











Curriculum Content Map

Subject: SPANISH

Year group: 10

	Term 1				Term 2			Term 3			
Month	September	October	November	December	January	February	March	April	May	June	July
Virtue	Friendliness & Civility	Justice & Truthfulness	Courage	Generosity	Gratitude	Good Speech	Good Temper & Humour	Self-Mastery		Compassion	Good Sense
Skill	Listening	Leadership	Problem-Solving	Creativity	Staying Positive	Speaking	Staying Positive	Aiming High		Speaking	Teamwork
Curriculum Content	10.1 Desconéctate – Switch off – Holidays		10.2 – Mi vida en el insti – My life at school		10.3 – Mi gente – My people		10.4 – Intereses e influencias – Interests	10.5 – Ciudades – Cities		9.6 – Literature/Film/ Cultural Topic	
National Curriculum area	The national curriculum in MFL does not specify subject content but rather two core pillars: grammar & vocabulary and linguistic competence. Grammar and vocabulary are explicitly built into the curriculum at Key Stage 4 and are indicated in red and green respectively in the new learning section. Linguistic competence is developed through the various classroom-based activities which are planned to oscillate between reading, writing, speaking and listening.										
Link to Virtue	Students must show each other respect and in doing so display friendliness and civility as they learn about each other's holidays.	Students will get to see the justice (or lack thereof) associated with how some people around the world live their holidays.	Students will have to be courageous as they talk about their role in their school.	Students will look at the rules in their school and will be show generosity by adapting to them for the common good.	Students encouraged to be grateful for the food they have, particularly when talking about their friends and family.	Students get the chance to offer advice to one another. They practise doing so diplomatically and tactfully.	Students consider the value of good humour as they talk about what they like the most: their interests and their hobbies.	Students prepare for the end of year exam by displaying self-mastery as they revise the content from the course, with special focus in a new topic: cities and towns.		Students will put themselves in the shoes of others through a set of projects about everything learnt during the year.	Students must display good sense as they engage in cultural projects and activities related with the Spanish and Latin-American world.
Link to Skill	As students learn about their holidays, they must listen to each other.	Students get the chance to look at what other people have planned for their holidays and will learn to lead a plan for the future ones.	Students undertake literary problem solving by looking at actual problems that happen in their school.	Extended writing piece across three tenses allows for creativity.	Students will be expected to stay positive as they talk about the people they love: friends and family.	Speaking assessments. Advice presentation.	Students consider staying positive when talking about the interests and hobbies they like the most.	Students begin to focus on setting targets for their end of year assessments. Their unequivocal attention will be focussed on aiming high.		Students will give their spoken opinion on different cultural projects.	Students have the chance to work together in different cultural projects.
Sequencing 	The concept of verbs introduced throughout Year 7 and Year 8 is further built upon here with the knowledge of impersonal verbs and crucially the opinion-forming one – “gustar”.		The second unit of work builds upon the basic jobs covered in Year 8. The tenses learnt are also revisited and practised here as students are required to produce them in written work.		The third unit of work builds upon the “A Comer” unit 8.3 (in Year 8) where students first explore foods. Verbs are also crucial and students have had a good grounding in this throughout Key Stage 3 by this point.		The fourth unit of work builds upon the tenses covered to date as we are introduced to a fourth – the imperfect.	The fifth unit of work builds upon unit 1 in Year 8 on holidays – here students are describing adventures through Madrid. They also use their knowledge from places in town first looked at in Year 7. They also build on the work they did on comparatives in Year 8.		The sixth unit of work builds upon the cultural unit taught at the end of Year 7 (festivals) and Year 8 (film). Students get another chance to appreciate authenticity and inherent value in culture, this time through the literature.	
	Students' ability to express opinions are a fundamental part of the GCSE course and this is further developed by the GCSE content delivered in Year 10.		The drilling of tenses is further developed in the next unit as students combine this knowledge with different types of pronouns to form reflexive sentences.		This is further developed by the GCSE course as students talk about their routine in role-play exercises and in writing tasks.		The use of se debería is developed by the need to express obligation throughout the GCSE course.	It is the combination of skills – reading, writing, listening and speaking which are all developed through more complex content encountered at GCSE		The final unit of the year is the third cultural unit in KS3 and this is further developed by the references to the Spanish speaking world throughout the GCSE course.	
Retrieval 	The present, preterite and imperfect tenses.		Common vocabulary about their school life.		Common vocabulary about their friends and families.		Verbs and words associated with routines.	Recognizing positive and negative comments about something.		Phonemes: Revisiting all Grammar: Revisiting grammar topics covered in Year 7 -10. Full re-exposition of all tenses.	
New Learning 	Subject Content: Talking about holidays. Describing places. Grammar: Revision of present and preterite tenses Hacer in the preterite tense		Subject Content: Talking about school, subjects, teachers and rules. Grammar: Giving opinions about school subjects Describing school facilities		Subject Content: Talking about friends, family, technology and relationships. Grammar: Talking about socialising and family		Subject Content: Talking about interests, sports and social media.	Subject Content: Talking about cities, towns, shopping and problems. Grammar: Talking about places in a town Asking for and understanding directions		Subject Content: Cultural Knowledge about Spain and Latin America. Grammar: Review of all grammar	

