

Year 10	Autumn 1 7 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 6 weeks	Summer 1 5 weeks	Summer 2 7 weeks
<b>Curriculum Content</b>	<i>Módulo 1 – ¡Desconéctate!</i> (Theme 2: Local, national, international and global areas of interest) Components: - Holiday preferences - Holiday activities - Accommodation and bookings - Describing a past holiday -describing a future holiday	<i>Módulo 2 – Mi vida en el insti</i> (Theme 3: Current and future study) Components: - school subjects and opinions - Describing the school day, rules and uniform - Describing your school- present and imperfect tense comparison - Teachers - Extra-curricular opportunities	<i>Módulo 3 – Mi gente</i> (Theme 1: Identity and culture) Components: - Family and relationships - Describing others - Routines - the perfect tense	<i>Módulo 4 – Intereses e influencias</i> (Theme 1: Identity and culture) Components: - Media - Sports and hobbies - Making plans - Reading preferences -role models	<i>Módulo 5 – Donde vivo</i> (Theme 2: Identity and culture) Components: - where I live -describing your house -directions -in my town you can -advantages and disadvantages of where I live -protecting the environment	<i>Módulo 5 – Donde vivo</i> (Theme 2: Identity and culture) Components: - where I live -describing your house -directions -in my town you can -advantages and disadvantages of where I live -protecting the environment
<b>Prior knowledge and skills (from previous year / key stage)</b>	Holiday vocabulary covered in Year 8, unit 2. Activities and weather covered in Year 9, unit 4. Recap of grammar e.g. adjectival agreement and present and preterite tenses.	School subjects and a range of opinions with justifications, recapped from Year 9, unit 2. Recap of vocabulary from year 7, unit 3. Recap of imperfect tense from year 9, unit 5 .	Family descriptions and personal preferences, covered in Year 8 and 9, unit 1. Use of the 1 <sup>st</sup> and 3 <sup>rd</sup> person descriptions and recap of the conditional and imperfect tenses.	Sports and free time activities studied in Year 8, unit 3 and Year 9, unit 2. Consolidation of the verb tenses covered to date.	Recap of where I live vocabulary covered in Year 8, unit 5 and Year 9 unit 4. Consolidation of the verb tenses covered to date.	Consolidation of prior learning linked to exam skill and preparation of speaking test question answers.
<b>Assessment Objectives</b>	To assess understanding of key basic items of vocabulary and develop learners confidence in spoken Spanish.	Reception and production skills- Writing assessment- translation and production of answers to key questions	Vocabulary checks and understanding of key sentence structures.	Developing examination skills and revision techniques	Vocabulary checks and understanding of key sentence structures.	Whole school End of Year assessment- Consideration of all skills.
<b>Vocabulary / Key Subject Terminology</b>	See KO Verb conjugation Present and preterite tense	KO, Present tense, opinion phrases, indicators of time and frequency, quantifiers	KO Future tense, Indications of time and conjugation of irregular verbs. Perfect tense.	KO Conditional tense.	KO Preterite tense, conditional tense,	KO Consolidation of tenses.
<b>Assessment 1</b>	Assessment Pack End of Module 1 tests AO1 and AO4	<b>Mock exams - November</b> Assessment Pack End of Module 2 tests AO1, 2, 3 and 4	Assessment Pack End of Module 3 tests	<b>Mock exams – March</b> Assessment Pack End of Module 4 tests AO1, 2, 3 and 4	Assessment Pack End of Module 5 tests AO1, 2, 3 and 4	<b>Mock exams - June</b> End of Year 1 GCSE syllabus assessment. Mock exam in all 4 skills.

Assessment 2	Weekly vocab tests to be used to gauge independent learning and complement lesson content. KO to be used every lesson to promote independence.	Weekly vocab tests to be used to gauge independent learning and complement lesson content. KO to be used every lesson to promote independence.	Weekly vocab tests to be used to gauge independent learning and complement lesson content. KO to be used every lesson to promote independence.	Weekly vocab tests to be used to gauge independent learning and complement lesson content. KO to be used every lesson to promote independence.	Weekly vocab tests to be used to gauge independent learning and complement lesson content. KO to be used every lesson to promote independence.	Weekly vocab tests to be used to gauge independent learning and complement lesson content. KO to be used every lesson to promote independence.
Cross Curricular Links with other Faculties	<p>The European Day of Languages – Wednesday 26<sup>th</sup> September. All departments are invited to contribute by planning a link e.g. bell task linked to Spain/ another European country.</p> <p>PSHE programme links to the wider world and appreciating other cultures.</p>	<p>This unit will support the careers and aspirations work done in PSHE lessons throughout the year. Raising aspirations through discussion of jobs, opportunities for study and work abroad.</p> <p>In Year 11 PSHE term 1 students will study a unit of work “Life after TOAN” looking at aspirations, interview techniques etc.</p>	<p>International Mother Tongue Language Day- Thursday 21<sup>st</sup> Feb. All departments to be invited to contribute by planning a link e.g. bell task linked to Spain/ another country.</p> <p>PSHE programme of study in term one links in with personal identity and description of self. Media. Explore the use of Spanish in the wider world. Opportunities to be developed for literacy-promoting reading in Spanish. Spanish film and music opportunities to be explored.</p>	<p>This unit will support the work done in PSHE lessons throughout the year, discussion of qualities, aspirations and role models.</p> <p>The study of festivals and global sporting/music events etc. In Art students study a range of festivals as inspiration for work. Music festivals are included as an option for a GCSE question in term 2 in Year 10. Sporting events e.g. World Cup/ Olympics in Year 7.</p> <p>The Spanish festival, The Day of the Dead will be used as a focus for the Year 9 non-fiction study in autumn term 2.</p>	<p>In Food technology students study diets in different countries including the seasonality of food which links with the study of the Mediterranean diet. Spanish students will do food tasting and options to be explored for cooking a Spanish dish. Students also study menus in Art in Year 8.</p>	<p>The trip to Barcelona will reinforce learning that students engaged with in Term 1 of the Year 10 Art curriculum; students will have looked at cities to design cultural escape boards.</p>
Knowledge Organiser content	<i>Unit 1</i>	<i>Unit 2</i>	<i>Unit 3&amp;4</i>	Unit 3&4	<i>Unit 5</i>	<i>Unit 5</i>
Extra-Curricular Offer	<p>Language themed activities during the week of the European Day of Languages.</p> <p>Spanish film club.</p>	Spanish film club.	<p>Onatti theatre production company- “El Viejo saloon”- January</p> <p>Spanish film club.</p>	Spanish film club.	<p>The University of Manchester GCSE success day- to be explored.</p> <p>Spanish film club.</p>	<p>Spanish trip abroad?</p> <p>Spanish film club.</p>

UNCRC Links

**ARTICLE 28 (right to education)**  
Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

**ARTICLE 29 (goals of education)**  
Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Pupils discuss education and why it is important. Pupils reflect on their own education and give opinions,

**ARTICLE 31 (leisure, play and culture)**  
Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

Pupils discuss what their opinions are on what activities they enjoy in their free time.

**ARTICLE 24 (health and health services)**  
Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy. Richer countries must help poorer countries achieve this.

Pupils consider a healthy diet.