








SPANISH CURRICULUM MAP YEAR 10

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| <p>HALF TERM 1: Las redes sociales y los videojuegos – MEDIA AND TECHNOLOGY</p> <p>1 Social media uses</p> <ul style="list-style-type: none"> • What type of social media you use and what for • Introduce model text and familiarisation <p>2 ¿Qué haces con.....?</p> <ul style="list-style-type: none"> • ...tu móvil? •tu ordenador? • ¿Cuánto tiempo pasas en tu móvil? • Listening translation – sentences from KO • Listening gap fill paragraph on uses of social media <p>Grammar focus – por v para</p> <p>3 Advantages and disadvantages of social media</p> <ul style="list-style-type: none"> • Revision of model text • Using adjectives to justify opinions on adv and disadv • Spanish –English/English - Spanish translations <p>Grammar focus - Noun and adjective agreement/impersonal verbs – hay, se puede</p> <p>4 Advantages and disadvantages of social media</p> <ul style="list-style-type: none"> • Opinions of others on social media • Listening and reading practice <p>Grammar focus – indirect object pronoun</p> <p>5 Advantages and disadvantages of social media</p> <ul style="list-style-type: none"> • Photocard practice • Complete relevant questions in speaking booklet <p>6 Speaking exam photocard practice</p> <ul style="list-style-type: none"> • Explain different speaking exam requirements • Photocard practice - PALMWO <p>7 Written activity</p> <ul style="list-style-type: none"> • What is your opinion on the advantages and disadvantages of social media? | | <p>Opportunities for reading: Reading shorter and longer comprehension texts Newspaper articles</p> |
| | | <p>Opportunities for extended writing Written tasks throughout the unit Extended exam-style writing during last lesson of unit</p> |
| | | <p>Speak like an expert: Students will be encouraged to justify grammatical choices using subject specific language in part 2 and 4</p> |
| | | <p>Homework Week 1: Vocabulary Week 3: Temperature check - writing activity Week 5: Preparation for extended writing</p> |
| | | <p>Links to careers: Careers in digital media, creating apps</p> <p>Link to Personal Development: Students will learn how to talk about social media using a variety of opinion phrases, topic specific vocabulary</p> <p>LOTC:-</p> <p>British Values:</p> <ul style="list-style-type: none"> - Rule of Law: Restrictions around age appropriate access to social media - Respect and Tolerance: respect for others posts and no to cyberbullying - Democracy: - Individual Liberty: Freedom to express oneself |
| <p>Students can use these key words: las redes sociales/ventaja/desventaja/A mi modo de ver/por otro lado/hay/se puede</p> | | |
| <p>HALF TERM 2: Self, family and friends MY PERSONAL WORLD</p> <p>1 Overview of the GCSE Course</p> <ul style="list-style-type: none"> • Topics to study | | <p>Opportunities for reading: Reading shorter and longer comprehension texts Articles on families in Spanish speaking countries Articles on grammar and use of tenses</p> |











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| <ul style="list-style-type: none"> Exam breakdown Requirements for each exam Tips for success | | |
| <p>2 Tenses</p> <ul style="list-style-type: none"> Revision of past, present, future tenses of common verbs Revise how to form present, past, immediate future Recap of how to form preterite and imperfect past tenses Time adverbials – how they support identification of tenses |  | <p>Opportunities for extended writing Written tasks throughout the unit Extended exam-style writing during last lesson of unit</p> |
| <p>Grammar focus – past, present, immediate future, preterite, imperfect tenses</p> |  | <p>Speak like an expert: Students will be encouraged to justify grammatical choices using subject specific language in part 2 and 4</p> |
| <p>3 The family</p> <ul style="list-style-type: none"> Introduce model text Family relationships |  | <p>Homework Week 1: Vocabulary Week 3: Temperature check - writing activity Week 5: Preparation for extended writing</p> |
| <p>4 The family</p> <ul style="list-style-type: none"> Physical descriptions Personality traits <p>Grammar focus – adjective/noun agreement, comparatives, superlatives</p> <p>5 Family relationships</p> <ul style="list-style-type: none"> Justified opinions on relationships with family Comparison of family relationships in the past to now <p>Grammar focus – direct object pronouns</p> <p>6 SER and ESTAR</p> <ul style="list-style-type: none"> When to use each verb practice <p>7 Writing activity</p> <ul style="list-style-type: none"> Comparison of family relationships now and then Considerations when uplevelling work <p>Grammar focus - Imperfect tense and preterite tense/comparatives/superlatives</p> |  | <p>Links to careers: Social work, youth worker</p> <p>Link to Personal Development: Focus on exam skills, working towards a goal</p> <p>LOTC: -</p> <p>British Values: -Rule of Law: -Respect and Tolerance: -Democracy: -Individual Liberty:</p> |
| <p>Students can use these key words: lo mejor/peor es que, más que/menos que</p> | | |
| <p>HALF TERM 3: Self, family and friends MY PERSONAL WORLD</p> <p>1 What is a good friend like?</p> |  | <p>Opportunities for reading: Reading shorter and longer comprehension texts Articles on friendship in Spanish speaking countries</p> |



