

Year 10 Spanish Curriculum Intent 2024 – 2025

The Essential Crucial Knowledge is to be recapped regularly. Recap and assessment of the Essential Crucial Knowledge is to take place at the beginning of every half term. Please make links with it when teaching topics where applicable.

Crucial Knowledge is on the Topic Sentence Builders – this is the “key language” that all pupils must know.

Term	What? Crucial Knowledge	Why?	How? (Grammar)	Assessment	National Curriculum Links
Term 1.1 Recap and Technology September - October Y10 Speaking Mock Exams W/C 14 th October.	Essential Crucial Knowledge Focus Recap of topics from Y9 <ul style="list-style-type: none"> ○ Family and relationships. ○ Free time ○ Sports ○ Technology 	Pupils will begin the year by focusing on the Essential Crucial Knowledge and understand the importance of it. Pupils will understand that the ECK is necessary in every aspect of the language. Pupils will also spend some time recapping what they studied in Year 9. This will allow them to feel prepared and ready to learn new topics once they feel	Opinions, verbs, time phrases, connectives, intensifiers, adjectives, people, question words. The verb ser in the present tense. Using quantifiers to add more detail. Adjective agreement	Essential Crucial Knowledge Test. 90 word writing and sentence level translation to assess understanding of crucial knowledge learnt from Y9.	<ul style="list-style-type: none"> ○ To produce accurate pieces of work. ○ To allow pupils to write at varying lengths on different topics. ○ To speak with confidence, fluency and spontaneity. ○ To initiate and develop conversations. ○ Accurate pronunciation and intonation. ○ To communicate for practical purposes.

		<p>confident with the application of the language learned in previous topics.</p>	<p>Time phrases</p> <p>Reflexive verbs (set phrases in the first and third person to talk about relationships.</p> <p>Using if and when structures to talk about weather.</p> <p>Using para + infinitive to talk about what we use the internet for.</p> <p>All three tenses to talk about free time.</p>		<ul style="list-style-type: none"> ○ To equip pupils for studying or working abroad. ○ Read and understand texts. ○ Listen to a variety of forms of spoken language. ○ To be able to ask questions. ○ How to use grammar spelling and punctuation.
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Films and TV	NEW TOPIC <ul style="list-style-type: none"> ○ ¿Qué te gusta ver en la tele? (What do you like watching on TV?) ○ Describing favourite TV programmes. ○ ¿Qué tipo de películas te gustan? (What type of films do you like?) ○ Describing what your favourite films 	<p>Pupils will say what they what their favourite programme is and why using comparatives and superlatives to give extra details.</p> <p>Pupils will say which films they like and why using a range of opinions and adjectives. Pupils will also say where they prefer watching films – home or in the cinema.</p>	<p>Combining three tenses</p> <p>Using comparatives and superlatives.</p>		
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Technology	<p>¿Para qué usas el Internet? (What do you use the internet for?)</p> <p>How we use the internet</p>	<p>Pupils will use the para + infinitive structure to say what they use the Internet for.</p>	<p>Para +infinitive</p> <p>Lo/la uso para...</p>	<p>Pupils will prepare answers to questions that they may be asked in their mock speaking assessment at the end of this half term.</p> <p>The questions will help pupils recap and apply all crucial knowledge.</p>	
	<p>¿Cual son tus redes sociales favoritas? (What are your favourite social media apps?)</p> <ul style="list-style-type: none"> ○ To say which social media apps you prefer and why. 	<p>Pupils will be able to say what their favourite social media apps are and why and how often they use them.</p>	<p>Giving a range of positive and negative opinions.</p> <p>Adverbs of frequency.</p>	<p>Pupils will be assessed in the same way as they would in the final GCSE by completing a Role Play, a Reading Aloud task, and a Photocard and Unprepared Conversation.</p>	

	<ul style="list-style-type: none"> ○ ¿Para qué usaste la tecnología la semana pasada? (How did you use technology last week?) ○ Going online in the past 	<p>Pupils will use the preterite tense to say what they did online.</p>	<p>The preterite tense.</p>		
	<ul style="list-style-type: none"> ○ ¿Cuales son las ventajas y las desventajas del Internet? (What are the advantages and disadvantages of the Internet?) ○ The advantages and disadvantages of the Internet. 	<p>Pupils will be able to extend their opinions by saying what they advantages and disadvantages of the Internet are and the effect it has on young people nowadays.</p>	<p>Giving extended opinions on social media.</p>		

