

Curriculum Overview – Year 10 Spanish

Sequencing of topics	What knowledge will students develop? (Including key terminology)	What skills will students develop? (Including literacy & numeracy)	Assessment opportunities	Homework opportunities	Personal development (Ursuline Values, Catholic Social Teaching, Cultural Capital, Cross-curricular, Careers)	Curriculum links
<b>Autumn Term 1</b>						
<p><b>VIVA GCSE</b> <b>Module 1</b></p> <p><b>Desconéctate</b> Talking about holidays</p>	<p>Saying what you do in the summer. Talking about a holiday and the accommodation Describing the weather Saying what you did Booking hotels Talking about holiday preferences</p>	<p>Overview of the present tense.  Irregular verbs in the present.  Giving opinions using <b>me gusta</b>  The difference between the Preterite and the Imperfect tense.</p>	<p>4 skills (<i>Listening/ Speaking/ Reading/ Writing</i>) practised and assessed in every lesson by correction of exercises with instant feedback and scores. Exercise books marked with personalised feedback. Neater books competition. Regular peer and self-assessment of work.</p>	<p>One piece of homework per week practising a variety of skills. Worksheets/ Textbooks</p>	<p>Appreciation of cultural richness of Spanish-speaking countries and regions worldwide  Develop awe for the wideness and richness of the world <b>Ursuline values</b> <i>Grateful:</i></p>	<p>Vocabulary of Theme 2: Local, national and international and global areas of interest for GCSE Spanish specification</p>

<p><b>Cultural lesson:</b> <i>European Day of Languages (26<sup>th</sup> September)</i></p>	<p>To participate in a series of activities and competitions celebrating language learning.</p>				<p><b>Dignity in Work</b> Importance of working to achieve a GCSE in an MFL and how the study of Spanish builds a person's general literacy and work ethic. Appreciation of cultural richness of foreign countries Learning about the advantages of studying languages for future careers.</p>	
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**Autumn Term 2**

<p><b>Module 1</b> <i>(Continued)</i></p>	<p>Giving an account of a holiday in the past  Talking about holiday disasters</p>	<p>Identifying positive and negative opinions  The difference between the Preterite and the Imperfect tense.</p>			<p>Develop a sense of awe for the <b>diversity</b> of the world. <b>United in Harmony.</b> <b>Dignity of God's people</b> Discussions about how all people, no matter what their nationality, and customs are equal in the eyes of God and we should be compassionate towards all people. <b>Care for Creation</b></p>	
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<p><b>Module 2</b> <b>Mi vida en el insti</b> <b>- School</b></p>	<p>Giving opinions about school subjects Describing the school uniform Using adjectives Talking about school teachers</p>	<p>Using adjectives. Using negatives Using the infinitive in a sentence Saying how long you have been doing something</p>	<p>4 skills (<i>Listening/ Speaking/ Reading/ Writing</i>) practised and assessed in every lesson by correction of exercises with instant feedback and scores. Regular peer and self-assessment of work. Exercise books marked. End of Module 1 and 2 Assessment marked according to the National Curriculum Levels. Assessment review and target setting for the next one. End of Year target setting.</p>	<p>One piece of homework per week practising a variety of skills. Worksheets/ Textbooks</p>	<p><b>United in Harmony/</b> being <b>grateful</b> for our school community and <b>compassionate</b> for the less fortunate ones. <b>Learning about school customs in Spain.</b> <b>Contextualising the curriculum with real life examples and visual cultural experiences.</b> <b>Listening and attentive</b> – students challenged to go beyond customs they are used to and explore different cultures. <b>Dignity of God’s people</b> Discussions about how all people, no matter what their nationality, and customs are equal in the eyes of God and we should be compassionate towards all people. Stewardship – clear reasons as to why empathy is so important.</p>	<p>Vocabulary of <b>Theme 3:</b> Current and future study and employment for GCSE Spanish specification</p>
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<p><b>Cultural lesson:</b> <i>Christmas in Spain</i></p>	<p>To learn about Spanish Christmas, La noche vieja and the custom of Las Uvas de la Suerte (The lucky grapes for New Year's Eve) and Los Reyes (The Three Kings) on 6<sup>th</sup> January</p>				<p>Learning about Christmas customs in Spain. Contextualising the curriculum with real life examples and visual cultural artefacts and experiences.</p> <p><b>Listening and attentive</b> – students challenged to go beyond customs they are used to and explore different cultures.</p> <p><b>Dignity of God's people</b> Discussions about how all people, no matter what their nationality, and customs are equal in the eyes of God and we should be compassionate towards all people.</p> <p>Stewardship – clear reasons as to why empathy is so important.</p>	
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**Spring Term 1**

