social preference, preferred learning style.</p> <p><b>By Task:</b> Pupils should be involved in the identification of targets which are meaningful to them and in the selection of an appropriate task from the given range.</p> <p><b>By Offering Optional Activities:</b> In class or as homework, to extend learning.</p> <p>This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.</p>                                                                                                                                                                                                                                                               |
| <b>Implementation Curriculum Delivery</b>                     | <p>To be able to:</p> <ul style="list-style-type: none"> <li>• Discuss the existence of co-official languages in Spain and whether it benefits speakers being bilingual</li> <li>• Discuss the pros and cons of Catalan independence</li> <li>• Discuss ETA and describe their motives and impact on Spain</li> <li>• Discuss British immigration in Spain and how effective integration has been</li> <li>• Discuss the gypsy community in Spain and their struggles with integration</li> <li>• Discuss how a host country can help integration of new people, as well as how immigrants can aid their own integration</li> <li>• Discuss the problems immigrants face with integrating into the Spanish school system</li> <li>• Discuss the pros and cons of Ada Colau's controversial plan for schools</li> <li>• Understand the what the Spanish Inquisition entailed</li> <li>• Discuss the problems that people of other religion's face in Spain</li> <li>• Discuss the head scarf ban in schools</li> <li>• Discuss positive cases of integration of other cultures and religions in Spain</li> </ul> |
| <b>Learning Outcomes (Most powerful knowledge)</b>            | <p>Red denotes interleaving; aspects of knowledge covered previously.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Current learning to be developed in the future within:</b> | <p>All topics to be recapped throughout the rest of the course.</p> <p>All grammar and skills to be recapped throughout the A-level course.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Assessment</b>                                             | <p>Refer to assessment maps for formative and summative assessment opportunities.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Impact</b>                                                 | <p>Attainment and Progress – Refer to assessment results / data review documentation.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |