



## Year 10 Spanish curriculum – 2024-2025

	Autumn Term		Spring Term		Summer Term	
	1	2	1	2	1	2
<b>Key Concepts</b>	<p>In half-term 1, students will learn about the topic of <b>Healthy Living and lifestyle</b>. This topic is part of the new AQA GCSE syllabus for MFL. Students will use their grounding of these topics and learn:</p> <p>To describe your level of fitness. To talk about your fitness and health routine. To describe your diet and preferences for food and drink.</p>	<p>In half-term 2, students will learn about the topic of <b>Education and Work</b>. This topic is part of the new AQA GCSE syllabus for MFL In this topic, students will learn:</p> <p>To give and justify opinions about subjects, homework, school rules, uniform,</p>	<p>In half-term 3, students will learn about the topic of <b>Free-time activities</b>. This topic is part of the new AQA GCSE syllabus for MFL Students will learn: To say what free-time activities I like and dislike and why. To give opinions about types of sport, advantages and disadvantages</p>	<p>In half-term 4, students will learn about the topic of <b>Celebrity Culture</b>. This topic is part of the new AQA GCSE syllabus for MFL. Students will learn: To talk about and describe celebrities/famous people that you know. To talk about why they are famous, their achievements and lifestyle. To talk about celebrity</p>	<p>In half-term 5, students will learn about the topic of <b>Identity and relationships with others</b>. This topic is part of the new AQA GCSE syllabus for MFL Students will learn:</p> <p>To describe your nationality, gender and orientation, personal beliefs, equality, physical descriptions,</p>	<p>In half-term 6, students will learn about the topic of <b>Customs, Festivals and Celebrations</b>. Students will learn: To describe festivals in the UK and in the target language-speaking countries/communities and give your opinion about them. To describe customs and say what you do on celebrations at home and elsewhere (eg birthdays, parties, weddings, etc). To say how you prefer to celebrate these.</p>



	<p><i>To say what makes a good or a bad diet.</i></p> <p><i>To discuss how to achieve good physical and mental well-being.</i></p> <p><i>To give reasons for staying healthy and consequences of not staying healthy.</i></p> <p><i>To talk about healthy and unhealthy habits (fast-food, cooking, smoking/vaping, drugs, alcohol, etc) including consequences.</i></p> <p><i>To talk about illness and injuries.</i></p> <p><i>To say what your lifestyle was like in the past and your future intentions.</i></p>	<p><i>teachers and exams.</i></p> <p><i>To talk about school life and daily routine, including school, clubs and sporting activities.</i></p> <p><i>To describe school facilities and how you get to school.</i></p> <p><i>To describe your ideal school.</i></p> <p><i>To talk about primary school.</i></p> <p><i>To talk about post-16 studies: options available, advantages and disadvantages, future</i></p>	<p><i>watching/participating. To say what is required in order to carry out these activities. To say who I do them with. To say where I go to do these activities. To say what I wear for these activities. To say what I did in the past and what my future intentions are. To talk about sporting events and favourite sports personalities/teams.</i></p> <p><i>To talk about film and television. To</i></p>	<p><i>magazines/articles/reviews, podcasts, social media, reality TV involving famous people and influencers, and give your opinions about it.</i></p> <p><i>To give your opinion about their activities and to discuss their influence on young people and wider society.</i></p> <p><i>To describe events involving famous people eg sport, music, film, TV, fashion, culture and technology.</i></p>	<p><i>character and personality, and that of others.</i></p> <p><i>To describe members of your family or friends in detail.</i></p> <p><i>To say what activities you do with others.</i></p> <p><i>To describe your friendships with others, giving reasons for getting on/not getting on with people.</i></p> <p><i>To describe the qualities of a good friend.</i></p> <p><i>To describe the qualities of an ideal</i></p>	<p><i>To say what food is consumed on special occasions and at celebrations.</i></p> <p><i>To talk about a special day in the past.</i></p>
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		<p><i>intentions and plans.</i>  <i>To talk about issues at school.</i>  <i>To say what jobs people have and list advantages of disadvantages.</i>  <i>To describe what a job entails and places of work.</i>  <i>To talk about the personal qualities, qualifications and skills required for a job.</i>  <i>To talk about work experience.</i>  <i>To discuss a dream job and</i></p>	<p><i>give reviews and opinions. To say what film or programme is your favourite and who your favourite stars are. To say where you watch these and to give advantages and disadvantages of watching in that way.</i></p> <p><i>To discuss reading habits.</i></p> <p><i>To say what music you like and how you like to listen to it. To talk about concerts, favourite artists and musical</i></p>		<p><i>partner and give reasons why. To name different types of partnership with advantages and disadvantages.</i></p>	
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		<p><i>your personal ambitions.</i> <i>To give opinions about working abroad/using language skills.</i> <i>To discuss unemployment.</i></p>	<p><i>activities that you like to attend.</i> <i>To discuss food and drink preferences, eg fast-food, eating with friends, eating in different places and when, eg special occasions. To discuss shopping habits and preferences, including favourite shop/location.</i></p>			
<p><b>Knowledge &amp; Understanding (National Curriculum)</b> <i>Skills are across the whole year.</i></p>	<p><i>No) ni... (ni)... (nor, or (after negative verb) neither...nor...)</i> <i>No (no, not)</i></p>	<p><i>Telling the time</i> <i>La hora (the time)</i> <i>¿Qué hora es? (what time is it?)</i></p>	<p><i>Ahora (now, these days)</i> <i>Siempre (always, forever)</i> <i>Nunca, (no) nunca (never)</i></p>	<p><i>Más (...que) (adj/adv + -er (...than), more (...than))</i> <i>Más de (+ num)</i></p>	<p><i>Numbers</i> <i>Months</i> <i>Aunque (although, even though)</i> <i>Como (like, as)</i></p>	<p><i>Time expressions</i> <i>Me gusta (I like)</i> <i>No me gusta (I don't like)</i> <i>Me encanta (I love)</i> <i>Odio (I hate)</i></p>



