<table>
<tr><th>Y10 Module 2</th><th colspan="2">Title: AQA Higher : Module 2 – Viajes (Theme 2 popular culture and Theme 3 Communication and the world around us)</th></tr>
<tr><td>Why are you teaching it?</td><td>This module is designed to develop students' ability to communicate about travel, holidays, and experiences in Spanish-speaking countries. It introduces and practises vocabulary and structures for describing past, present, and future trips, making travel arrangements, and discussing preferences and problems encountered while travelling. The aim is to prepare students for real-world travel scenarios and exam topics, supporting listening, reading, writing, and speaking skills.</td><td><u>Misconceptions</u>

Confusing the use of preterite and imperfect tenses when describing past holidays.
Incorrect use of "ir" (to go) and "viajar" (to travel) in different contexts.
Literal translation errors, such as "estoy caliente" for "I am hot" (should be "tengo calor").
Forgetting agreement of adjectives with nouns (e.g., "unas vacaciones fantásticas").
Misusing time expressions (e.g., "el año pasado fui" vs. "el próximo año voy a ir").
Overusing "muy" with adjectives that already imply intensity (e.g., "muy fantástico" instead of "fantástico").</td></tr>
<tr><td>Why are you teaching it now?
What prior learning do students have?</td><td colspan="2">This module builds on students' foundational knowledge of personal information and daily life, extending their ability to talk about experiences beyond their immediate environment. It introduces more complex tenses and structures and prepares students for travel-related topics in assessments.
Students should already be able to introduce themselves, talk about their family, and describe daily routines using the present tense. They will have some experience with the preterite tense and expressing opinions. This module reinforces and extends their use of past and future tenses, and introduces vocabulary for travel, transport, and holiday activities.</td></tr>
<tr><td>What are you expecting students to be able to do at the end of the module that they couldn't do at the start</td><td>E/D: Describe a simple past holiday, including where they went, how they travelled, and what they did.

S: Give detailed accounts of past and future trips, including opinions and reasons, using a range of tenses.

M: Narrate complex travel experiences, compare different types of holidays, and discuss problems and solutions using a variety of structures and tenses.

Oracy - Role-plays: Students practise real-life scenarios such as:
Booking accommodation or transport (e.g., "Quisiera reservar una habitación").
Asking for and giving directions.</td><td><u>Vocabulary and literacy focus (Tier 2/Tier 3)</u>

Pronunciation of key vocabulary

Reading through texts quickly to get the gist

Picking out keywords from a text

Reading aloud

Dictations and Spanish spelling

Phonics

<u>Learning Outcomes</u></td></tr>
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	Describing a past holiday (e.g., "El verano pasado fui a la playa"). Dealing with problems (e.g., "Perdí mi pasaporte"). Making plans for future trips (e.g., "El próximo año voy a visitar Madrid"). Example activities: Booking a hotel room or train ticket. Describing a dream holiday. Discussing travel preferences with a partner. Debates: "Prefiero las vacaciones en la ciudad o en el campo" (City vs. countryside holidays). "Es mejor viajar con amigos o con familia" (Friends vs. family travel). Hot-Seating/Interviews: One student acts as a travel agent or tourist, others ask about their experiences and preferences. Speed-Dating/Speed-Talking: Students rotate to discuss prompts such as: "¿Adónde fuiste de vacaciones el año pasado?" "¿Qué medio de transporte prefieres?" "¿Has tenido algún problema durante un viaje?" Paired Dictation and Read-Aloud Tasks: Focus on travel vocabulary, pronunciation, and listening skills. Sentence Builders: Use grids to create sentences about travel plans, past holidays, and preferences. **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	By the end of this module, students will be able to describe past, present, and future travel experiences, make and respond to travel arrangements, discuss preferences and problems, and use a range of tenses and structures to communicate confidently about travel in Spanish. <u>Grammar Focus</u> Using the preterite tense for past holidays (e.g., "fui", "viajé"). Practising the imperfect tense for descriptions (e.g., "hacía buen tiempo"). Using the near future tense for plans (e.g., "voy a ir", "vamos a viajar"). Expressing opinions and justifying them (e.g., "me gustó porque…"). Making adjectives agree with nouns (e.g., "unas vacaciones inolvidables"). Using time markers and connectives (e.g., "el año pasado", "sin embargo", "además"). <u>Key vocabulary</u> The module introduces vocabulary related to: Destinations and types of holidays (e.g., playa, montaña, ciudad, camping). Transport (e.g., avión, tren, autobús, coche). Accommodation (e.g., hotel, hostal, apartamento). Activities (e.g., visitar monumentos, nadar, hacer turismo). Problems (e.g., perder el equipaje, retraso, accidente). Time expressions (e.g., el verano pasado, la próxima semana). Opinion phrases (e.g., me encantó, fue divertido, prefiero viajar solo).

	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.	
Assessment	End of Unit 2 assessment – Listening, Reading, Speaking, 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.	