Y10 Module 6	**Title: *AQA Higher : Module 1 – Mi barrio y yo (Theme 3 Communication and the world around us)***	
Why are you teaching it?	This vocabulary is taught to enable students to communicate confidently about their country, region, city, and personal experiences. It supports the development of listening, reading, writing, and speaking skills, and prepares students for success in assessments and real-world communication. The vocabulary is selected to match the requirements of the Higher tier, including words that appear only in higher exams and some additional useful expressions	<u>Misconceptions</u> Confusing prepositions and place descriptions (e.g., "en el norte de mi país" vs. "en mi país"). Incorrect use of the present perfect and preterite tenses (e.g., "he visitado" vs. "visité"). Over-reliance on literal translation, leading to errors with word order or false friends (e.g., "campo" meaning countryside, not "camp"). Forgetting adjective agreement in gender and number (e.g., "limpio" vs. "limpia"). Misusing comparative structures (e.g., "más barato que" vs. "tan barato como"). Difficulty with pronouns and demonstratives (e.g., "este", "ese", "aquel").
Why are you teaching it now ? What prior learning do students have ?	This module builds on prior learning about personal information, present tense verbs, and basic descriptions. It introduces more complex vocabulary and structures for describing places, recounting experiences, making plans, and expressing opinions. Students should already know basic greetings, personal information, and present tense verbs. This module reinforces and extends their ability to describe places, talk about experiences, and use a range of tenses and connectives.	
What are you expecting students to be able to do at the end of the module that they couldn't do at the start	**E/D** Will be able to complete a range of activities on describing places, recounting experiences, shopping, and discussing living environments and cultural aspects of Spanish-speaking countries, and show some understanding of the present, past, and future tenses. **S** Will be able to complete a range of activities on describing places, recounting experiences, shopping, and discussing living environments and cultural aspects of Spanish-speaking countries, and have a secure understanding of the present, past, and future tenses—extending where appropriate with limited support. **M** Will be able to complete a range of activities on describing places, recounting experiences, shopping, and discussing living environments and cultural aspects of Spanish-speaking countries, and will have mastered the use of the present, past, and future tenses—extending at all times.	<u>Vocabulary and literacy focus (Tier 2/Tier 3)</u> Pronunciation of key vocabulary (e.g., alquilado, entorno, calidad, riqueza, posibilidades, eventos, biblioteca, feria, vecinos, alrededores). Reading for gist and detail, using texts about places, experiences, shopping, and cultural events to extract main ideas and specific information. Picking out keywords and using them in context (e.g., campo, ciudad, comprar, vivir, trabajo, gente, cultura, mercado, parque, museo). Dictations and spelling, focusing on new vocabulary and phrases from the module, especially those with challenging spellings or accents. Phonics and accurate pronunciation, practising words with tricky sounds or stress patterns, such as Medellín, biblioteca, alrededores, posibilidades, eventos. <u>Learning Outcomes</u>

	Oracy **Role-plays:** Booking tickets, asking for directions, describing places, making plans for outings, returning or exchanging items in shops. **Debates:** Discussing preferences for living in the city or countryside, shopping online vs. in-store, the best aspects of their town or city. **Hot-Seating/Interviews:** Students act as residents or tourists, answering questions about their experiences and preferences. **Speed-Talking:** Quick exchanges about favourite places, recent purchases, or weekend plans. **Paired Dictation & Read-Aloud:** Practising pronunciation and listening with key vocabulary and phrases. **SEND -** SEND - Teacher folder identification of SEND needs and students planned for accordingly. Use of SEND key success criteria when planning. Differentiated and targeted questioning both oral and written. Use of LA provision. Templates/grids provided. Visual prompts. Reinforcement of oral instructions. Constantly revision and reinforcement learning. Checking of understanding before attempting tasks. Teacher engagement when moving around class. Provide good role models by making use of the other students and staff. Chrome Books provided if required. End of module vocabulary and regular teacher check-in. See Scheme of Work. **Questioning** - Hinge questions, Open and Closed Questions, Probing and Clarifying Questions.	By the end of this module, students will be able to: Confidently describe places, environments, and their own and others' personalities using a wide range of adjectives and place-related vocabulary. Discuss their digital lives, leisure activities, and free time using relevant phrases and structures. Make and respond to plans for outings, shopping, and cultural events, using appropriate future tense forms and expressions. <u>Grammar Focus</u> Practising present, preterite, and present perfect tenses for describing experiences and places. Using comparative and superlative structures (e.g., "más barato", "tan caro"). Making adjectives agree in gender and number. Expressing and justifying opinions (e.g., "me gusta", "prefiero", "porque es divertido"). Using time markers and adverbs of frequency (e.g., "ayer", "la semana pasada", "siempre"). Linking ideas with connectives (e.g., "y", "pero", "porque"). <u>Key vocabulary</u> The module introduces vocabulary related to: **Adjectives to describe personality** (e.g., bueno/a, divertido/a, optimista, responsable, trabajador/a, tímido/a) **Phrases for digital life and technology** (e.g., ¿Qué haces con tu móvil?, uso aplicaciones, mando mensajes, saco fotos, utilizo las redes sociales) **Leisure activities and sports** (e.g., escuchar música, salir con mis amigos, jugar al fútbol, hacer ciclismo, ver películas, practicar natación) **Time and frequency expressions** (e.g., siempre, a menudo, de vez en cuando, el fin de semana pasado, la próxima semana) **Opinion phrases** (e.g., me gusta, no me gusta, prefiero, me encanta, porque es divertido/emocionante/relajante)
Assessment	End of Unit 6 assessment – Listening, Reading, Speaking and Writing and translation tasks.	

	Throughout this module there will be continual assessment and exam style questions. Learning is assessed each lesson using mini-whiteboards, in class activities - peer assessment and Hinge questions.	
What amendments are you going to make following evaluation of this module?	Review trends in weaknesses in skill areas. Question Level Analysis of types of question students struggle to gain high marks on. Check the balance of skills covered is appropriate. Gap analysis – review of difficult questions and re-visit in the following lessons.	