<p><i>Nunca, (no) nunca (never)</i></p> <p><i>Jamás (never)</i></p> <p><i>Hace falta + (infinitive) (it's necessary (+ verb))</i></p> <p><i>Hay que (you must (general), one must)</i></p> <p><i>Deber ((to) have to, must   having to)</i></p> <p><i>Word order of singular reflexive pronouns in one and two verb constructions (me, te, se)</i></p> <p><i>Neuter demonstrative pronouns (esto, eso)</i></p>	<p><i>A la/las (at)</i></p> <p><i>En punto (o'clock)</i></p> <p><i>Y cuarto (quarter past)</i></p> <p><i>Y media (half past)</i></p> <p><i>Menos cuarto (quarter to)</i></p> <p><i>De la mañana (in the morning)</i></p> <p><i>De la tarde (in the afternoon/evening)</i></p> <p><i>Hora (hour)</i></p> <p><i>Months</i></p> <p><i>Bastante (quite (+ adjective), quite a lot, enough)</i></p> <p><i>Demasiado(s) (too much (many) + noun,</i></p>	<p><i>Todavía (still, yet)</i></p> <p><i>Ayer (yesterday)</i></p> <p><i>Jamás (never)</i></p> <p><i>Mañana (tomorrow)</i></p> <p><i>Actualmente (now, at present, currently)</i></p> <p><i>Normalmente (normally)</i></p> <p><i>Stem changing irregular verbs</i></p> <p><i>Infinitive used as a noun</i></p> <p><i>Preterite tense (regular and irregular verbs ir, ser and dar, and modal verbs deber and saber)</i></p> <p><i>Irregular preterite stems (tener, poder, hacer, venir, estar, poner,</i></p>	<p><i>(more than (+ num))</i></p> <p><i>Menos (...que) (less (...than), fewer (...than))</i></p> <p><i>Menos de (+ num) (fewer than (+ num))</i></p> <p><i>Mejor (better)</i></p> <p><i>Peor (worse)</i></p> <p><i>Use of the relative pronoun que in subject relative clauses</i></p> <p><i>Modal verbs (saber + infinitive)</i></p> <p><i>Multi-verb expressions (seguir + present participle and llevar + time period + present participle)</i></p>	<p><i>Mientras (while, whilst)</i></p> <p><i>O (or)</i></p> <p><i>Para (so that, in order that)</i></p> <p><i>Pero (but)</i></p> <p><i>Porque (because)</i></p> <p><i>Que (that, who)</i></p> <p><i>Si (if, whether)</i></p> <p><i>Sino (but (rather), except)</i></p> <p><i>Y (and)</i></p> <p><i>Ser, tener (present tense)</i></p> <p><i>Adjectival phrases (regular adjective agreement, position, uses of ser and estar and comparison)</i></p> <p><i>Articles</i></p> <p><i>Formation of feminine and plural nouns</i></p>	<p><i>Prefiero (I prefer)</i></p> <p><i>Indirect object pronouns (le doy, quiero darle)</i></p> <p><i>Interrogative pronouns</i></p> <p><i>Multi-word complex fixed phrases (quisiera + infinitive, me/te/le gustaría + infinitive)</i></p> <p><i>Interrogatives</i></p> <p><i>Passive voice in all required tenses (ser + past participle + por; se + 3rd person singular or plural)</i></p>
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	<p><i>Negatives (no, (no) nada, (no) nunca, (no) nadie, (no) ninguno)</i></p> <p><i>Imperfect tense (1st, 2nd and 3rd person singular and irregular verbs ser, ir and ver)</i></p> <p><i>Impersonal verbs (se puede, se necesita)</i></p> <p><i>Modal verbs (deber and tener que + infinitive)</i></p> <p><i>Impersonal verbs (falta, hace falta, vale la pena)</i></p> <p><i>Reflexive use of plural forms of</i></p>	<p><i>too much, too + adjective)</i></p> <p><i>Mucho(s) (much, a lot (many))</i></p> <p><i>Poco(s) (little, not much (few, not many))</i></p> <p><i>Subject pronouns</i></p> <p><i>Present tense (regular and irregular verbs like encontrar, pensar, pedir, poner, conocer, estar, hacer, ir, ser and tener)</i></p> <p><i>Reflexive