

Overall Curriculum Aim:

Students explore the three key GCSE themes: Identity and culture; local, national, international and global areas of interest; current and future study and employment. Students develop their ability to be independent language learners.

Scheme for Learning

Curriculum Area – Modern Foreign Languages

Overview – Year 10 Spanish 2021-22

Personnel Responsible – Kate Williamson (CD for MFL)

Quality Assured by – Mrs Abbey Underhill (AVP)

Exam Board/Qualification at KS4 – AQA GCSE Spanish

Assessment Cycle	Topic/Unit Title - Big Question	Rationale/Skill Development	Link to Assessment Objectives/Progression Scales Skills
1	<p>Social Issues and free time</p> <p>¿Cómo es tu estilo de vida?</p> <p>What is your lifestyle like?</p>	<p>Students will be able to develop their understanding of food and sport in a new context in order to develop all four skills, with an in depth focus on reading and writing. Students are able to discuss music, TV and cinema in all 3 tenses. The students will cover key language for Theme 2 (social issues) and Theme 1 (free time) and where relevant, will complete practice questions from GCSE, or equivalent, past papers.</p> <p>Sub topics – describing TV, music, film, sports, extreme sports, food and meals, food from around the world.</p> <p>Grammar – present, preterite, imperfect, pluperfect, near future, simple future, conditional tense. Revision of negative constructions; expressions of quantity; modal verbs.</p> <p>Sub topics – Music, TV, film, reading, food, dining out, eating habits, healthy and unhealthy diets, sports centres, sports, injuries and health problems.</p> <p>Assessment: Reading and Writing.</p>	<p>Students build/develop vocabulary and grammar that they will use in their GCSE Spanish assessments.</p> <p>Students deepen their grammar knowledge, whilst developing their knowledge of subject specific vocabulary across topics that will allow for deeper thinking, debate, habits of discussion and detailed written work.</p> <p>Students are encouraged to apply previously taught grammar structures in new contexts.</p> <p>SMSC – Exploration of local, national, international and global areas of interest.</p>
2	<p>Education Post-16 & Jobs, career, choices and ambitions</p> <p>¿Cómo ves tu futuro?</p> <p>What does your future look like?</p>	<p>Students are able to describe their current and future study and employment. Students will develop knowledge of vocabulary linked to Theme 3, which covers jobs, career choices and ambitions, as well as post-16 education. There will be an in depth focus on speaking and listening skills to prepare the students for GCSE and end of the cycle assessments.</p> <p>Grammar – present, preterite, imperfect, pluperfect, near future, simple future, conditional tense. Revision of 'if' clauses, the passive voice in the present tense.</p> <p>Sub topics – How to get a job, interviews, plans for future study, previous part-time work, applying for a job in Spanish.</p> <p>Assessment: Speaking and Listening.</p>	<p>Students develop oracy skills including good pronunciation, intonation and spontaneity and practise speaking assessments.</p> <p>Students deepen their grammar knowledge, whilst developing their knowledge of subject specific vocabulary across topics that will allow for deeper thinking, debate, habits of discussion and detailed written work.</p> <p>Students are encouraged to apply previously taught grammar structures in new contexts.</p> <p>SMSC – Exploration of the educational system in France.</p>

<p>3</p>	<p>Home, town, neighbourhood & region</p> <p>¿De dónde vienes?</p> <p>Where does one come from?</p>	<p>Students are able to describe their region and local area, debating advantages and disadvantages of their town.</p> <p>Students develop conversational everyday exchanges and scenarios in order to practise the role-play and photo card elements of the Spanish GCSE Speaking exam. e.g. Students describe a scene in a house and students participate in a role-play about where they live.</p> <p>Grammar – Present, perfect, imperfect, near future, simple future, conditional, negatives, 3rd person singular and plural, comparatives, superlatives, progressive pronouns, relative pronouns, conjunctions, modal verbs + PLUPERFECT.</p> <p>Sub topics – Furniture, household chores, rooms in houses, compass points, surroundings, types of accommodation, ideal homes, what a town is like, what there is to see and do in a town, describing a region, describing the West Midlands and writing a newspaper article about where the students are from.</p> <p>Assessment: Reading and Writing.</p> <p>Cultural capital: Different types of house, differences between the town and the countryside.</p>	<p>Students develop oracy skills including good pronunciation, intonation and spontaneity and practise speaking assessments with less preparation time to mimic real exam conditions.</p> <p>Students deepen their grammar knowledge, using an increasingly wide range of time frames, whilst developing their knowledge of subject specific vocabulary across topics that will allow for deeper thinking, debate, habits of discussion and detailed written work.</p> <p>SMSC – Link to Sandwell 2030 vision and opportunities for young people within the local area. Link to twinned town in Spain.</p>
<p>4</p>	<p>Travel & Tourism</p> <p>¿Cómo son unas buenas vacaciones?</p> <p>What makes a great holiday?</p>	<p>Students are able to describe their preferences for travel and tourism, as well as explore the many holiday options and the benefits and disadvantages of the range of activities. Students previously studies the topic of holidays at the beginning of Year 8, so during this cycle they will be able to develop their understanding of the topic and revisit all prior learning. Students will complete a GCSE past paper mock assessment to review all GCSE topics.</p> <p>Grammar – present, preterite, imperfect, pluperfect, near future, simple future, conditional tense. Revision of negatives, hace plus the present tense, prepositions.</p> <p>Sub topics – holiday destinations, holiday preferences, holiday activities, visiting different places in France.</p> <p>Assessment: Speaking and Listening.</p>	<p>Students build/develop vocabulary and grammar that they will use in KS4 and beyond.</p> <p>Students deepen their grammar knowledge, using an increasingly wide range of time frames, whilst developing their knowledge of subject specific vocabulary across topics that will allow for deeper thinking, debate, habits of discussion and detailed written/spoken work.</p> <p>Students are encouraged to apply previously taught grammar structures in new contexts.</p> <p>SMSC – Exploration of holidays in Spanish-speaking countries and the most common holidays for Spanish citizens.</p> <p>Students sit Foundation/Higher GCSE exam paper – 2018.</p>