









2023-24 CURRICULUM MAP FOR SPANISH YEAR 10 – GCSE Year 1

<p><u>HALF TERM 1: Self & relationships (Theme 1 – Youth Culture)</u></p> <p>Core knowledge: • key language and verbs for GCSE • to be able to talk about your family and relationships • to be able to describe a role model • to be able to say what makes good role model</p> <p>Key questions: ¿Cómo es tu familia? (What is your family like?) Describe las relaciones en tu familia. (Describe the relationships in your family.) El matrimonio es importante para ti? Is marriage important to you? ¿Como es un buen modelo? (What is a good role model like?)</p> <p>Vocabulary: • family members • relationships • relationship status • descriptive adjectives • personal qualities • describing achievements</p> <p>Grammar: • present tense • perfect tense • adjective agreement</p>		<ul style="list-style-type: none"> • Reading aloud from knowledge organiser • Regular reading comprehension activities – short paragraphs • Song lyrics
		<ul style="list-style-type: none"> • Simple sentences to introduce themselves • Translation (English – Spanish & Spanish – English)
		<ul style="list-style-type: none"> • Regular speaking activities & phonics practice • Whole class choral repetition • Pair-work speaking – trapdoor
		<ul style="list-style-type: none"> • Homework is learning homework, set every week, based on learning from the knowledge organiser or grammar booklet. • Topics for homework follow the lesson topic & are either vocabulary or grammar based
<p><u>HALF TERM 2: Technology & Social media (Theme 1 – Youth Culture)</u></p> <p>Core knowledge: • to be able to talk about new technologies & social media •to be able to give the advantages and disadvantages of mobile phones • to say how you use social media</p> <p>Key questions: ¿Cómo usas tu movil normalmente? (How do you use your mobile normally?) ¿Cuáles son las ventajas y desventajas de tener un movil? (what are the advantages and disadvantages of having a mobile?) ¿Qué opinas de las redes sociales? (what do you think of social networks?)</p>		<ul style="list-style-type: none"> • Reading aloud from knowledge organiser • Regular reading comprehension activities – extended paragraphs with connectives and adjectives
		<ul style="list-style-type: none"> • Extended sentences using simple connectives and correct adjective agreement • Mini white-board writing activities • Translation (English – Spanish & Spanish – English) • Formal 60 word writing assessment • Dictation and transcription
		<ul style="list-style-type: none"> • Regular speaking activities giving extended sentences using connectives • Whole class choral repetition • Pair-work speaking • Describing a photo



2023-24 CURRICULUM MAP FOR SPANISH YEAR 10 – GCSE Year 1

<p>Vocabulary: • types of technology • apps and mobile usage • opinion phrases • advantages and disadvantages</p> <p>Grammar: • present tense • future tense • subjunctive phrases • comparatives</p>		<ul style="list-style-type: none"> • Homework is learning homework, set every week, based on learning from the knowledge organiser or grammar booklet. • Topics for homework follow the lesson topic & are either vocabulary or grammar based
<p><u>HALF TERM 3: Entertainment and leisure (Theme 1 – Lifestyle)</u></p> <p>Core knowledge: • to be able to say what you do in your free time • leisure activities • to be able to describe an event • to be able to discuss the advantages / disadvantages of international events</p> <p>Key questions: ¿Que haces en tu tiempo libre? (What do you do in your freetime?) ¿Que hiciste el fin de semana pasado? (What did you do last weekend?) ¿Qué opinas de los eventos internacionales, como los juegos olímpicos por ejemplo? (What do you think of international events like the Olympic games for example?) ¿Cuales actividades quieres hacer en el futuro? (What activities would you like to do in the future?)</p> <p>Vocabulary: • freetime & leisure activities • international events • giving extended opinions • presenting an argument</p> <p>Grammar: • present tense • conditional tense • using 'soler' • exposure to subjunctive phrases • extended opinion phrases • time phrases • past / present and future tenses</p>		<ul style="list-style-type: none"> • Reading aloud from knowledge organiser • Regular reading comprehension activities – extended paragraphs with opinions and connectives • Reading transcripts translations
		<ul style="list-style-type: none"> • Extended sentences using connectives and adjectives • Mini white-board writing activities • Translation (English – Spanish & Spanish – English) • Bubble writing activity • Dictation and transcription • Formal word writing assessment
		<ul style="list-style-type: none"> • Regular speaking activities giving extended sentences using connectives and opinions • Whole class choral repetition • Pair-work speaking • Photocard • Role play practice
		<ul style="list-style-type: none"> • Homework is learning homework, set every week, based on learning from the knowledge organiser or grammar booklet. • Topics for homework follow the lesson topic & are either vocabulary or grammar based
<p><u>HALF TERM 4: Food, Drink & Healthy living (Theme 1 – Lifestyle / Customs and traditions)</u></p>		<ul style="list-style-type: none"> • Reading aloud from knowledge organiser • Regular reading comprehension activities – short paragraphs • Translation Spanish to English