verbs (1st, 2nd and 3rd person singular, in all required tenses)</i></p> <p><i>Inflectional (simple) future</i></p>	<p><i>querer, decir and traer)</i></p> <p><i>Syntax of interesar-type verbs</i></p> <p><i>Preterite tense (verbs with spelling changes eg leí – leyó)</i></p>		<p><i>Demonstrative adjectives</i></p> <p><i>Possessive adjectives</i></p> <p><i>Adverbial phrases (phrases, position and comparative structures)</i></p> <p><i>Modal verbs (poder and querer + infinitive)</i></p> <p><i>Word order of direct object and indirect object pronouns</i></p> <p><i>Prepositions (personal a, possession de, para + infinitive, sin + infinitive)</i></p> <p><i>Adjectival phrases (lo + adj, possessive adjectives (mío/a/os/as, tuyo, suyo, nuestro, vuestro), regular superlative</i></p>	
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	<p><i>pronouns (nos, os, se)</i></p> <p><i>Negatives (ya no, (no) tampoco, (no)...ni..., (no) ni...ni...)</i></p> <p><i>Imperfect tense (1st, 2nd and 3rd person singular and plural, and irregular verbs ser, ir and ver)</i></p>	<p><i>tense (1st, 2nd and 3rd person singular and irregular verbs tener, hacer, poder, poner, haber, querer and saber)</i></p> <p><i>Conditional tense (1st, 2nd and 3rd person singular and irregular verbs tener, hacer, poder, poner, haber, querer and saber)</i></p> <p><i>Word order of direct object pronouns</i></p> <p><i>Impersonal verbs (hay, hay que)</i></p> <p><i>Present continuous</i></p>			<p><i>adjectives and irregulares (el mejor, el peor)</i></p> <p><i>Adverbial phrases (superlative adverb structures)</i></p> <p><i>Prepositions (antes de + infinitive, después de + infinitive, syntax of prepositions in questions)</i></p>	
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		<p><i>(regular and irregular verbs like leer and pedir)</i></p> <p><i>Periphrastic (near) future tense (ir a + infinitive)</i></p> <p><i>Imperfect tense (1st, 2nd and 3rd person singular)</i></p> <p><i>Imperfect continuous (1st, 2nd and 3rd person singular)</i></p> <p><i>Impersonal verbs (parece, basta)</i></p> <p><i>Present tense (verbs like recoger (j))</i></p> <p><i>Inflectional (simple) future tense (1st, 2nd</i></p>				
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		and 3rd person singular and plural, and irregular verbs saber, querer, venir, decir and salir)			
<b>Skills</b>	<b>R</b>	Develop <b>RESILIENCE</b>		★	Students will develop resilience by speaking with confidence in a foreign language. Students will gain resilience from completing challenging tasks in the four key skills in Modern Foreign Languages (reading, listening, writing and speaking) in a positive learning environment where they are encouraged to learn from mistakes.
	<b>A</b>	Possess <b>AMBITION</b>		★	Students will possess ambition by completing a variety of challenging tasks in their Spanish lessons to the best of their ability. All students will access the same ambitious curriculum and will access this with the support of a knowledge organiser.
	<b>I</b>	Demonstrate <b>INTEGRITY</b>		★	Students will show integrity by understanding and accepting linguistic and cultural differences through the study of Spanish at KS4.
	<b>S</b>	Embed <b>Self-Discovery</b>		★	Students will explore different Spanish-speaking countries and culture in Year 10 Spanish. They will complete independent homework and revision tasks in order to reach their potential in KS4 Spanish.