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| <ul style="list-style-type: none"> • Model text about ideal friend • ¿Cómo es tu relación con tu mejor amigo? • ¿Cómo te ayuda tu mejor amigo? • ¿Qué hiciste con tu mejor amigo? | | Articles on grammar and use of tenses |
| <p>2 Marriage</p> <ul style="list-style-type: none"> • Introduction of model texts • Advantages and disadvantages of marriage • Listening and translating Spanish to English and English to Spanish |  | <p>Opportunities for extended writing Written tasks throughout the unit Extended exam-style writing during last lesson of unit</p> |
| <p>3 My ideal partner</p> <ul style="list-style-type: none"> • Describing your ideal partner • Physical and personality characteristics |  | <p>Speak like an expert: Students will be encouraged to justify grammatical choices using subject specific language in part 2 and 4</p> |
| <p>Grammar focus – conditional tense</p> |  | <p>Homework Week 1: Vocabulary Week 3: Temperature check – written activity Week 5: Preparation for extended writing</p> |
| <p>4 My ideal partner</p> <ul style="list-style-type: none"> • Model text • Writing task – what would your ideal partner be like? <p>Grammar focus – quantifiers, how to form Spanish equivalent of ‘ly’ ending in Spanish</p> <p>5 Speaking booklet lesson</p> <ul style="list-style-type: none"> • Review of SER and ESTAR • Assessment criteria re speaking exam <p>6 Writing activity</p> <ul style="list-style-type: none"> • What would my ideal partner be like? |  | <p>Links to careers: client facing careers – doctors. Lawyers, teachers etc</p> <p>Link to Personal Development: Students learn about healthy relationships. Partners should be supportive, understanding and have things in common</p> <p>British Values: -Rule of Law: -Respect and Tolerance: -Democracy: -Individual Liberty:</p> |
| <p>Students can use these key words: reír, confiar, respetar, apoyar</p> | | |
| <p>HALF TERM 4: Comer y beber Lifestyle and wellbeing</p> <p>1 Food</p> <ul style="list-style-type: none"> • Model text • Familiarisation of topic specific food vocabulary <p>2 Food</p> <ul style="list-style-type: none"> • Listening – Spanish to English and English to Spanish <p>Grammar focus</p> <ul style="list-style-type: none"> • Bebí, bebiste, bebió, bebimos, bebisteis, bebieron <p>3 Mealtimes and food</p> <ul style="list-style-type: none"> • Telling the time • Talking about what you eat at different mealtimes |     | <p>Opportunities for reading:: Spanish recipes, Reading texts on Spanish culture and food festivals</p> <p>Opportunities for extended writing Written tasks throughout the unit Extended exam-style writing during last lesson of unit</p> <p>Speak like an expert: Students will be encouraged to justify grammatical choices using subject specific language in part 2 and 4</p> <p>Homework Week 1: Vocabulary Week 3: Temperature check - writing activity Week 5: Preparation for extended writing</p> |