2023-24 CURRICULUM MAP FOR SPANISH YEAR 10 – GCSE Year 1

<p>Core knowledge: • to be able to say what you eat a drink • to say what your favourite meal is • to be able to discuss mealtimes. • to be able to say what you do to keep fit • to say what you should do to maintain a healthy lifestyle • to describe bad habits • to give advice for a healthy lifestyle using 'deber' • to be able to describe illnesses and injuries</p> <p>Key questions: ¿Que te gusta comer normalmente? (What do you normally like to eat?) ¿Crees que llevas una vida sana? (Do you think you lead a healthy lifestyle?) ¿Fumas o bebes alcohol? Do you smoke or drink alcohol? ¿Qué son los malos efectos de tomar drogas? (What are the negative effects of taking drugs?) ¿Que tienes que cambiar para vivir mas sano? (What do you need to change to eat more healthily?)</p> <p>Vocabulary: • food & drink • mealtimes • food groups • describing meals • opinion phrases</p> <p>Grammar: • time • future tense • preterite tense re-cap • soler • present tense verbs • conditional / imperative • subjunctive phrases to express what is important • 'reverse' verbs with DoP (e.g. me duele)</p>		<ul style="list-style-type: none"> • Sentences / short paragraphs of Spanish • Translation (English – Spanish & Spanish – English)
		<ul style="list-style-type: none"> • Regular speaking activities & phonics practice • Whole class choral repetition • Pair-work speaking • Photocard practice
		<ul style="list-style-type: none"> • Homework is learning homework, set every week, based on learning from the knowledge organiser or grammar booklet. • Topics for homework follow the lesson topic & are either vocabulary or grammar based
<p><u>HALF TERM 5: Holidays</u> <u>(Theme 2 – Travel & Tourism)</u></p> <p>Core knowledge: • to be able to say where you usually go on holiday • to be able to describe a past holiday with travel, accommodation and activities • to be able to describe a problem on holiday • to talk about a future holiday • to learn how to book a hotel in Spanish</p> <p>Key questions:</p>		<ul style="list-style-type: none"> • Reading aloud from knowledge organiser • Regular reading comprehension activities – extended paragraphs with connectives and adjectives • Translation Spanish to English
		<ul style="list-style-type: none"> • Extended sentences using connectives and Mini white-board writing activities • Translation (English – Spanish & Spanish – English) • Formal writing assessment – practice exam question • Dictation and transcription



2023-24 CURRICULUM MAP FOR SPANISH YEAR 10 – GCSE Year 1

<p>¿Adónde vas de vacaciones normalmente? (Where do you normally go on holiday?)</p> <p>¿Adónde fuiste por tus últimas vacaciones? (Where did you go on your last holiday?)</p> <p>¿Cómo era el viaje / el hotel / el pueblo? (How was the journey / the hotel / the local town?)</p> <p>¿Había problemas? (Were there problems?)</p> <p>¿Adónde vas a ir de vacaciones el año que viene? (Where are you going to go on holiday next year?)</p> <p>Quisiera reservar..... (I would like to make a reservation)</p> <p>Vocabulary: • countries • modes of transport • types of accommodation & facilities • opinions • sports and activities • describing problems • hotel facilities • future plans</p> <p>Grammar: • adjectival agreement • combining tenses (present, preterite & imperfect) • comparatives & superlatives • narration of events in the past • future tense • asking and answering questions</p>		<ul style="list-style-type: none"> • Regular speaking activities giving extended sentences using connectives • Whole class choral repetition • Pair-work speaking • Describing a photo • Regular speaking activities giving extended sentences using connectives • Pair-work speaking –trapdoor
<p>HALF TERM 6: Social Issues (Theme 2 – Global Sustainability)</p> <p>Core knowledge: • to be able to say what are the key issues in modern society • to make comparisons • to be able to use statistics (percentages) in Spanish) • the importance of volunteering</p> <p>Key questions:</p> <p>¿Cuáles son los problemas de sociedad más serios hoy en día? (What are the most serious problems in society these days?)</p> <p>¿Es importante ser solidario? (Is it important to volunteer?)</p> <p>¿Si tuviera mucho dinero, come ayudarias a los demas? (If you had a lot of money, how would you help others?)</p> <p>Vocabulary: • global problems • giving extended opinions • comparatives • ways to volunteer • possible solutions</p>		<ul style="list-style-type: none"> • Reading aloud from knowledge organiser • Regular reading comprehension activities – extended paragraphs with opinions, connectives, adverbs and quantifiers. • Reading transcripts • Translation
<p>Key questions:</p> <p>¿Cuáles son los problemas de sociedad más serios hoy en día? (What are the most serious problems in society these days?)</p> <p>¿Es importante ser solidario? (Is it important to volunteer?)</p> <p>¿Si tuviera mucho dinero, come ayudarias a los demas? (If you had a lot of money, how would you help others?)</p>		<ul style="list-style-type: none"> • Extended sentences & short paragraphs using connectives, opinions, quantifiers and adverbs. • Mini white-board writing activities • Translation (English – Spanish & Spanish – English) • Bubble writing activity to talk about key societal issues • Dictation and transcription • Putting forward comparisons
<p>Vocabulary: • global problems • giving extended opinions • comparatives • ways to volunteer • possible solutions</p>		<ul style="list-style-type: none"> • Regular speaking activities giving extended sentences using connectives, opinions and quantifiers. • Whole class choral repetition • Pair-work speaking
		



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Grammar: • comparatives • superlatives •
descriptions in the present and the past •
opinion phrases - 1 st & 3rd person
•subjunctive phrases

YEAR 10 END OF YEAR ASSESSMENT

• Homework is learning homework,
set every week, based on learning from
the knowledge organiser or grammar
booklet.
Topics for homework follow the lesson
topic & are either vocabulary or
grammar based