

Term	<b>INTENT</b>	<b>IMPLEMENTATION</b>	<b>IMPACT</b>
	<p><b>Substantive Knowledge</b> This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.</p>	<p><b>Disciplinary Knowledge (Skills)</b> This is the action taken within a particular topic to gain substantive knowledge.</p>	<p><b>Assessment opportunities</b> What assessments will be used to measure student progress? Evidence of how well students have learned the intended content.</p>
<p><b>Autumn Term 1A Year 10</b></p>	<p><b><u>iDesconéctate!</u></b></p> <p>Students begin their GCSE course by building on key information learnt in KS3 about how to describe in detail their own holidays and those of others using different time frames. Subject matter includes discussing dream holidays, booking hotels, buying gifts and holiday disasters.</p>	<ul style="list-style-type: none"> <li>• Being able to discuss the types of holidays and weather using present and preterite tenses.</li> <li>• Discussing about holiday preferences using opinion verbs + inf.</li> <li>• Being able to discuss about what I did on holiday using preterite tense.</li> <li>• To be able to explain where you stayed on holidays using imperfect tense.</li> <li>• Being able to book an accommodation and to deal with problems when on holidays in past, present and future.</li> </ul>	<p>Speaking - role play + reading aloud</p> <p>Translation into English</p> <p>Reading</p> <p>Listening inc. dictation</p> <p>Module 1 writing week /16</p> <p>Memrise %</p>

Beths Grammar School Y10 Spanish Curriculum Map - AQA GCSE Spanish

<p><b>Autumn Term 1B</b> <b>Year 10</b></p>	<p><b><u>Mi vida en el Insti</u></b></p> <p>Students expand upon previously learnt material on the the topic of school in different time frames to include likes and dislikes with justifications, school rules, comparisons with British schools and those in the Spanish-speaking world, school exchanges and healthy habits. _</p>	<ul style="list-style-type: none"> <li>• Being able to provide descriptions and opinions about school subjects, school facilities and school uniform using a varied range of language.</li> <li>• To be able to describe your school and to make comparisons then and now.</li> <li>• Being able to make comparisons about school subjects and teachers using phrases followed by the infinitive.</li> <li>• Being able to talk about future plans for a school exchange using the future tense using time expressions and common question words.</li> <li>• Talking about activities and achievements in past, present and future using direct object pronouns and saying how long you have been doing them.</li> </ul>	<p>Speaking - role play + reading aloud</p> <p>Translation into Spanish</p> <p>Reading</p> <p>Listening inc. dictation</p> <p>Module 2 writing week /16</p> <p>Memrise %</p>
<p><b>Spring Term 2A</b> <b>Year 10</b></p>	<p><b><u>Mi Gente</u></b></p> <p>Students discuss social network and their use of different types of apps. This is a useful discussion on how young people connect with others across a variety of media. Students discuss their preferences in their use of e-readers and other devices. They have the chance to talk about their friends and family building upon descriptions from KS3 and moving onto more complex personality descriptions and using similes.</p>	<ul style="list-style-type: none"> <li>• Describing people using adj agreement and talking about family activities using different tenses (Present, past and future)</li> <li>• Talking about social networks and about making arrangements using present continuous tense.</li> <li>• Talking about reading preferences and discussing ideas expressed similarly using a varied range of connectives.</li> <li>• Talking about family and friends using verbs in present and past tense.</li> <li>• Using similes to describe personality traits.</li> </ul>	<p>Speaking - photo card (unseen) + reading aloud</p> <p>Translation into English</p> <p>Reading</p> <p>Listening inc. dictation</p> <p>Module 3 writing week /32 (Year 10 exam model)</p> <p>Memrise %</p>
<p><b>Spring Term 2B</b> <b>Year 10</b></p>	<p><b><u>Intereses e Influencias</u></b></p>	<ul style="list-style-type: none"> <li>• Talking about TV programmes, films and free-time activities using stem-changing verbs and definite article.</li> </ul>	<p>Week 5 - Listening exam inc. dictation</p>

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	<p>Students learn how to discuss different free time activities, not only sports and clubs, but also TV and film preferences. Students have the opportunity to use a range of past tenses and engage in discussions about different types of entertainment such as going to the cinema or attending a concert.</p>	<ul style="list-style-type: none"> <li>• Talking about what you usually do using direct object pronoun and the verb <i>solemos</i> + infinitive.</li> <li>• Talking about activities done in the past ( for example, attending a music concert) using a variety of past tenses.</li> <li>• Talking about sports using Imperfect tense to say what you used to do.</li> <li>• Talking about what is trending by using the perfect tense and words which have more than one meaning.</li> <li>• Discussing different types of entertainment and adapting dialogues to different situations using various tenses and structures.</li> <li>• Talking about people who inspire you using a different tenses (present, past and future).</li> </ul>	<p>Week 6 -Y10 Speaking mock in class: role play, read aloud + follow up questions, photo card + discussion</p> <p>Memrise %</p> <p>Module 4 writing week /32 (Y10 exam model)</p>
<p><b>Summer Term 3A Year 10</b></p>	<p><b><u>Ciudades</u></b></p> <p>Students build on prior knowledge of how to describe where they and other people live. This extends to discussing different tourist destinations and the weather in hypothetical situations. The unit finishes with students being able to discuss how they would improve the town in which they live and describe a visit to a town in Peru.</p>	<ul style="list-style-type: none"> <li>• Talking about places in town and asking for directions using in present tense and imperative form.</li> <li>• Describing shops in a town town and things to buy as souvenirs where enquiries about prices and costs are discussed.</li> <li>• Describing and asking questions about the features of a region (weather,location etc) using <i>se puede</i> + infinitive in affirmative and negative forms.</li> <li>• Planning which activities to do in Spain and understanding about the geography of other spanish speakers countries.</li> <li>• Explaining preferences and being able to justifying them using various forms of future tenses and demonstratives adjectives.</li> </ul>	<p>Week 1 - Reading and writing year 10 mock exam + translation to TL</p> <p>Week 6 - Module 5 writing week /32 (Y10 exam model)</p> <p>Memrise %</p>

Beths Grammar School Y10 Spanish Curriculum Map - AQA GCSE Spanish

		<ul style="list-style-type: none"> <li>• Talking about different problems in a town using conditional tense of regular and irregular verbs in affirmative, negative and interrogative ways.</li> <li>• Being able to use synonyms and antonyms.</li> <li>• Describing a visit in the past using verbs in preterite and imperfect tenses, as well as recognising and using idioms.</li> </ul>	
<p>Summer Term 3B Year 10</p>	<p><b><u>De Costumbre</u></b></p> <p>Students build on their KS3 knowledge of daily routine, clothes and food for different occasions, and ways of celebrating important events in the Spanish speaking world.</p>	<ul style="list-style-type: none"> <li>• Talking about customs, traditions and illnesses using reflexives verbs and perfect tense.</li> <li>• Discussing traditional food using passive tense.</li> <li>• Talking and comparing festivals such as Day of the Dead in Mexico using question words</li> <li>• Describing customs and festivals in the Spanish-speaking world.</li> <li>• Talking about eating out and a variety of food from Spanish-speaking countries using different tenses</li> <li>• Talking about music festivals using expressions + infinitive</li> </ul>	<p>Speaking - role play and reading aloud</p> <p>Translation into Spanish</p> <p>Reading and dictation</p> <p>Listening</p> <p>Memrise %</p> <p>Module 6 writing week /32 (GCSE model)</p>