<p>Term 1.2</p> <p>Celebrity Culture</p> <p>September - October</p>	<ul style="list-style-type: none"> ○ ¿Quién es tu famoso favorito? (Who is your favourite celebrity?) ○ Comparing and describing celebrity profiles. 	<p>Pupils will use the comparative to give their opinion and describe different celebrities on social media.</p>	<p>Using the comparatives</p> <p>Recycling language</p> <p>Using lo que me gusta structures</p>	<p>As this half term is only 4 weeks long, pupils will complete a Reading and Listening Assessment next half term.</p>	<ul style="list-style-type: none"> ○ To initiate and develop conversations. ○ Accurate pronunciation and intonation. ○ To communicate for practical purposes. ○ To equip pupils for studying or working abroad. ○ Read and understand texts. ○ Listen to a variety of forms of spoken language. ○ To be able to ask questions. ○ How to use grammar spelling and punctuation.
	<ul style="list-style-type: none"> ○ ¿Por qué los sigues? (Why do you follow them?) ○ To say why you follow/admire celebrities. 	<p>Pupils will also be able to say why they follow them by using the preterite tense to talk about their achievements.</p>	<p>Using the desde hace structure.</p> <p>Using the preterite tense.</p> <p>Using a mix of tenses.</p>		

	<ul style="list-style-type: none"> ○ Te gustaría ser famoso? Would you like to be famous? ○ Pros and cons of being famous 	Pupils will learn extended opinions and use all three tenses to talk about whether or not they would like to be famous and why.	Using a wide range of tenses Conditional tense phrases		
Term 2.1 Travel and Tourism and Places of Interest January - February <i>Year 10 Mock Exams start 21st October</i>	<ul style="list-style-type: none"> ○ ¿Adonde vas normalmente de vacaciones? (Where do you normally go on holiday?) <p>Talking about where you normally go on holiday.</p>	<p>Pupils will use the present tense of ir with tense time phrases to say where they go on holiday.</p> <p>Pupils will also use different prepositions and learn different types of transport to say how they get there.</p>	<p>Present tense of ir.</p> <p>Using ir with prepositions: voy con, en, a...</p>	<p>Pupils will be completing a Listening, Reading and Writing following the new specification to assess what they have learned so far. The exam will mimic the new GCSE.</p>	<ul style="list-style-type: none"> • Listen to a variety of forms of spoken language • Transcribe words and short sentences that they hear with accuracy • Initiate and develop conversations • Cope with unfamiliar language and unexpected responses
	<ul style="list-style-type: none"> ○ ¿Qué actividades haces? (Which activities do you do?) ○ Describing holiday activities 	Pupils will reuse the opinion + infinitive structure to say which activities they like doing when they	<p>Soler+ infinitive.</p> <p>Opinion+ infinitive.</p>		

		go on holiday and why. Pupils will also use the verb <i>soler</i> + infinitive to say what they usually do when they are on holiday.	Expressions to add more detail.		
	<ul style="list-style-type: none"> ○ ¿Qué hiciste en tus últimas vacaciones? (What did you do during your last holidays?) ○ Describing a past holiday. 	Pupils will use the preterite tense to describe what they did during their last holiday.	<p>The preterite tense of regular verbs.</p> <p>The preterite tense of some irregular verbs: fui, fuimos, hice, hicimos.</p> <p>Past tense time phrases</p>		
	<ul style="list-style-type: none"> ○ ¿ Adónde vas a ir de vacaciones en el futuro? (Where are you going to go on holiday in the future?) ○ Describing future holiday plans. 	Pupils will apply the immediate future tense to say what their plans are for a future holiday.	The immediate future tense.		
	<ul style="list-style-type: none"> ○ ¡Habláme de las vacaciones! (Tell me about your holidays!) ○ Answering questions in Spanish. 	Pupils will be able to apply all their crucial knowledge on the topic of Holidays in an extended piece of writing using all three tenses.	Question words		<ul style="list-style-type: none"> • Express ideas and points of view clearly both in speaking and writing • Accurate pronunciation and intonation • Read and understand texts • Translate into English • Read literary texts • Write confidently and spontaneously using a wide range of grammar and vocabulary, expressing opinions. • Translate into the TL • Identify and use tenses • Use and manipulate a variety of key

					<p>grammatical structures and patterns</p> <ul style="list-style-type: none"> • Use a wide range of vocabulary and justify opinions • Take part in discussions • How to use grammar spelling and punctuation • To foster pupils' curiosity and deepen understanding of the world <p>To express ideas and thoughts in another language and respond by speaking and writing.</p>
<p>Term 2.2</p> <p>Healthy Living and Lifestyles</p>	<ul style="list-style-type: none"> ○ ¿Qué comes? (What do you eat?) ○ Talking about what you eat and drink at different times of the day. 	<p>Pupils will be able to say what they eat and drink at different times of the day using a wide range of</p>	<p>Using comer and beber in the present tense.</p> <p>Using other verbs to describe what we eat</p>	<p>Pupils will be completing a Speaking and Writing task.</p>	<ul style="list-style-type: none"> ○ To be able to ask questions. ○ Take part in discussions.

