



Curriculum Plan Spanish

| Year 10 | | Knowledge (Topics covered) | Subject Skills | Key Assessment | Literacy and Numeracy | School values (Attitude / Achievement / Community / Endeavour) | Extra-curricular opportunities | Personal development (Character, SMSC, Fundamental British values, Careers guidance, healthy living, Citizenship, equality and diversity, financial capability, preparation for next stage) |
|---------|----------------|---|---|---|---|---|--------------------------------|--|
| Cycle 1 | GCSE Module 1: | Grammar: <i>Revision and extension of prior learning:</i> Verbs of opinion Present tense and Preterit tense (past) Imperfect tense for past descriptions Irregular verbs: tener, preferir, ir Using 'usted' in formal contexts Using three tenses together Vocabulary: Using percentages Sequencers Question words Weather Free time activities Positives and negatives on holiday Exam focus: Speaking: Photo description development and introduction to the role-play Reading and Listening: Prediction, inference, identifying opinions, tackling a literary text, distractors Writing: 40 word and 90 word question practice. Extended opinion phrases. Translation techniques. | Two written exam questions Reading, listening and speaking assessed separately | Inference, cognates, use of context in tackling extended reading tasks. Using percentages Understanding prices Reading literary texts English vocabulary building through translation | Attitude – Take responsibility & pride in work. Ask for help if needed. Focus on the tasks. Develop revision strategies. Achievement – Use feedback from assessments and purple pen work to improve work and address misconceptions. Community - Work together & respect different ideas & opinions. Discover other perspectives through cultural context. Endeavour – Persevere with learning & understanding new concepts. Do not be afraid to try even if you make mistakes. Use Knowledge Organisers to embed the knowledge into learning. | | | Geographical awareness Roleplay of transactional situations e.g. hotel booking. |



Curriculum Plan Spanish

| | | | | | | |
|--|--|---|--|--|--|---|
| | <p>GCSE Module 2:</p> <p>Describing school and giving opinions</p> <p>Discussing school rules</p> <p>Planning a school exchange</p> | <p>Grammar: <i>Revision and extension of prior learning:</i></p> <p>Verbs of opinion</p> <p>Adjectival endings</p> <p>Comparatives and superlatives</p> <p>Imperfect tense for comparing then and now</p> <p>Near future tense</p> <p>Asking questions</p> <p>Direct object pronouns</p> <p><i>New concepts:</i></p> <p>Negative structures</p> <p>Use 'desde hace'</p> <p>Vocabulary:</p> <p>School subjects</p> <p>Places in school</p> <p>Revisit items of clothing</p> <p>Infinitives linked to school activities</p> <p>Question words</p> <p>Exam skills:</p> <p>Speaking: Photo card: deciphering questions and developing answers.</p> <p>General conversation: Using complex structures.</p> <p>Reading and Listening: Distractors, using context, word families, signals of change of opinion.</p> <p>Writing: Planning extended writing.</p> <p>Translation: focus on tenses.</p> | <p>Two written exam questions</p> <p>Reading, listening and speaking assessed separately</p> | <p>Inference, cognates, use of context in tackling extended reading tasks.</p> <p>Reading literary texts.</p> <p>English vocabulary building through translation</p> | <p>Attitude – Take responsibility & pride in work. Ask for help if needed. Focus on the tasks. Develop revision strategies.</p> <p>Achievement – Use feedback from assessments and purple pen work to improve work and address misconceptions.</p> <p>Community - Work together & respect different ideas & opinions. Discover other perspectives through cultural context.</p> <p>Endeavour – Persevere with learning & understanding new concepts. Do not be afraid to try even if you make mistakes. Use Knowledge Organisers to embed the knowledge into learning.</p> | <p>Comparison of schools widens horizons and develops cultural awareness</p> <p>Discussion of the role and relevance of rules.</p> <p>Link to school life</p> |
|--|--|---|--|--|--|---|



