



Bishop Milner Catholic College Year 10 CURRICULUM PLAN for SPANISH



The curriculum for this stage of students' education has been designed to reinforce the structures and vocabulary learned in Key Stage 3, and to being to study the language in greater depth in preparation for the GCSE exam at the end of Year 11. The curriculum is mapped to the AQA GCSE French syllabus, covering the three prescribed themes of Identity and culture, Local, national, international and global areas of interest and Current and future study and employment. Students will be expected to develop in-depth linguistic knowledge and grammatical structures, while enhancing their skills in listening, speaking, reading and writing.

HALF TERM 1: ¡Desconectate! - Relax!

STUDENTS MUST KNOW:

- Discuss holidays and weather
- Use of stem-changing verbs
- Talk about holiday preferences
- Book accomodation and deal with problems
- Talk about a past holiday
- Using verbs with 'usted'
- Understanding higher numbers

HOW THIS WILL BE ASSESSED:

Formative - through in-class monitoring, book marking and AFL, including peer and self-assessment, vocabulary tests.
Summative – Formal end of unit subject skills assessments.

HALF TERM 2: Ciudades - Cities

STUDENTS MUST KNOW:

- Places in town
- Asking for and understanding directions
- How to talk about shops and how to shop for clothes and souvenirs
- To describe the features of a region
- To use 'se puede' and 'se pueden'
- To ask and respond to questions
- To plan what to do using future tense
- To use demonstrative adjectives
- To talk about problems in a town
- How to use the conditional
- How to use different tenses together
- Recognising and using idioms

HOW THIS WILL BE ASSESSED:

Formative - through in-class monitoring, book marking and AFL, including peer and self-assessment, vocabulary tests.
Summative – Formal end of unit subject skills assessments.

HALF TERM 3: De costumbre – About customs

STUDENTS MUST KNOW:

- How to describe mealtimes and talk about daily routine
- How to talk about illnesses and injuries and ask for help at the pharmacy
- To talk about typical foods
- Using the passive
- Spotting the words indicating a decrease/increase
- Comparing different festivals
- Avoiding the passive
- Questions words
- Use of reflexive verbs in the preterite
- Ordering in a restaurant
- Using absolute superlatives

HOW THIS WILL BE ASSESSED:

Formative - through in-class monitoring, book marking and AFL, including peer and self-assessment, vocabulary tests.
Summative – Formal end of unit subject skills assessments.

HALF TERM 4: ¡A currar! – Let's work!

STUDENTS MUST KNOW:

- How to talk about different jobs and discuss job preferences
- How to talk about earning money
- Use of 'soler' in the imperfect tense
- Use of verbs in different forms
- To talk about work experience
- Using the preterite and imperfect together
- To talk about the importance of languages

HALF TERM 5: Hacia un mundo major – Towards a better world

STUDENTS MUST KNOW:

- How to describe types of houses
- To talk about the environment
- How to discuss healthy lifestyles and diet-related problems
- To consider global issues and natural disasters
- .Using the present subjunctive
- Listening for high numbers

HALF TERM 6: Exam skills and consolidation

STUDENTS MUST KNOW:

- The format of the four exams and the skills necessary to perform well in them.
- Targets for the following year.
- Strengths to build on.
- Weaknesses to address.

HOW THIS WILL BE ASSESSED:



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<ul style="list-style-type: none"> • Use of present and present continuous • Use of 'saber' and 'conocer' • How to apply for a summer job and to write a formal letter • Use of indirect object pronouns • Using the 24 hour clock • Using the subjunctive with 'cuando' • Using different ways to express future plans <p>HOW THIS WILL BE ASSESSED:</p> <p><u>Formative</u> - through in-class monitoring, book marking and AFL, including peer and self-assessment, vocabulary tests. <u>Summative</u> – Formal end of unit subject skills assessments.</p>	<ul style="list-style-type: none"> • Talk about local actions • Using the subjunctive in commands • Presenting a written argument • Understanding different tenses, giving extended reasons • Talking about international sporting events • How to use pluperfect tense • Use of imperfect continuous • Use of grammar knowledge in translations <p>HOW THIS WILL BE ASSESSED:</p> <p><u>Formative</u> - through in-class monitoring, book marking and AFL, including peer and self-assessment, vocabulary tests. <u>Summative</u> – Formal end of unit subject skills assessments.</p>	<p><u>Formative</u> through in-class monitoring, including peer and self-assessment, fortnightly knowledge/ vocabulary tests. <u>Summative</u> via completion of past or specimen papers. End of Year Exam series.</p>
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Embedding this knowledge can be supported at home by encouraging students with learning their vocabulary, for example testing them on any new words; encouraging students to watch/ listen to French videos or TV programmes and asking the student to teach you the language as they are learning it.