February - March		verbs on the topic of food.	and drink at different times of the day.		
	<ul style="list-style-type: none"> ○ ¿Qué te gusta comer? (What do you like to eat?) ○ Giving opinions on food and drink. ○ Different types of diet. 	Pupils will use a wide range of opinions and adjectives to describe their food preferences.	Adjectives Negative expressions No, nunca, ni, nada		
	<ul style="list-style-type: none"> ○ ¿Llevas una vida sana? (Do you have a healthy lifestyle?) ○ Discussing what makes a healthy/unhealthy lifestyle. 	Pupils are going to say what they eat/drink and what they do that makes them healthy or unhealthy.	Using mucho and poco. Es + adjective + infinitive) es recomendable comer muchas verduras/ es esencial evitar comidas grasientas... Tener expressions – tener hambre, tener sed		
	<ul style="list-style-type: none"> ○ ¿Qué se debería hacer para llevar una vida sana? (What should you do to have a healthy lifestyle?) ○ Saying what we should do/avoid to be healthy. 	Pupils will use the se debe/se debería structure to say what they should/must do in order to be healthy.	Using se debe/ se debería + infinitive structures Using modal verbs :Hay que and tener que, and hace falta + infinitive		<ul style="list-style-type: none"> ○ grammar spelling and punctuation. ○ Translate into Spanish and translate into English from Spanish. ○ Using grammar in order to write and speak confidently. ○ Transcribe words and short sentences that pupils hear with accuracy.

			Impersonal verbs (se puede, se necesita)		
Term 3.1 Healthy Living and Lifestyles April - May	<ul style="list-style-type: none"> ○ ¿Cual es tu opinión sobre el alcohol y el tabaco? (What is your opinion on alcohol and tobacco?) ○ Alcohol, smoking and vaping. 	Pupils will be able to give their opinion on smoking, alcohol and vaping and explain the consequences for your health.	Higher level opinion phrases Puede causar structures.		
	<ul style="list-style-type: none"> ○ ¿Qué te duele? What hurts? ○ Body parts 	Pupils will learn the parts of the body and doler in the present tense to be able to say what injuries or illnesses they have. They will also be able to develop their answers further to say how long they have been ill for.	Using the verb doler in the present tense. Using the desde hace structure.		
	<ul style="list-style-type: none"> ○ ¿Qué te pasa? (What is wrong?) ○ Illnesses and injuries 	Pupils will be able to say what injuries and illnesses they have and use the imperative to give instructions on how to get better.	Using the imperative. Learning different ways of saying that you are unwell.		

	<ul style="list-style-type: none"> ○ ¿Qué vas a hacer para estar en forma en el futuro? (What are you going to do in the future to stay healthy?) ○ To say what your lifestyle was like in the past and your future intentions. 	Pupils will use the immediate future tense and the conditional to say what they are going to do/would like to do to stay healthy in the future.	<p>The immediate future tense.</p> <p>Conditional tense set phrases: Quisiera, me gustaría....+ infinitive</p>		
	<ul style="list-style-type: none"> ○ ¿Llevabas una vida sana el en pasado? (Did you lead a healthy lifestyle in the past?) 	Pupils will use the imperfect tense and past tense time phrases to talk about their lifestyle in the past.	Imperfect tense (1st, 2nd and 3rd person singular and irregular verbs <i>ser, ir</i> and <i>ver</i>)		
<p>Term 3.2</p> <p>Customs and Celebrations</p> <p>June - July</p>	<ul style="list-style-type: none"> ○ ¿Cual es tu fiesta favorita? (What is your favourite celebration?) Describing your favourite celebration and why. ○ ¿Háblame de una día especial en el pasado? ○ A celebration in the past. 	<p>Pupils will be able to say what their favourite celebration is and why by saying how they celebrate it.</p> <p>Pupils will use the preterite tense and the imperfect tense to talk about a celebration in the past.</p>	<p>The present tense</p> <p>Opinion phrases</p> <p>The preterite tense</p> <p>The imperfect tense</p>	Pupils will be completing a Reading and Listening task next half term as this half term is only 4 weeks long.	<ul style="list-style-type: none"> ○ Accurate pronunciation and intonation. ○ Express ideas and points of view clearly both in speaking and in writing. ○ Write confidently and spontaneously using a wide

	<ul style="list-style-type: none"> ○ Describe una fiesta Española ○ Describe a Spanish festival. 	Pupils will be able to talk about festivals and celebrations that happen in Spanish speaking countries.	<p>Answering and understanding questions</p> <p>Reading aloud and focusing on pronunciation.</p> <p>Reading comprehension skills</p>		<p>range of grammar and vocabulary expressing opinions.</p> <ul style="list-style-type: none"> ○ Take part in discussions. ○ Transcribe words and short sentences.
Term 3.2	Pupils will recap topics that they have learned in Year 9 (Family, relationships, free time, media and technology)	Pupils will recap topics covered in Year 9 so that they will be able to continue learning new topics in Y11 with confidence.	Pupils will prepare additional answers to unprepared questions that they may get in the GCSE Speaking exam.	Pupils will be completing a Reading and Listening task	<ul style="list-style-type: none"> ○ Read literary texts. ○ To be able to ask questions. ○ How to use grammar spelling and punctuation.