<p><b>Module 2</b> <i>(Continued)</i></p>	<p>Describing the school Opinions about school rules Talking about activities and achievements Justifying opinions using a range of language Comparing then and now</p>	<p>Saying how long you have been doing something.  Tackling harder listening exercises  Asking and answering questions</p>			<p>Feel <b>grateful</b> for the opportunities to learn develop knowledge and skills thanks to the education system.</p> <p><b>Dignity in Work</b> Importance of working to achieve a GCSE in an MFL and how the study of Spanish builds a person's</p>	
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					<p>general literacy and work ethic.</p> <p><b>Stewardship</b> – clear reasons as to why social responsibility is so important.</p> <p>Learning about the advantages of studying for future careers.</p>	
<b>Spring Term 2</b>						
<p><b>Module 3</b> <b>Mi gente – friends and family</b></p>	<p>Talking about socialising and family</p> <p>Describing people</p> <p>Talking about social networks</p> <p>Making arrangements</p>	<p>Using verbs in the present tense</p> <p>Using adjectival agreement</p> <p>Using para with infinitives</p> <p>Using the present continuous</p>	<p>4 skills (<i>Listening/ Speaking/ Reading/ Writing</i>) practised and assessed in every lesson by correction of exercises with instant feedback and scores. Exercise books marked with personalised feedback. Neater book competition. Regular peer and self-assessment of work.</p>			<p>Vocabulary of <b>Theme 1:</b> Identity and culture for GCSE Spanish specification</p>
<p><b>Cultural lesson:</b> <b>Easter in Spain</b></p>	<p>Students learn about the customs and traditions of Easter in Spain</p>	<p>Learn about Cuaresma (lent) and the processions</p>			<p>Catholics Epiphany and Spanish customs. <b>Peace and Reconciliation</b></p>	

in the streets in some of the larger cities

Students also learn about La Semana Santa (Holy week) and some of the traditional food that is eaten during Pascua (Easter)

Discussing similarities and differences between languages and cultures. Celebrations, Customs and Traditions. Emphasising the importance of peaceful relations.

**Solidarity**

All nationalities as 'one family' in the eyes of God no matter our nationality, traditions and preferences.

**Peace and Reconciliation**

Discussing similarities and differences between languages and cultures. Celebrations, Customs and Traditions. Emphasising the importance of peaceful relations.

Contextualising the curriculum with real life examples and visual cultural artefacts and experiences.

Appreciation of cultural richness of foreign countries.

Food technology

Art

Summer Term 1

Module3  
(Continued)

Talking about reading preferences  
Describing people  
Talking about friends and family

Using a range of connectives  
Recognising similar ideas expressed differently  
Using Ser and Estar  
Using a range of relationship verbs  
Referring to the present and the past

**Solidarity**  
All nationalities as 'one family' in the eyes of God no matter our nationality, traditions and preferences.  
**Participation (and the common good)**  
Reminding pupils that we are all part of a local, regional, national and global community – 'Global Sustainability' (Environment and Social Issues)  
**Dignity of God's people**  
Discussions about how all people, no matter what their nationality, and customs are equal in the eyes of God and we should be compassionate towards all people.  
**Care for Creation**  
Learn about healthy and balanced diets.  
Fairtrade products in 'Food and drink' topic.  
**Dignity in Work**  
Fairtrade products in 'Food and drink' topic.

<p><b>Module 4</b> <b>Intereses e influencias – free time and leisure activities</b></p>	<p>Talking about free-time activities</p> <p>Talking about TV programmes and films</p>	<p>Using stem-changing verbs</p> <p>Using adjectives of nationality</p>	<p>4 skills (<i>Listening/ Speaking/ Reading/ Writing</i>) practised and assessed in every lesson by correction of exercises with instant feedback and scores. Exercise books marked. End of Unit Assessment marked according to the National</p>	<p>One piece of homework per week practising a variety of skills. Worksheets/ Textbooks</p>	<p>Appreciation of facts about Spain and sites to visit.</p> <p>Develop a sense of awe for the <b>diversity</b> of the world.</p> <p><b>United in Harmony. Listening and Attentive</b></p> <p>Sense of community</p> <p>To appreciate talking and asking other people about their habits and interests</p> <p>Be attentive to other people’s lives and tastes and what makes them happy.</p> <p>Sense of community to appreciate talking and asking other people about their hobbies</p> <p>Be attentive to other people’s lives and tastes and what makes them happy.</p> <p><b>Solidarity</b></p> <p>All nationalities as ‘one family’ in the eyes of God no matter our nationality, traditions and preferences.</p>	<p>Vocabulary of <b>Theme 1:</b> Identity and culture for GCSE Spanish specification</p>
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			Curriculum Levels. Assessment review and target setting for the next one. Regular peer and self-assessment of work.			
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**Summer Term 2**

<p><b>Module 4</b> <i>(Continued)</i></p>	<p>Talking about sports</p> <p>Talking about what's trending</p> <p>Discussing different types of entertainment</p> <p>Talking about who inspires you</p> <p>Talking about dates (2017 etc)</p>	<p>Learning more about using three tenses</p> <p>Using the imperfect tense to say what you used to do</p> <p>Listening for different tenses</p> <p>Using the perfect tense</p> <p>Using algunos, ciertos, otros, muchos, demasiados and todos</p>	<p>4 skills <i>(Listening/ Speaking/ Reading/ Writing)</i> practised and assessed in every lesson by correction of exercises with instant feedback and scores. Exercise books marked. End of year assessment marked according to the National Curriculum Levels.</p>			
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<p><b>Cultural lesson</b> <b>Film</b></p> <p><b>El Laberinto del Fauno</b></p>	<p>Students watch a Spanish language film with English subtitles</p>	<p>Listening skills and understanding through context</p>	<p>Reviewing End of year targets. Regular peer and self-assessment of work.</p>		<p>Appreciation of other cultures other than Spain</p> <p><b>Solidarity</b></p> <p>All nationalities as 'one family' in the eyes of God no matter our nationality, traditions and preferences.</p>	<p>Vocabulary for <b>Theme 2:</b> Identity and culture (Festivals and traditions) in preparation of GCSE Spanish specification.</p>
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