



## 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 Stages 3 and 4, and 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 Spanish 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:** Theme 2 Local, national, international and global areas of interest

**¡Desconectate! - Relax!**

**STUDENTS MUST KNOW:**

- Discuss holidays and weather
- Use of stem-changing verbs
- Talk about holiday preferences
- Book accommodation 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:** Theme 3 Current and future study & employment. Identity and culture.

**Mi vida en el insti**

**STUDENTS MUST KNOW:**

- To talk about their school
- To talk about their favourite/least favourite subject, rules and expectations in school
- How to describe their hobbies
- To talk about what type of music/film/TV programme they prefer
- To describe food preferences and how to order
- To describe their favourite sports
- How to combine a range of tenses (at least 3)
- To use opinions with justifications, intensifiers, connectives, time phrases, quantifiers

**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 theme subject skills assessments. Mock exam in 4 subject skills.

**HALF TERM 3:** Theme 1 Identity and Culture, Local, National, International and global areas of interest

**Mi gente**

**STUDENTS MUST KNOW:**

- To talk about socialising and family
- To describe people
- To use verbs in present tense simple and continuous
- To talk about social networks
- To make arrangements
- How to combine a range of tenses ( at least 3)
- To use opinions with justifications, intensifiers, connectives, time phrases, quantifiers

**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 theme subject skills assessments.

**HALF TERM 4:** Theme 1 Identity and Culture, Local, National, International and global areas of interest

**Intereses e influencias**

**STUDENTS MUST KNOW:**

**HALF TERM 5:** Theme 2 Local, national, international and global areas of interest

**Ciudades - Cities**

**STUDENTS MUST KNOW:**

- Places in town
- Asking for and understanding directions

**Half term 6:** Theme 1 Identity and Culture, Local, National, International and global areas of interest

**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



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<ul style="list-style-type: none"> <li>How to describe free time activities</li> <li>How to talk about tv programmes and films</li> <li>How to combine a range of tenses (at least 3)</li> <li>To use opinions with justifications, intensifiers, connectives, time phrases, quantifiers</li> <li>How to use 'suelo'+infinitive to express what they usually do</li> <li>To discuss different sports using 'hacer' and 'jugar'</li> <li>To discuss about role models</li> </ul> <p><b>HOW THIS WILL BE ASSESSED:</b></p> <p><u>Formative</u> through in-class monitoring, including peer and self-assessment, regular knowledge/ vocabulary tests and completion of past or specimen papers.</p>	<ul style="list-style-type: none"> <li>How to talk about shops and how to shop for clothes and souvenirs</li> <li>To describe the features of a region</li> <li>To use 'se puede' and 'se pueden'</li> <li>To ask and respond to questions</li> <li>To plan what to do using future tense</li> <li>To use demonstrative adjectives</li> <li>To talk about problems in a town</li> <li>How to use the conditional</li> <li>How to use different tenses together</li> <li>Recognising and using idioms</li> </ul> <p><b>HOW THIS WILL BE ASSESSED:</b></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"> <li>To talk about typical foods</li> <li>Using the passive</li> <li>Spotting the words indicating a decrease/increase</li> <li>Comparing different festivals</li> <li>Avoiding the passive</li> <li>Questions words</li> <li>Use of reflexive verbs in the preterite</li> <li>Ordering in a restaurant</li> <li>Using absolute superlatives</li> </ul> <p><b>HOW THIS WILL BE ASSESSED:</b></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><b>Embedding this knowledge can be supported at home by</b> 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. Continuous past paper and GCSE style practice and use of recommended websites.</p>		