Curriculum Plan Spanish

| GCSE Module 3: | Grammar: <i>Revision and extension of prior learning:</i> | Two written exam questions | Inference, cognates, use of context in tackling extended reading tasks. | Attitude – Take responsibility & pride in work. Ask for help if needed. Focus on the tasks. Develop revision strategies. | Achievement – Use feedback from assessments and purple pen work to improve work and address misconceptions. | Community - Work together & respect different ideas & opinions. Discover other perspectives through cultural context. | Endeavour – Persevere with learning & understanding new concepts. Do not be afraid to try even if you make mistakes. Use Knowledge Organisers to embed the knowledge into learning. | Family life Social skills Dangers and possibilities of social media and technological advances |
|--------------------------------------|---|---|--|--|---|---|---|--|
| Talking about socialising and family | Present tense Possessive adjectives Stem-changing verbs: poder and querer Adjectival agreement Ser and Estar Reflexive verbs | Reading, listening and speaking assessed separately | Reading literary texts. Using cognates to help understanding Using dates | | | | | |
| Descriptions of people | | | | | | | | |
| Social networks | | | | | | | | |
| Making plans | <i>New concepts:</i> | | | | | | | |
| Reading preferences | Use para with infinitives The present continuous tense | | | | | | | |
| Friends and family | Vocabulary: Social networks and technological advances Character and physical descriptions Range of infinitive verbs relating to family relationships Exam skills: Speaking: Role-play – identifying tenses. Photo card – adding complex structures. General Conversation: Justifying and qualifying opinions. Adding variety. Reading/listening: Questions and answers in target language. Multiple choice and distractors. Recognising different forms of familiar verbs Writing: Constructing an argument. Planning an extended answer. Introduction to 150 word question. | | English vocabulary building through translation | | | | | |



Curriculum Plan Spanish

| | | | | | |
|--|--|---|--|---|--|
| | GCSE Module 4: Grammar: <i>Revision and extension of prior learning:</i> Free-time activities Stem-changing verbs Adjectival agreement TV and film Imperfect tense for describing activities you 'used to' do Sports Sports Inspiring role models Vocabulary: Free-time activities TV and film Nationalities Dates Exam skills: Speaking: Photocard and roleplay practice. General conversation: varying tenses and developing answers. Reading and listening: Recognising high frequency language. Tackling literary texts. Using examples in exams. Distractors. Writing: 150 word practice – including complex structures and planning an argument. Relevance to bullet points. Translation skills: tenses. | Two written exam questions Reading, listening and speaking assessed separately | Inference, cognates, use of context in tackling extended reading tasks. Reading literary texts. Using cognates to help understanding English vocabulary building through translation | Attitude – Take responsibility & pride in work. Ask for help if needed. Focus on the tasks. Develop revision strategies. Achievement – Use feedback from assessments and purple pen work to improve work and address misconceptions. Community - Work together & respect different ideas & opinions. Discover other perspectives through cultural context. Endeavour – Persevere with learning & understanding new concepts. Do not be afraid to try even if you make mistakes. Use Knowledge Organisers to embed the knowledge into learning. | Discussion of role models in the world. Link to current affairs and world news. Healthy lifestyle |
|--|--|---|--|---|--|



Curriculum Plan Spanish

| GCSE Module 6: | Grammar: <i>Revision and extension of prior learning:</i> Reflexive verbs Soler + infinitive Sequencers <i>New concepts:</i> Expressions with estar and tener Doler (to hurt) Using the passive Avoiding the passive Preterit tense of reflexive verbs Absolute superlatives Irregular verbs in the preterit tense Expressions followed by infinitive Vocabulary: Infinitives used in food Illness and pain Typical Hispanic foods Question words Restaurant vocabulary Exam skills: Speaking: Roleplay: forming questions and focus on accuracy. Photocard: Using specific examples. General conversation: Varying adjectives. Reading/listening: Inferring meaning from context, word families. Writing: Using specific examples to back up an argument. Organising ideas. Translation: focus on structures. | Two written exam questions Reading, listening and speaking assessed separately | Inference, cognates, use of context in tackling extended reading tasks. Reading literary texts. Using cognates to help understanding English vocabulary building through translation | Attitude – Take responsibility & pride in work. Ask for help if needed. Focus on the tasks. Develop revision strategies. Achievement – Use feedback from assessments and purple pen work to improve work and address misconceptions. Community - Work together & respect different ideas & opinions. Discover other perspectives through cultural context. Endeavour – Persevere with learning & understanding new concepts. Do not be afraid to try even if you make mistakes. Use Knowledge Organisers to embed the knowledge into learning. | Transactional experience – in the pharmacy / restaurant Cultural understanding – festivals around the world Healthy lifestyles |
|----------------|--|---|---|---|--|
|----------------|--|---|---|---|--|

Curriculum Plan Spanish

