

# 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	<b>GCSE Module 1:</b>  Discussing holidays and weather  Talking about holiday activities and preferences  Describing a past holiday  Booking accommodation and dealing with problems	<b>Grammar:</b> <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  <b>Vocabulary:</b> Using percentages Sequencers Question words Weather Free time activities Positives and negatives on holiday  <b>Exam focus:</b> 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.



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	<p><b>GCSE Module 2:</b></p> <p>Describing school and giving opinions</p> <p>Discussing school rules</p> <p>Planning a school exchange</p>	<p><b>Grammar:</b>  <i>Revision and extension of prior learning:</i></p> <p>Verbs of opinion            Adjectival endings            Comparatives and superlatives            Imperfect tense for comparing then and now            Near future tense            Asking questions            Direct object pronouns</p> <p><i>New concepts:</i></p> <p>Negative structures            Use 'desde hace'</p> <p><b>Vocabulary:</b>            School subjects            Places in school            Revisit items of clothing            Infinitives linked to school activities            Question words</p> <p><b>Exam skills:</b></p> <p>Speaking: Photo card: deciphering questions and developing answers.            General conversation: Using complex structures.            Reading and Listening: Distractors, using context, word families, signals of change of opinion.            Writing: Planning extended writing.            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 &amp; 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 &amp; respect different ideas &amp; opinions. Discover other perspectives through cultural context.</p> <p>Endeavour – Persevere with learning &amp; 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>
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Cycle 2	<b>GCSE Module 3:</b>  Talking about socialising and family  Descriptions of people  Social networks  Making plans  Reading preferences  Friends and family	<b>Grammar:</b> <i>Revision and extension of prior learning:</i>  Present tense Possessive adjectives Stem-changing verbs: poder and querer Adjectival agreement Ser and Estar Reflexive verbs  <i>New concepts:</i>  Use para with infinitives The present continuous tense  <b>Vocabulary:</b> Social networks and technological advances Character and physical descriptions Range of infinitive verbs relating to family relationships  <b>Exam skills:</b> 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.	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  Using dates  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.	Family life Social skills Dangers and possibilities of social media and technological advances
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	<p><b>GCSE Module 4:</b></p> <p>Free-time activities</p> <p>TV and film</p> <p>Sports</p> <p>Inspiring role models</p>	<p><b>Grammar:</b> <i>Revision and extension of prior learning:</i></p> <p>Stem-changing verbs Adjectival agreement Imperfect tense for describing activities you 'used to' do</p> <p><i>New concepts:</i></p> <p>Soler + infinitive The perfect tense Using three past tenses together</p> <p><b>Vocabulary:</b> Free-time activities TV and film Nationalities Dates</p> <p><b>Exam skills:</b></p> <p>Speaking: Photocard and roleplay practice. General conversation: varying tenses and developing answers.</p> <p>Reading and listening: Recognising high frequency language. Tackling literary texts. Using examples in exams. Distractors.</p> <p>Writing: 150 word practice – including complex structures and planning an argument. Relevance to bullet points. Translation skills: 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. Using cognates to help understanding English vocabulary building through translation</p>	<p>Attitude – Take responsibility &amp; 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 &amp; respect different ideas &amp; opinions. Discover other perspectives through cultural context.</p> <p>Endeavour – Persevere with learning &amp; 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>Discussion of role models in the world. Link to current affairs and world news.</p> <p>Healthy lifestyle</p>
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Cycle 3	<b>GCSE Module 5:</b>  Talking about places in town  Shopping for souvenirs  Describing the features of a region  Making plans  Describing problems and improvements in a town  Describing a visit in the past	<b>Grammar:</b> <i>Revision and extension of prior learning:</i>  ‘usted’ verbs for formal situations Asking and answering questions Past tenses -preterit and imperfect  <i>New concepts:</i>  Se puede and se pueden + infinitive The simple future tense ‘si’ clauses Demonstrative adjectives The conditional tense Irregular verbs in the conditional and future tense  <b>Vocabulary:</b> Directions Places/shops in town Weather Town services and improvements  <b>Exam skills:</b> Speaking: Pronunciation focus. Strategies for adding detail in photo description questions. General conversation: narration strategies.  Reading and listening: Dialogue in literary texts. Role play focus  Writing: Timekeeping in essay writing and planning. Linking ideas. Translation skills: Tenses, accuracy.	Two written exam questions  Reading, listening and speaking assessed separately	Using currencies and prices  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.	Informal and formal scenarios Reflecting on surroundings and imagining improvements  Transactional experiences - shopping
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	<p><b>GCSE Module 6:</b></p> <p>Describing mealtimes</p> <p>At the pharmacy</p> <p>Describing typical foods</p> <p>Comparing different festivals</p> <p>Ordering in a restaurant</p>	<p><b>Grammar:</b></p> <p><i>Revision and extension of prior learning:</i></p> <p>Reflexive verbs Soler + infinitive Sequencers</p> <p><i>New concepts:</i></p> <p>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</p> <p><b>Vocabulary:</b></p> <p>Infinitives used in food Illness and pain Typical Hispanic foods Question words Restaurant vocabulary</p> <p><b>Exam skills:</b></p> <p>Speaking: Roleplay: forming questions and focus on accuracy. Photocard: Using specific examples. General conversation: Varying adjectives.</p> <p>Reading/listening: Inferring meaning from context, word families.</p> <p>Writing: Using specific examples to back up an argument. Organising ideas. Translation: focus on structures.</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>Using cognates to help understanding</p> <p>English vocabulary building through translation</p>	<p>Attitude – Take responsibility &amp; 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 &amp; respect different ideas &amp; opinions. Discover other perspectives through cultural context.</p> <p>Endeavour – Persevere with learning &amp; 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>Transactional experience – in the pharmacy / restaurant</p> <p>Cultural understanding – festivals around the world</p> <p>Healthy lifestyles</p>
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