	<p><b>E</b> Display <b>EMPATHY</b></p>			<p>★ Students will display empathy by respecting differences of opinion and culture, both from their peers in class and of those in the countries where Spanish is spoken.</p>		
<p><b>Curriculum Links</b></p>	<p><i>This topic builds on previously studied topics of sport and food, studied in year 9 and goes more in-depth to talk about the importance of having a healthy lifestyle.</i></p>	<p><i>This topic builds on giving opinions, taught throughout KS3 and talking about the future from the topic of family and relationships in year 9.</i></p>	<p><i>This topic builds on the topic hobbies &amp; free-time preferences studied in year 7 and year 9. This will consolidate knowledge of giving opinions and justifying their opinions with reasons, a key skill in KS4 Spanish.</i></p>	<p><i>This topic builds on the topic of Spanish celebrities &amp; comparing famous people which students studied in year 8. They will use comparative structures like 'more...than' and 'less...than' to talk about famous Spanish-speaking people.</i></p>	<p><i>This builds on the topic of family &amp; relationships which students studied in year 7 and year 9 Spanish. Students will use this knowledge to express their beliefs on relationships in Spanish.</i></p>	<p><i>This builds on the topic of Spanish festivals and celebrations which students studied in year 9. Students will use this knowledge to be able to describe customs and traditions in other countries and talk about festivals in Spanish-speaking countries.</i></p>
<p><b>Assessment</b></p>	<p>HT1 – CCP1 HT2 – Exam 1 HT3- CCP 2 HT4 - CCP 3 HT5 - Exam 2 (mock exams) HT6 – CCP 4</p>					



## Aspirations & Careers

whilst completing different topics- one career linked to each half termly topic included for pupils to learn and discuss?

HT1 – Healthy lifestyle – the need for linguists in healthcare (interpreters/translators)

HT2 – Education and work – future work/study options in foreign countries for English speakers (teacher of English as a foreign language)

HT3 – Free-time – sportspeople and languages (e.g Jude Bellingham)

HT4 – Celebrity culture – linguists in TV & Film (actors/subtitlers)

HT5 – Identity and relationships – (bilingual wedding officiants/translators of legal documents)

HT6 – Festivals and celebrations – Spanish & English in hospitality industry (catering & events)