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| <p>Grammar focus cenar/almorzar/desayunar/merendar, how to tell the time in Spanish</p> <p>4 Food adjectives</p> <ul style="list-style-type: none"> ¿Qué te gusta comer y beber? ¿Qué te gustaba comer y beber? Adjectives to describe food <p>Grammar focus – recap of how to form adverbs in Spanish</p> <p>5 A Healthy lifestyle</p> <ul style="list-style-type: none"> Listening - Spanish to English and English to Spanish translations Listening to others talk about the foods they eat <p>6 ¿Somos lo que comemos?</p> <ul style="list-style-type: none"> Times that you eat your meals Talking about your diet A healthy diet <p>7 Writing activity</p> <ul style="list-style-type: none"> What do you like to eat and why? Opinions on various foods | | <p>Links to careers: Careers in hospitality</p> <p>Link to Personal Development: Students will reinforce components of a healthy diet and effects on physical and mental health of the foods they choose to eat</p> <p>LOTC:</p> <p>British Values:</p> <ul style="list-style-type: none"> --Rule of Law: -Respect and Tolerance: -Democracy: -Individual Liberty: |
| <p>Students can use these key words: hay que/es necesario/tiene que/se debe/es esencial/se debería</p> | | |
| <p>HALF TERM 5: Physical and mental health LIFESTYLE AND WELLBEING</p> <p>1 Me duele – la salud física</p> <ul style="list-style-type: none"> Introduce model text Me/te/le duele Parts of the body Say you are hurt <p>2 ¿Llevas una vida sana?</p> <ul style="list-style-type: none"> Daily routine Healthy lifestyle habits Unhealthy lifestyle habits How to say you are well/unwell Understand advice on how to recover <p>Grammar focus – despues de/antes de + infinitive</p> <p>3 La salud mental</p> <ul style="list-style-type: none"> Lifestyles in childhood Talking about feelings <p>4 Necesito ayuda ¿Qué puedo hacer?</p> <ul style="list-style-type: none"> Causes of mental ill healt | | <p>Opportunities for reading: Reading shorter and longer comprehension texts Articles on health and wellbeing in Spanish speaking countries Articles on grammar and use of tenses</p> |
| | | <p>Opportunities for extended writing Written tasks throughout the unit Extended exam-style writing during last lesson of unit</p> |
| | | <p>Speak like an expert: Students will be encouraged to justify grammatical choices using subject specific language in part 2 and 4</p> |
| | | <p>Homework Week 1: Vocabulary Week 3: Temperature check - writing activity Week 5: Preparation for extended writing</p> |
| | | <p>Links to careers: Supporting mental health, nursing, doctors</p> |



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| <ul style="list-style-type: none"> Solutions to mental health problems Seeking help <p>5 Los tiempos cambian</p> <ul style="list-style-type: none"> Comparison of prior and present eating habits Comparison of how you stay healthy now compared to then <p>7 Written activity</p> <ul style="list-style-type: none"> ¿Llevas una vida sana? | | <p>Link to Personal Development: Students will learn how to look after themselves</p> <p>LOTC: -</p> <p>British Values:</p> <ul style="list-style-type: none"> -Rule of Law: -Respect and Tolerance: -Democracy: -Individual Liberty: |
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Students can use these key words: La salud mental/la salud física/me duele/me he roto/descansar/una herida/tener sed/tener hambre/tener razon/tener cuidado

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| <p>HALF TERM 6: La igualdad MY PERSONAL WORLD</p> <p>1 Así soy yo</p> <ul style="list-style-type: none"> Introduce model text Differences – race/age/sexual orientation/gender/disability <p>2 ¿A quién sigues?</p> <ul style="list-style-type: none"> Who is your role model? What pronoun do you use? What is most important to you? What worries you? <p>3 ¡Actua ya!</p> <ul style="list-style-type: none"> How do you help society? How did you help society in the past? Why is it important to you to help? How would you like to help in the future? <p>4 ¿Cuales son tus sueños para el futuro?</p> <ul style="list-style-type: none"> Future aims Personal goals – rich/famous/successful Society goals – fight discrimination/create a fairer society <p>Las oportunidades en el futuro de viajar y trabajar Studying and my future</p> <p>5 ¿En qué trabajarás?</p> <ul style="list-style-type: none"> Model text ¿Qué planes tienes para el futuro? ¿Qué vas a hacer después? ¿Qué otros planes tienes? <p>Grammar focus – Me gustaria/conditional/future tenses</p> |  | <p>Opportunities for reading:</p> <p>Reading shorter and longer comprehension texts</p> <p>Articles on equality and society in Spanish speaking countries</p> <p>Articles on grammar and use of tenses</p> |
| |  | <p>Opportunities for extended writing</p> <p>Written tasks throughout the unit</p> <p>Extended exam-style writing during last lesson of unit</p> |
| |  | <p>Speak like an expert:</p> <p>Students will be encouraged to justify grammatical choices using subject specific language in part 2 and 4.</p> |
| |  | <p>Homework</p> <p>Week 1: Vocabulary</p> <p>Week 3: Temperature check - writing activity</p> <p>Week 5: Preparation for extended writing</p> |
| |  | <p>Links to careers: Exploring different options available when children finish their education</p> <p>Link to Personal Development: Students will explore different options of work and travel and think about their own futures</p> <p>LOTC: -</p> <p>British Values:</p> <ul style="list-style-type: none"> -Rule of Law: -Respect and Tolerance: -Democracy: -Individual Liberty: |



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| 7 Writing focus – En qué te gustaria trabajar? | | |
| Students can use these key words: en el futuro, quiero, me gustaría, tendré, trabajaré | | |

Students can use these key words: en el futuro, quiero, me gustaría, tendré, trabajaré