	<p>Using different opinion phrases to add variety to what you say</p> <p>Vocab: Holidays</p> <p>¿Qué haces en verano? Cuando... hace buen tiempo / mal tiempo / calor / frío / sol / viento... llueve... / nieva... ¿Adónde fuiste de vacaciones? Fui de vacaciones a... Francia / Turquía / Gales / Italia. ¿Con quién fuiste? Fui... con mi insti / con mi familia / con mi mejor amigo/a / solo/a. ¿Cómo viajaste? Viajé... en avión / en coche y en barco / en tren / en autocar. ¿Qué hiciste? Hice turismo y saqué fotos. Compré recuerdos. Tomé el sol y descansé. Comí muchos helados. ¿Qué tiempo hizo? Hizo buen tiempo / mal tiempo / calor / frío / sol / viento. Hubo tormenta / niebla. Llovió / Nevó.</p>	<p>Vocab: School</p> <p>(no) me gusta(n) (no) me encanta(n) (no) me interesa(n) el francés la geografía los idiomas las empresariales porque es / son... práctico/a/os/as creativo/a/os/as aburrido/a/os/as útil(es) fácil(es) difícil(es) importante(s) interesante(s) Lo bueno / malo es que... Lo mejor / peor es que... Lo que más me gusta es / son... Lo que menos me gusta es / son...</p>	<p>Using verbs in the present tense</p> <p>Possessive adjectives</p> <p>Using verbs in the present tense</p> <p>Stem changing verbs (poder, querer)</p> <p>Pronouncing words correctly</p> <p>Vocab: Friends & Family</p> <p>hablar por Skype sacar fotos mandar mensajes chatear con mis amigos descargar canciones y aplicaciones jugar con mi móvil ver vídeos o películas leer mis SMS compartir mis vídeos favoritos el padre / la madre el padrastro / la madrastra el hermano / la hermana el hermanastro / la hermanastra el abuelo / la abuela el bisabuelo / la bisabuela el tío / la tía el primo / la prima el sobrino / la sobrina el marido / la mujer el hijo / la hija el nieto / la nieta mayor / menor</p>	<p>Grammar:</p> <p>Talking about free-time activities</p> <p>Using stem-changing verbs</p> <p>Stem-changing verb jugar</p> <p>Pronunciation of cognates and near-cognates</p> <p>Vocab: Interests & Hobbies</p> <p>Tengo muchos pasatiempos</p> <p>Después del insti... Los fines de semana... Cuando tengo tiempo... voy de compras toco la flauta / trompeta monto en bici / monopatín juego al billar / fútbolín</p>	<p>Vocab: Cities</p> <p>Vivo en... Manchester / Cardiff una ciudad / un pueblo grande / pequeño/a y/e / pero histórico/a / moderno/a tranquilo/a / ruidoso/a turístico/a / industrial bonito/a / feo/a Está situado/a en... el norte / el sur / el este / el oeste de Inglaterra / Gales / Escocia / Irlanda (del Norte) cerca de ... En... hay Mi ciudad tiene... un ayuntamiento un bar / muchos bares un castillo (en ruinas) un cine un mercado un museo / unos museos un parque un polideportivo un puerto muchos restaurantes un teatro una biblioteca una bolera una iglesia una piscina una playa / unas playas una Plaza Mayor una pista de hielo una oficina de Correos una tienda / muchas tiendas muchos lugares de interés</p>	<p>Vocab: Review of all vocab</p>
<p>Independent Practice</p> 	<p>Giving an account of a holiday in the past, using three tenses together and identifying positive and negative opinions.</p>	<p>Talking about activities and achievements, using object pronouns, saying how long you have been doing something.</p>	<p>Talking about friends and family, using a range of relationship verbs, and referring in the present and the past.</p>	<p>Talking about who inspires you, using a range of past tenses and talking about dates.</p>	<p>Describing a visit in the past, using efficient tenses together, and recognising and using idioms.</p>	<p>Participating in the cultural project and activities.</p>
<p>Misconceptions</p> 	<p>Understanding the differences when spelling the verb “preferir”.</p>	<p>The confusion when comparing in one same sentence “then” and “now”.</p>	<p>Using “ser” and “estar”, two verbs that in English are “to be”.</p>	<p>How to use the verb “soler”, which doesn’t exist in English.</p>	<p>Using the conditional for almost the first time.</p>	<p>Language too complex – students struggle translating every word.</p>
<p>Vocabulary and Comprehension</p> 	<p>Opinion phrases</p>	<p>Descriptive adjectives</p>	<p>Possessive adjectives</p>	<p>Stem-changing verbs</p>	<p>Asking and giving directions</p>	<p>All English grammatical vocab covered in KS3 and Year 10.</p>
<p>Literacy</p> 	<p>Using different structures to create opinions.</p>	<p>Using negatives.</p>	<p>Using a range of connectives.</p>	<p>Using the perfect tense.</p>	<p>Understanding the geography of Spain.</p>	<p>Etymology</p>
<p>Numeracy</p> 	<p>Prices</p>	<p>Dates</p>	<p>Birthdays</p>			
<p>Oracy</p> 	<p>Using questions</p>		<p>Improving dialogues</p>			
<p>Careers</p> 						

Super Curricular Links										
Cross Curricular										
British values and SMSC										
Summative assessment	Listening and Responding Assessment (AP1)			Reading Assessment (AP2)				Writing Assessment (AP3)		